



**State
Workforce
Innovation
Board**



New Hampshire Department of
**BUSINESS AND
ECONOMIC AFFAIRS**

**State Workforce Innovation Board (SWIB)
Program Year 2020 Meeting**

**February 1, 2022
1:00pm**

Board Members in Attendance:

Mike Alberts

Beth Doiron

Eric Batchelor

Marc Beaudoin

Christine Brennan

Anya Burzynski

David Cioffi

Commissioner Copadis

Dwight Davis

Tamir Koheil

Jonathan Melanson

Jim Proulx

Tim Sink

Mike Somers

Guest Speakers

Beth Doiron

Becky Lewis

Guests

Timothy Allen

Sarah Wheeler

Staff

Joseph Doiron

Melissa Salmon

Barbara Shea

Agenda

1. 1:00pm--Call to Order:
 - 1a. Roll Call
 - 1b. Approval of June 8, 2021 Meeting Minutes
 - 1c. Welcome
 - 1d. Public Comment

2. Informational Items
 - 2a. Presentation from Beth Doiron, CCSNH
 - 2b. Financial Update
 - 2c. Rapid Response Update
 - 2d. Program Performance Update
 - 2e. Program Success Stories

3. Board Motions & Discussion
 - 3a. One Stop Operator
 - 3b. Revisions of the Combined City Plan
 - 3c. Topics for the June 7 Meeting.
 - 3d. Board Motions and General Discussion

2:50pm—Adjourn

P R O C E E D I N G S

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COMMISSIONER GEORGE COPADIS: -- start on time.

I want to for first thank everybody who's here for attending this meeting. Joe and I both want to thank you for joining us.

For the record, my name is Commissioner George Copadis, and I'm filling in today for Michael Kane, who is the Chairman of the State Workforce Innovation Board. Mr. Kane unfortunately could not join us today, and has asked me to step in for him.

Some quick notes as we begin the meeting. This meeting is being recorded. And before speaking, please state your name, so that we can accurately document today's meeting.

Today's meeting is an official meeting of the Board, is open to the public, and will be run in a manner compliant with RSA 91-A.

Meeting materials for the Board and the public can be found by visiting NH Works webpage www.nhworks.org. Again, today's meeting is being recorded. We have a number of items to work through today, and you will find those items on the Agenda in the enclosure.

Supportive documents of the Agenda, these documents have been provided before electronically last week, and printed copies are available today. And all materials are made available to the public via the nhworks website.

And with that, I'll ask Joe if he can do the roll calls.

JOE DOIRON: Thank you, Commissioner. Good afternoon. For the record, Joseph Doiron calling the roll alphabetically.

Mike Alberts?

MIKE ALBERTS: Here.

JOE DOIRON: Thank you. Beth Doiron?

BETH DOIRON: Here.

JOE DOIRON: Thank you. Eric Batchelor?

ERIC BATCHELOR: Here.

JOE DOIRON: Thank you. Marc Beaudoin?

MARC BEAUDOIN: Here.

JOE DOIRON: Thank you. Christine Brennan?

CHRISTINE BRENNAN: Here.

JOE DOIRON: Thank you. Anya Burzynski?

ANYA BURZYNSKI: Here.

JOE DOIRON: Thank you. David Cioffi?

DAVID CIOFFI: Here.

JOE DOIRON: Thank you. Kelly Clark?

[Pause]

JOE DOIRON: George Copadis?

GEORGE COPADIS: Present.

JOE DOIRON: Thank you. Dwight Davis?

DWIGHT DAVIS: Here.

JOE DOIRON: Thank you. Julie Demers?

[Pause]

JOE DOIRON: William Hatch?

[Pause]

JOE DOIRON: John Hennessey?

[Pause]

JOE DOIRON: Jay Kahn?

[Pause]

JOE DOIRON: Michael Kane?

[Pause]

JOE DOIRON: Tamer Koheil?

TAMER KOHEIL: Here.

JOE DOIRON: Thank you. Robert Martel?

[Pause]

JOE DOIRON: Jonathan Melanson?

JONATHAN MELANSON: Here.

JOE DOIRON: Thank you. Steve Norton?

[Pause]

JOE DOIRON: Eric Proulx?

[Pause]

JOE DOIRON: James Proulx?

JIM PROULX: Here.

JOE DOIRON: Thank you. Tim Sink?

TIM SINK: Here.

JOE DOIRON: Thank you. Mike Somers?

MIKE SOMERS: Here.

JOE DOIRON: Thank you. Gary Thomas?

[Pause]

JOE DOIRON: Michael Turmelle?

[Pause]

JOE DOIRON: Brandon Wagner?

[Pause]

JOE DOIRON: Commissioner, roll call complete.

We do have a quorum.

COMMISSIONER GEORGE COPADIS: Great. Everybody has a copy of the meeting minutes, and I'm assuming you've

all had a chance to review those. If there are no errors, corrections, or omissions, I'll ask for a motion to approve the minutes from October 9.

ERIC BATCHELOR: Motion to accept those minutes.

UNIDENTIFIED SPEAKER: Second.

COMMISSIONER GEORGE COPADIS: Moved and seconded.

JOE DOIRON: Can I just get --

COMMISSIONER GEORGE COPADIS: Yes.

ERIC BATCHELOR: Motion made by Eric Batchelor.

JOE DOIRON: And seconded by [_00:03:22_ from the transcriptionist - still can't hear the name.]

COMMISSIONER GEORGE COPADIS: Motion made and seconded. All those in favor?

COLLECTIVE: Aye.

COMMISSIONER GEORGE COPADIS: Opposed? The motion carries. Again, I'd like to welcome everybody here today. And again, my name is Commissioner George Copadis. It's great to see some of the Board Members here today. I appreciate you all being with us today, as I know everyone's schedule is very busy.

We've got a full Agenda and a lot of information to cover, and Workforce is critical -- this is a critical

issue facing New Hampshire and this area. So why don't we get started.

Public comments? We'd like to take a moment to see if anyone from the public would like to provide a public comment. If so, please state your name, and for the record, prior to speaking.

Informational items. For the record, again, this is Commissioner Copadis. We start out our Agenda today with some informational items. These are reports and updates provided to the Board. These do not require a vote; however, if Board Members would like to make a motion, I would ask that you please wait until the next session on our Agenda.

Please remember before speaking, please state your name for the record. Joe, please start us through these items.

JOE DOIRON: Thank you, Commissioner. We're very fortunate to have guests from [across] New Hampshire for the first what the Board has asked for, with different presentations from different partners and agencies to talk about critical workforce partners and issues.

So after item 2a, we'll go through the rest of

the informational items, and we'll go them each, but Staff won't provide any presentations or anything, we'll just follow-up with any questions. So the floor is yours.

BETH DOIRON: Thank you, Mr. Chair. Good afternoon, everyone. My name is Beth Doiron, and I am the Director of College Access Programs, the Community College System. And Chancellor Mark Rubinstein was going to be here with us today, but unexpectedly at the last moment is not able to attend.

So I will be using my notes, since I will be doing his piece of the presentation. I've been here long enough that I should be able to get through what he hoped to convey. But just so you know, I may be referring to some notes as I go along.

So as you can see, our Agenda for today is mostly to be able to provide everybody with an understanding of who we are: Who is, who are, who is the Community College System of New Hampshire, what is our focus and, you know, what are our hopes for New Hampshire, the New Hampshire Workforce, and New Hampshire educational opportunities.

So Mark was going to start with an overview of CCSNH, and then I'm going to jump in with some information

on our Dual and Concurrent enrollment programs, as well as our Work-Ready New Hampshire programs.

And then Becky Lewis, who is our Director of Workforce Development for the state, will join in with some apprenticeship and non-credit to credit programming information, and also, to have a chat with you about the America -- I believe it's America-building apprenticeship grant that's going to be upcoming in the next month or so that will be released from the DOL, that we're hoping to apply for with -- also, you know, our New Hampshire Works partners and all the stakeholders throughout New Hampshire.

So without further ado, we'll jump right in to the first slide. And I'm wondering how people feel about CCSNH as far as you know what we do. What's your comfort level with CCSNH as far as you know what we do? What's your comfort level with what CCSNH has to offer?

Do most of you have a good understanding of what we do? Yes, no, maybe?

[Pause]

BETH DOIRON: Okay. Mostly yesses. All right, good. So we won't dwell on most of the things that, you know, we wanted to talk about. But, you know, very simply

our mission is to be able to provide educational opportunities at a low cost to our New Hampshire citizens, and also to be able to provide the business community with a workforce, basically.

So we have a variety of services that we can offer to our students, be it credit and noncredit programming. But for the most part, you know, you can see that last sentence there that, "We're dedicated to the educational, professional and personal success of our students, and a skilled workforce for the state."

So these are our 12 locations. You may or may not be able to see them. But, you know, we go as far north as Berlin.

We have three campuses from White Mountains Community College: Berlin, Littleton, and North Conway; one campus in Laconia, the Lakes Region Community College; and then River Valley Community College has three locations: Lebanon, Claremont, and Keene. And Great Bay has two locations in Portsmouth and also Rochester, with NHTI in the center in Concord and Nashua Community College; and also Manchester Community College with just their single campuses.

So all of these programming -- all of these colleges offer a variety of different programming from our credit bearing courses -- I've got some program -- we call them, "program grids" here that will show you all of the hundreds and hundreds of programs that we do offer on the credit side of the house -- and also a variety of different, non-credit bearing programs too, that will give students an opportunity to immediately get into the workforce, whether it be a short-term -- three month --, six month --, whatever it might be -- one-year-degree certificate...

But also, you know, as I mentioned, the specific non-credit programming that helps them get into the workforce even quicker.

We have a variety of different programs, as you will see soon, from Advanced Manufacturing to Aviation to Vet Tech, welding -- whatever it may be, we pretty much run the gamut. If it's out there -- if the career is out there, we usually have some sort of training to provide, over 200 certificate and degree programs.

But I think, you know, what we want to talk about today and what Becky will get into quite a bit is that

noncredit programming and how it can assist businesses with meeting their workforce needs.

So normally, just to get a picture of who we are as far as numbers go, normally pre-pandemic I would say we serve up to about 25,000 students per year. So coming through our doors part-time, full-time, many of our students are part-time. Most of them are working. I would say our average age at all of our colleges is probably around the 30 to 50 range.

We do have about -- probably about 15 percent of high school students -- high school graduates coming right to our programming. Also, once they graduate from high school, we're looking to try to raise that number a little bit, but we also have a variety of different in-school high school programs for them too to get a head start on their careers.

But I think, you know, what we really want to say to people is that our main goal at CCSNH is really to try to hear today too the breakdown -- that misconception sometimes that -- between business and the education. You know, how can we work with all of you to be able to provide the programming that you need?

We have people at our Workforce Development Centers -- we have seven Workforce Development Centers all throughout our state, one at each of our colleges. And those folks are working on the noncredit programming on a daily basis. You know, they're reaching out to businesses, talking with businesses on a regular basis to see how we can better meet the workforce needs.

Becky will talk a little bit more about that when she comes on up.

Okay, so this is my piece. So I'm a little bit more comfortable with this. But I think the important thing that I would like to get across regarding our CCSNH Dual and Concurrent enrollment programs is that we have a vast array of programming that we can offer our high school students.

And the whole focus of our Dual and Concurrent enrollment programs is to really give students an understanding and a quick start on getting ahead on their college career.

So many of these programs that we offer happen right in the high school, they happen online, or they happen at our college. So you can see the three different

opportunities there for high school students. So any high school student throughout New Hampshire at any given time can participate in any of these programs.

The Running Start program is our most robust, and serves about -- I would say -- you know, this has changed also with the pandemic, but pre-pandemic, I would say that we had about 8,000 students across the state that participated in our Running Start program on a regular basis. We're probably down to about 7,000 students at this point.

But that is a course -- Running Start are courses that happen in the high school, where we credential high school teachers just as we credential our own faculty -- our own adjunct faculty -- to be able to teach these courses to their students while they are in high school in their traditional course.

So if a student has a schedule -- English, Math, Science, whatever it might be, if there are credentialed teachers in the high school that can qualify to teach a college-level course, then they can take that course as part of their daily schedule.

They can take it for just \$150, and they can get

transcribed credit for it, meaning they can transfer that credit anywhere across the nation.

Yes?

MIKE ALBERTS: What is the credential? Who teaches that credential, and what is the credential? Is it a Master's Degree? Is it some kind of an expanded degree, or is it something that gets trained or taught by the state?

BETH DOIRON: Great question. It really varies. So for Major course -- English, Math, History, Science -- it requires a Master's Degree in the content area, or a Master's Degree in Educational Leadership or something like that with 12 graduate credits in the content area. So those --

MIKE ALBERTS: So one of our issues is that within a rural community in rural New Hampshire --

BETH DOIRON: Right.

MIKE ALBERTS: -- let's say you don't have a lot of Master's Degree.

BETH DOIRON: Right.

MIKE ALBERTS: -- for instructors --

BETH DOIRON: Yep.

MIKE ALBERTS: -- that becomes a limited avenue for us --

BETH DOIRON: Right. So --

MIKE ALBERTS: -- in our school district. Are there alternatives around that?

BETH DOIRON: Yeah. So that's where early college comes -- well all of them, actually; early college and eStart. So eStart is 100 percent online. And that, you know, that's -- that can be sometimes difficult for students to a) take a college course and b) take it online.

So, but that program is fairly robust as well. There's about 1,000 students in that program each year. eStart allows students to take a course 100 percent asynchronous, so they can sign on and log in and do their thing any time -- that's also \$150 a course, and those offerings are pretty robust as well. We probably have 30 courses we offer each semester. So they can go on and take that course.

And some of the things we're doing, like, to try to help with that too is that we're trying to work with some high schools where if they don't have a credentialed teacher, and they're not comfortable with doing eStart,

then maybe they can take an eStart course while they're -- as part of their high school curriculum.

Say English -- let's say an English course, if the Berlin High School doesn't have a teacher that has the qualifications at the college level to teach English, then maybe they can teach in conjunction with the eStart faculty during the school day, so that that high school teacher is part of the course as well, and they're assisting the students with that course.

So it's officially an eStart course taught by our college faculty, but the high school is teaching it as well. So that's one way.

MIKE ALBERTS: Do the schools know this, that that's an alternative?

BETH DOIRON: We're trying to get the word out with that, yes.

MIKE ALBERTS: Okay.

BETH DOIRON: We're trying to work on building pathways more and more and trying to reach down to the high schools so that they understand these opportunities. We've done it in a couple of schools, but yes, that's one of the things on our agenda to make sure --

MIKE ALBERTS: Okay.

BETH DOIRON: -- we get that word out.

MIKE ALBERTS: Thank you.

BETH DOIRON: So eStart, you know, as I had mentioned, is totally asynchronous and for \$150 same kind of thing students are able to -- just like Running Start, they're able to take that course.

The other thing I didn't mention too is that I think it was four years ago, the Governor set aside about -- back then it was about \$800,000 and what they -- what was a STEM course.

So any student that was enrolled in a Science, Technology, Engineering, or Math course could take that course through Running Start or eStart or early college, which I'll get to in a moment for free. So they were able to take two STEM or STEM-related courses per year for free. So that was really a help as well.

So as far as the eStart goes, it pretty much works just as Running Start does with the cost, and also, the transcribed credit being able to take those courses anywhere.

And it is our goal to reach out to the high

schools to try to do a little bit more of that. We did it with Nashua High School and -- no, I'm sorry, Salem High School with Nashua Community College for a Criminal Justice course, because they didn't have a Criminal Justice teacher. So we did that, and they had a para in the room -- a paraprofessional -- who assisted the students with completion of the eStart course.

So our other opportunity for students too is early college. And that is -- it's a traditional college course that you would find on any one of our college campuses, where high school students can come and sit with everybody else, just like your average student, and take that course for half the cost. So it's not \$150, but it is half the cost of a traditional course. So that's about \$323 for a three-credit course.

That is also transferred to credit, can be transferred anywhere across the state. That is -- across the country. That is also available, the STEM scholarship is also available for early college classes as well.

Now, the other thing we're trying to do, Mike, too, in reference to what you had said, is that we're trying to bring -- sometimes bring our teachers into the

high schools. And this is, you know, probably something I shouldn't even say, but, you know, I've talked with a few high school teachers who just can't -- high school edirectors who just can't get teachers to teach let's say Advanced Manufacturing, Machining.

What about sharing our faculty with the high schools? You know, if we have faculty that have time in their schedule, let's make that part of their schedule to go up to the high school and teach however many courses -- one course, two courses, whatever it might be, helping each other out to be able to have our faculty have a full course load, and also help the high school with a course that they just can't find an instructor for, which is happening more and more.

So those are our early college -- well, our Dual and Concurrent enrollment programs, as they are called. Are there any other questions on those before we move to the next slide?

Okay. So an opportunity to utilize all of those three Dual and Concurrent Enrollment programs is the development of career pathways. And career pathways are an opportunity for students to take a number of different

courses while they are still in high school, package those courses so that they can relate to a certificate or a degree.

For example, we did this a couple years back at Portsmouth High School where we offered -- and this works really well in a CTE Center, because the CTE Centers are pretty much structured just the way we are, as far as they have two courses; they have their two courses per year -- fall semester, spring semester. And they're two-year programs. Well, through the course of a CTE student's program, they can take four courses.

So in Portsmouth High School, we implemented a programming certificate, where students could take four Running Start courses -- strictly Running Start -- towards this programming certificate, so when they graduated from high school, they had 12 out of 18 credits towards a programming certificate, only needing, then, six more credits, two more courses, but they could even take in the summertime if they so choose, to have that certificate.

They could then use that to go to work immediately, or they could choose to go onto their Associates degree and so on if necessary. So the

development of pathways.

Also one thing, Mike, that we're trying to get out to parents. You know, I mean, our high schools know about this. Our CTE Centers know about this, but parents don't know about it.

And that's our -- that's I think the really hard part, the thing that we're -- the nut we're trying to crack. How do we get all of this out to parents and package it in a way that it's really meaningful to them, so that they can see the value of CCSNH and some of the programs we offer?

Yes?

TIM SINK: Can you talk a little bit about how -- either one of the programs, some of the big -- Running Start, all of this -- but how these are accepted by guidance counselors and high schools. I mean, are these getting fair treatment in terms of, hey, you know, it being the traditional four-year-college, it could be [this], it could be [that]. Are these being promoted aggressively by high school counselors?

BETH DOIRON: To some degree, yes. I think we could do better with that. You know, we try to work with

the high school counselors to ensure that they're aware of the offerings that we have.

But I really believe that it's a parental thing too. You know, we did a study years ago -- probably five or six years ago -- that asked high school students where they got their information on what they want to do when they graduate. And by far, it wasn't school counselors, it was family and parents. And second to that came teachers, high school teachers.

So if you're in a CTE program, and you're in with students, I mean you're there for long periods of time building up relationships, they're talking to students more so than an English teacher may. Because it's hands-on work, one-on-one type of thing. So it was parents and teachers that really were the top two, and then school counselors number three.

So we really -- not that we don't focus on school counselors -- we certainly do. But we were -- I think our -- moving forward, we're really looking to how we can further make it understandable to parents as well.

But yes, the guidance counselors are definitely there with us. Any other questions?

TAMER KOHEIL: Beth, Tamer Koheil.

BETH DOIRON: Yep.

TAMER KOHEIL: So I'm a big believer of Dual Enrollment.

BETH DOIRON: Yeah.

TAMER KOHEIL: And I do it with the --

BETH DOIRON: Yep.

TAMER KOHEIL: -- you know, kind of --

BETH DOIRON: Manchester?

TAMER KOHEIL: -- Manchester and just meeting with the President, NHTI. And -- but I believe we have a lot of students in our campus instead of waiting to finish the basic course and go get their two-year degree, they can benefit from the -- kind of some of these career pathways, and they end up having the Dual Enrollment prior to them even going to college.

BETH DOIRON: Right.

TAMER KOHEIL: So I would love to kind of later on work with you on Cybersecurity or --

BETH DOIRON: Mm-hm.

TAMER KOHEIL: -- Advanced Manufacturing. And I'll take you up on the offer. I've been working with Eric

in finding an Electric[s] instructor and I can't find one.

BETH DOIRON: Yes.

TAMER KOHEIL: So if you can share some, that would be great.

BETH DOIRON: You know, as I said, maybe I shouldn't say this yet, but I mean that's something that I've --

TAMER KOHEIL: Yeah.

BETH DOIRON: -- spoken with the Chancellor about. We have not brought it forward to the President yet, so I know this is public record, so I probably shouldn't have said it, but anyway it's out there. I just think it makes a lot of sense.

TAMER KOHEIL: Yep.

BETH DOIRON: And I know the Chancellor does too. You know, we have collective bargaining agency agreements that we need to work under and all of that.

TAMER KOHEIL: Good.

BETH DOIRON: So that would be something that, you know, would have to be worked through, and it would take some time. But I mean, I think it's definitely something that we all need to consider.

TAMER KOHEIL: Yep.

BETH DOIRON: It's the only way we're going to --

TAMER KOHEIL: It's good.

BETH DOIRON: -- make things work. Okay.

So, you know, we have -- as a -- you know, speaking of the Dual and Concurrent enrollment programs, we have all of those academic programs that really try to help students get some basic skills and earn that degree.

On top of that, as I mentioned, Becky will talk to you about all of our Workforce side and what we're trying to do with noncredit programming.

But to bridge that right now, there's a program that we offer called, "WorkReady New Hampshire." Does anybody -- is there anybody that hasn't heard of WorkReady New Hampshire?

[Pause]

BETH DOIRON: Okay. So everybody knows what WorkReady New Hampshire is? That's awesome to hear.

So, you know, just to give you a sense of where it came from, how we started, and all that: Back in 2011, the Governor at that time did a series of roundtables to talk with businesses about what their needs were.

And overwhelmingly, what they kept hearing was people are coming to work unprepared. They can't get along with others, they can't work on teams, there's no communication skills, it was the same thing statewide.

So they came to us and said, you know, "Can you develop a program that meets all of these needs, that address these issues?"

So in conjunction with New Hampshire Employment Security and the Job Training Fund, we were able to fund WorkReady New Hampshire since basically 2011. So we're in our eleventh year right now, pretty excited about that.

And WorkReady New Hampshire, it's basically -- it's a tuition-free program, it's designed to meet the needs. It first starts off for unemployed. It was specifically for unemployed individuals to provide them with 60 hours of classroom instruction and some mediation on basic skills in order to provide them with the skills and confidence they needed to go out and get a job, and then perform on the job as the employers were looking for them to perform.

So that's how we began. The program now is

operating at all seven community colleges and online. Once the pandemic came into play, all of our courses used to be -- the Work Ready classes used to be on our college campuses in person. We had to move them online during the early pandemic. Right now, we're still offering mostly online courses, because that seems to be what people want.

So at this point in time, we're not on campus at Nashua Community College, but we do work with the New Hampshire Employment Security NH Works office there, and do offer the classes there. 100 percent online at every college. We service about 400-500 participants each year, and things seem to be going very well.

These are just some of the things that the Work Ready works on, as far as modules and competencies. I mentioned, you know, with the Governor's roundtable hearing the same things that, you know, people just weren't able to work well together and work on teams.

So these are the specific things that they're learning during this 60 hours, three-week classes. It's pretty much designed as a business. Like, they would be going to work every day. They're there at 8:00 in the morning and they leave at 3:00 in the afternoon for 60

hours, three weeks at a time.

So these are the actual specific workplace skills. So we've got the 60 hours of classroom instruction on those competencies that we just showed you, and then running in conjunction with that too is something called, "The National Career Readiness Certificate." And that's offered through ACT.

And what that is, it covers testing on three essential workplace skills -- as you can see, Applied Mathematics, Reading Workplace Documents, and Graphic Literacy. Those seem to be the three things that ACT has identified as being needed in the workplace.

So when the students and participants come into the program -- the WorkReady program -- they're actually given a pretest to see how they do in those three categories. And depending upon how they do, then they can go through an online tutorial to address those three areas where they may be weak.

And then at the end of the course, after going through on their own time -- so there are 60 hours in the classroom on the competency instruction, and then on their own time they are bringing up their skills in those three

areas.

And then at the end of the three weeks, they're able to sit for the National Career Readiness Certificate. And what that is is basically a certificate they get at the end, which is either Bronze, Silver, Gold or Platinum.

And, for example, Bronze would mean that students are able to, or the participants are able to work on jobs like 25 percent of the jobs that are out there. Platinum would be they have the skills for 100 percent of the jobs that are out there.

BECKY LEWIS: Is that the end of yours? So that's Work Ready, and then Becky will move into the whole Workforce development piece of CCSNH. Any questions on anything?

[Pause]

TAMER KOHEIL: So WorkReady New Hampshire is offered in Manchester, right?

BETH DOIRON: Yep.

COMMISSIONER GEORGE COPADIS: Tamer, can you just announce, just because -- [_00:27:42_from the transcriptionist: Thank you - I am guessing with everyone not stating their names, thank you again]

TAMER KOHEIL: Oh, sorry.

COMMISSIONER GEORGE COPADIS: Thank you.

TAMER KOHEIL: So WorkReady New Hampshire is offered in Manchester, right?

BETH DOIRON: Yep. All seven colleges.

TAMER KOHEIL: I had a significant amount of students in their transition out who went and --

BETH DOIRON: We'd love to have them.

TAMER KOHEIL: Yeah. Oh, for the past four years --

BETH DOIRON: Oh, good.

TAMER KOHEIL: We've been utilizing it -- almost, like, three students on a monthly basis. So they did a good job. And you guys do a good job too.

BETH DOIRON: Excellent.

TAMER KOHEIL: So yep.

BETH DOIRON: We get superb feedback from the participants that go through it. And I think at one point, George, you know, there was question about whether or not we should continue WorkReady New Hampshire, and I believe Rich Lavers reached out to some participants, and based on the feedback he received, he was like, "We need to keep

this program."

Because it just does wonders for the participants that come through it. And these are typically people who are unemployed or who have had a hard time finding employment, for reasons that we just mentioned.

Yes?

DAVID CIOFFI: Do you follow up on people who get the certificates to see where they're going and what they're doing?

BETH DOIRON: You know, probably -- we do surveys, but the problem with that is if you know anything about surveys, they have a very low return rate. So we try, and we do get some -- probably about, well, we actually did get about 25 percent response, which from my understanding for a survey is pretty good.

So yes, we do try to follow up, but sometimes that can be challenging.

DAVID CIOFFI: Does it give you good information?

BETH DOIRON: Yeah. I mean, most of them are working have found employment, and feel that their confidence is just much higher and communicating with others and being able to work effectively in the workplace.

DAVID CIOFFI: Great.

BETH DOIRON: Any other questions?

[Pause]

BETH DOIRON: I will turn it over to Becky.

BECKY LEWIS: Hi, everyone. So I'm Becky Lewis.

I'm the Director of Workforce Development for the Community College System. And I want to just briefly kind of explain, like, how I got here, in part because this is actually a new position.

So this is a new position that was developed for the Community College system, in part as a way of to have a point person for employers and entities in the state to kind of connect with the Community College System around their workforce and training needs.

So it's a newly created position, still kind of building the plane as we're flying it. Beth was overseeing the -- well, actually, I'm the one who said it first -- Beth was overseeing the apprenticeship -- I'm actually the one that said it -- Beth was overseeing the apprenticeship New Hampshire team prior to my arrival, and now that kind of apprenticeship New Hampshire initiative has come under me. So I'm going to talk about that a little bit today.

We can go onto the next slide.

One thing that I just kind of want to acknowledge off the bat is this is really -- and you all know this better than anyone -- you know, this is really a wild time in New Hampshire and also nationally for workforce development, right?

So we're seeing an unprecedented number of people leaving the workforce. We're seeing an unprecedented number of people kind of choosing to stay out of the workforce, in New Hampshire particularly -- the age group ages 25 to 29 years old, who are out of the workforce, and who really -- we know at some point they're going to have to come back.

So how do we get those folks back into the workforce is, you know, the million-dollar question.

So in terms of apprenticeship, one of the key things is that in 2016 the Community College System was awarded a large Department of Labor grant. And since then, we have continued to really perform well against these grants, and so that in part is why we've been able to receive subsequent funding.

So I'm not going to go through every point here,

but I think the -- kind of the critical point is that the Community College System was initially awarded based on the preference with those federal grants.

Most of them have been through the Department of Labor. We've continued to perform well; we've continued to meet the grant deliverables. And as a result of that, we continue to receive funding.

We hosted a meeting last week, and we'll talk about this in a little bit in collaboration with Joe Doiron to really talk about kind of what is the follow-up state of apprenticeship in New Hampshire? What should that look like?

And these are some of the sectors we're focused on now. You can see that at the top, that's information technology at the bottom. We also do have a Youth Grant.

So really, we're looking at providing apprenticeship opportunities from pre-apprenticeship which is, you know, individuals maybe that are out of the workforce looking to combine or some time in high school so they can start a pre-apprenticeship program in high school, move through an apprenticeship once they graduate, and then enter directly into the workforce.

We can go onto the next one.

BETH DOIRON: Sorry.

BECKY LEWIS: That's okay. So critical components of Registered Apprenticeships. So I want to, like, do a little terminology for a second. So Registered Apprenticeship is distinct and disparate from Apprenticeship. Okay?

So Registered Apprenticeship is unique, in that it is very prescribed by the Department of Labor. Okay?

So in order for something to be a Registered Apprenticeship, it has to meet a very specific sort of criteria. In many of the trades, such as Plumbing, Electrical, Construction, historically apprenticeships have already existed, right? There's a German model that goes back, like, hundreds and -- you know, hundreds of years. But when we're talking about Registered, these are critical components.

So the first component is that it has to be employer-driven, right? So it's not me sitting around thinking, like, "Oh, this could be a good idea and we're trying it," we're saying no, an employer comes to us or to one of you, right? and says that, "This is something that

we want to do to meet a workforce need" and then we work with them to build it. So that is the most critical point.

Another piece of it is that it is on-the-job learning. So in fact, for the program to be a Registered Apprenticeship, someone is actually hired by that employer.

So if I'm an employer, I hire Beth as my apprentice, she comes under, I pay her a wage to start, she gets really the technical instruction, which is also the classroom education while she is on the job. It can be in person; it can be online.

And then as she goes, there is a progressive wage increase that happens over time.

So that's part of the carrot, right? So if you complete these hours of instruction, they do this on-the-job training, the next carrot to get you to that next level is that you get a wage increase. And so that really helps people kind of keep moving through the process.

There also is a national Industry Certificate. So the Department of Labor says if I'm in training for, say, a manufacturing apprenticeship and it's 8,000 hours, once I complete those 8,000 hours, I get a certificate saying that I complete that. And it gives me then the

competencies, right? to a specific occupation, that then allows me to be employable.

And any employer really nationally would then recognize that as me having the competencies or skills to function in a particular job.

So I want to just pause for a second. Any questions about Registered Apprenticeships?

Yeah.

JONATHAN MELANSON: I just wanted to know real quick, well, I know we talked a lot about that with apprenticeships, but then you have the preceptors themselves.

BECKY LEWIS: Mm-hm.

JONATHAN MELANSON: Do you -- I know at least from my conversations with USNH there seems to be a big challenge, and then bridging that work for Staff, because we just don't -- we have plenty of people who are taking up the apprenticeship positions, not enough preceptors. Are you facing the same issue?

BECKY LEWIS: So I will -- I'll talk a little bit, and then Beth, if you want to add, feel free to jump in. So it definitely is a challenge. The Department of

Labor for Registered Apprenticeships requires a one-on-one relationship. So again, I'm hiring Beth as my apprentice, there's a one-on-one relationship. So I have to directly mentor Beth.

Now, some states and some employers can petition to increase that ratio. So we've had actually really good success -- BAE actually recently put in a proposal to the state to increase that ratio from 1:1 to 1:3, so one mentor for three apprentices. And that was approved.

So there are ways to kind of address that. And, you know, and there are creative solutions kind of to work with it. But it, you know, I think it is, you know, definitely a challenge, particularly for smaller businesses.

The other thing that I would add is there's different models to kind of work with, and that's -- so for example, if we think about some of the, like, the New Hampshire Auto Dealers Association. So they are an Association, and they bring in employers under them to provide -- to actually sponsor the apprenticeships.

And then you can kind of be creative, then, about who you assign as mentors to individuals going through your

positions typically as a supervisor, but it doesn't always have to be.

So there's different models that are -- that kind of nationally best practices to kind of address that. And I'd be interested in talking more about, like, USNH and what -- and what they're seeing too, to see if we could, like, think together about how to address that. I don't know if you -- okay.

Anything else about apprenticeship?

ANYA BURZYNSKI: In a niche market, can an employer come up with this Industry Certificate, if one doesn't already exist?

So, like, we're metal finishers. I'm not familiar with any national -- you know, nationally accredited metal finishing certificate. Would we be able to work with you to develop that?

BECKY LEWIS: Yeah. So, so -- and actually Beth and I had this conversation before today. Because -- so the Industry Certificate for apprenticeships, it's not -- it is really linked to a specific occupation.

ANYA BURZYNSKI: Mm-hm.

BECKY LEWIS: So separately, there's something

called, "Industry-recognized credentials," which is, like one example is like a licensed nursing assistant.

ANYA BURZYNSKI: Mm-hm.

BECKY LEWIS: And so that is -- an Industry Credential, the Board of Nursing, right, certifies for the industry the training and the hours and the competencies associated with that position.

So for that industry, you could develop -- and I don't know, you have to find, like, an entity to kind of certify --

ANYA BURZYNSKI: Mm-hm.

BECKY LEWIS: -- that credential. But yes, basically. And that would be -- you know, in line, as long as for apprenticeship we would want to link it with occupation. But then in addition to that, you could have the occupation linked to this credential that has that recognition in the industry.

ANYA BURZYNSKI: Mm-hm.

BECKY LEWIS: Sometimes they're exactly the same thing. Sometimes they're a little bit off.

ANYA BURZYNSKI: Mm-hm.

BECKY LEWIS: Because, like, for a licensed

Nursing Assistant, you really actually need less time than often an apprenticeship takes.

An apprenticeship sometimes makes sense, doesn't always make sense. For some industries, it might be, like, a perfect match. I don't know if that answered your question.

ANYA BURZYNSKI: Yeah.

BECKY LEWIS: But certainly we could help develop the content for whatever you're looking at, and then figure out who would be a good intermediary if it's not us to then help certify that.

BETH DOIRON: I also think, though, Anya, that we have -- the Department -- what we work from to develop Registered Apprenticeships is a Department database --

BECKY LEWIS: Mm-hm.

BETH DOIRON: -- that has thousands of occupations. So I bet there's one for metal finisher.

BECKY LEWIS: Right.

ANYA BURZYNSKI: Okay.

BECKY LEWIS: So even if it's not New Hampshire -

-

ANYA BURZYNSKI: Certainly.

BECKY LEWIS: -- there might be one nationally
that we could --

BETH DOIRON: Right.

BECKY LEWIS: -- pull --

BETH DOIRON: Exactly.

BECKY LEWIS: -- and replicate.

ANYA BURZYNSKI: Gotcha.

BECKY LEWIS: Okay. We can go to the next one.

So Beth touched on this a little bit. But I
wanted to give a brief overview of what the Community
College System offers in terms of Workforce Development.

So we have seven business and training centers,
and that is across all the colleges. So again, seven
distinct colleges but 12 physical campuses.

There is roughly -- it's a little wavy line --
roughly one full-time Director at each location. Some
sites like Great Bay Community College in Manchester have
more of a team of folks, and some sites literally have,
like, a half-time person or a full-time person.

We both offer Open Enrollment, which means, like,
any of us could sign up for a Microsoft Excel course
tomorrow. And then we also offer customized training,

which means that -- again, you know, Beth as a business owner in Nashua comes to me and says, "Hey, you know, I really want a leadership training for my management team."

And then we build that, we develop that; it can be in person, it can be online, and we deliver that training.

So huge -- you know, span of kind of what can be offered -- everything from technical skills, you know, health care, manufacturing, to management, professional development -- like Microsoft's -- you know -- Office and all those kinds of things.

Really, I think the thing that I want to kind of make a point about today is that Workforce Development, at least in higher education, often and historically gets a bad rap. So it's kind of been considered, like, the ugly stepchild to kind of the credit-bearing side of the house often.

And one of the things that I want to emphasize is that if you look nationally, enrollment in community colleges and credit-bearing courses has gone down, okay?

And if you look at noncredit, short-term training, what we historically considered training, which

some people would say is not true higher education, that is what people are looking for. That is largely what employers are looking for.

If I'm an individual, and I'm looking to reskill or upskill or do a career change, I really want something that's quick, short, and is going to help me get to that next job with a sustainable wage.

So we're really try to pivot in terms of how we're thinking about these things, and being able to offer more short-term training programs that get people into jobs, and then the next piece I'll talk about is really, then, with a pathway into college credit.

The -- and I'll talk about that more in a minute.

So, again, shorter term credentials -- you know, often get a bad rap. But the value of this, right, is that if I do a short-term credential, say a blueprint reading, I start there and say I'm the first person in my family even to, like, consider college or stepping a foot in a college, that's way less intimidating than going to, you know, maybe doing filling out a FAFSA and an admissions application and all of that.

So it is -- it does reduce barriers for many,

many folks -- also for adults. So if I've been a stay-at-home mom for 20 years, and I want to reenter the workforce or do a career change, often doing a short-term credential is an easier in for me than enrolling in a degree program.

And the benefit of that, and the way that it works the very best is if then that short-term training gives me a path into a credit program.

So again, if I take a blueprint reading and a math noncredit course, and then a welding symbol, all of that can get packaged together or stacked to really apply to college credit.

And then from there, I have a credit welding course, I can move into a certificate and degree program, what not. But my entry into higher ed has been smooth, seamless, and potentially less intimidating.

The other thing is, again, it gives me a sense of completion. So often with, like, even an Associate Degree, like, man two years, that's kind of a long time, right?

So if I can do something in, you know, six weeks, and then get a job, do a little more, often an employer might pay for me to go on and get more training while I'm employed, or if I'm doing an apprenticeship and getting

paid and doing education on the way.

So lots of ways in which this has a good return on investment.

Also, many employers -- and again, I'm sure you all know this -- like, are saying that, you know, it is very compelling to make the case that especially with the current state of the workforce, that I want to -- you know, to pay for something that is short-term to get someone into a job that I need filled, and then help retain them by providing additional education along the way.

So that's, like, the super quick version.

Yeah?

TIM SINK: Can you talk about the age demographic, people who are taking advantage of these? Is it primarily kids coming out of high school, is it mixed, are you getting a lot of people that have been in the workforce for a while but are looking to change?

BECKY LEWIS: So we can talk about that. And you might actually know this better than I do.

But, I mean, we -- so we have -- we get quarterly updates from Brian Gottlob, actually, to -- about kind of the workforce demographics. We right now our enrollment is

a range.

So we do -- we have seen a decline I believe in high school, people coming right out of high school. There is still a percentage of individuals in the state that actually just either, you know, go right onto four-year degrees, or go into the workforce and don't come to community colleges.

So that's definitely a gap, we're trying to kind of understand that. And we're doing some market research right now to actually look at that and figure out how we can kind of address some of that gap.

Again, that -- right now the 25- to 29-year-old group in the state that's kind of out of the workforce, we're trying to figure out, like, how do we get those folks kind of back through short-term training or through, you know, a credit-bearing program.

There is a large number of adult learners too. It really varies.

One of the things that's interesting -- and I saw this more probably -- you know, in Massachusetts before I came to New Hampshire, but, you know, I think there's, like, definitely waves in enrollment over time in community

colleagues, depending on what's happening in the workforce.

So when jobs are good and everyone's paying -- you know, can get really good jobs, then enrollment tends to decline overall, which is what we've seen happen. And then when kind of, you know, the economy is not as good, people tend to come back.

But with the pandemic, we've seen this interesting mix where, like, because of the stimulus and other support, people have been able to stay out of the workforce longer or not get retraining longer.

So we're still trying to figure out, I think, where some of the demographics are that we could best kind of reconnect with in terms of bringing back. And we definitely see, like, an opportunity there. I don't know if you want to add about --

BETH DOIRON: Yeah, I don't think we see a large amount of high school students coming into to non-programming. Because as Becky said, you know, most of our non-credit programming would be Open Enrollment, which is Excel and things like that, or it can be training for common workers, or training for people who don't have experience.

But I think the majority of our noncredit-bearing program population is at probably 30 and above ages.

MIKE SOMERS: So I've been reading up on this a lot -- obviously a big issue for all of us. But, you know, I read a statistic recently that something like over the last two years, college enrollment -- that includes community college and developers -- is down something like a million students.

BECKY LEWIS: Mm-hm.

MIKE SOMERS: So they're not in college, they're not in the workforce --

BECKY LEWIS: No.

MIKE SOMERS: -- where are they? And then I guess the follow-up question would be if there is -- okay, so making the assumption that they're home for a variety of reasons, including parents or whatever, how do we get them off the sidelines? Because I think that's the number 1 issue we're trying to address. I don't know if you guys have any advice.

BETH DOIRON: Go ahead.

BECKY LEWIS: Yeah, I mean, I have tons of ideas. I don't know that anyone -- you know, wants to listen. But

I -- I mean, a couple things. I do think there's still a large, large number of women. I mean, and I think -- you know, you -- I think about the workforce again from, like, people, coming out of high school all the way up through, like, adults still.

Because, again, there's a lot of adults or people that have gone into the workforce, but then stepped out and, like, have to come back.

So I think we're looking at how do we think about helping people understand? And some of that is that culture shift in conversations with parents.

So in my experience from teaching for 10 years, you know, the conversations around the dinner table in terms of, you know, what people see as their options and what people actually talk about, whether it's parents or grandparents or any of those things, are actually the most important.

And so I think a lot of it is figuring out, like, how do we have conversations with parents and really shift some of the culture around the focus on four years and kind of some -- often, like, you know, trades and voc/tech and CTE is kind of considered, like, a second-class citizen a

little bit.

I think this is less true in New Hampshire in some ways than even in other states. And I think nationally that's changing, in part because -- again, what's happening with the workforce.

But I do think that's still a thing. And I was actually on a call yesterday and someone was talking about that -- that, like, people are still in the higher -- the communities that have a higher socioeconomic status, the focus is still primarily on getting people into four-year schools. And so I think that is a culture shift.

And really helping people understand the value of education but pairing education with a career and with a job, and that you can have -- you can kind of do both.

So someone can get a liberal arts education, learn how to learn, learn how to think, and also learn how to, you know, really kind of move into a job. And so I think that's, like -- I mean, that's, like, kind of nebulous and philosophical.

But I think some of that is, like, a culture shift that we have to creatively think about, like, is it churches? Is it -- you know, coffee shops, is it PTAs, is

it sports teams?

Like, you know, I think there's lots of ways to kind of have some of those conversations and change that culture. But I do think some of it has to start with that. I don't know if you have other thoughts on this?

BETH DOIRON: Yeah, I think Mike, just in general we've -- we're committed to trying to figure that out.

MIKE SOMERS: Mm-hm.

BETH DOIRON: You know, how can get people into the workforce at a quicker rate, and a higher skill level? And, you know, part of what we're doing here today is to be able to help everyone understand that CCSNH has a wealth of just a variety of different programming and resources to hopefully help fill the workforce at least in half.

So, you know, I think that the Chancellor -- I mean, we have a new Chancellor, which I probably should have said -- this summer, or was hired this summer or this fall. And he's very committed to Workforce Development.

[_00:49:26_indiscernible] his words, but I think Mark has a good understanding of the real need to connect businesses to our students, and also, he's done quite a bit of that at Granite State College.

BECKY LEWIS: Mm-hm.

BETH DOIRON: Because his population was at Granite State when he was President, it was a much older population and, you know, he had a need to get those people into the workforce as quick as possible.

So we're committed to try to figure these things out.

BECKY LEWIS: And the one caveat I will say to you is I have worked, like, all over the country with community colleges, and I will definitely say that this Community College System is vastly underutilized.

And it's interesting, right? Like, I don't know exactly why that is, and it's not, like, a blame thing, it's just like, interesting. Like, you know, other states really use the Community College Systems as a workforce training tool in a very intentional and different way than New Hampshire, you know, has.

BETH DOIRON: Yeah.

DAVID CIOFFI: A couple other little things to emphasize what Mike was saying. A couple days ago, I was reading that the freshman class of 2021 was nine percent smaller than 2019, pre-pandemic.

The other interesting statistic was that the younger generation -- 18 to 24 -- they're looking at that population shrinking in the mid-twenties, the younger kids.

And so do we watch these demographics in New Hampshire so we can react? What you were just saying is you're getting older clients into the system.

And that may be where the future is. Because there probably are more of them than there are going to be these young kids.

BETH DOIRON: Yeah, that's an interesting point. And, you know, the -- we've known for a while now that the high school population is shrinking. It has been for probably five years now.

At one point, I think three or four years ago, the Salem School district lost, like, 1,000 students just in demographics, and not because people were moving out, just because people were having less kids, whatever it might be.

But my philosophy is, and maybe it's because of my connection with the high schools is that that high school population, be it dwindling or not, will always be there.

DAVID CIOFFI: Mm-hm.

BETH DOIRON: There will always be a high school graduating class. Becky made reference earlier to the economy and community college enrollments. When the economy is good, community college enrollments are down. When the economy is bad, community college enrollments skyrocket.

I remember in 2009 when I first was working in the Community College System in the middle of a recession, we had to be -- we were parking people in the grass, just because their enrollments were just out of control.

So that's a given. It's going to go up, it's going to down, but that high school population will always be there.

So in my mind -- it's not to say I have to convince everybody of this, because more people are in line with what you're thinking: We need to focus on that adult population because they're there. You know, they're not moving. But I think we need to do both. You know?

I think we need to work closely with the high school population, and also with the adult learner -- you know, we can't just throw the baby out with the bathwater

and go with one or the other. It really has to be accomplished.

DAVID CIOFFI: I know when I visited school counselors to give information out about Tamir's little college over there, the reaction I got from a couple of them was that, "Well, our students wouldn't be interested in that. You know, they're above it."

And that may be because it's handled here in Lebanon, but I think there's work to be done on the school concept.

BETH DOIRON: Absolutely.

CHRISTINE BRENNAN: Can I just make a comment?

BETH DOIRON: Sure.

CHRISTINE BRENNAN: Is it okay?

COMMISSIONER GEORGE COPADIS: Yep.

CHRISTINE BRENNAN: From -- the other thing I think that there's a shift, at the Department of Education we have a much more -- we have more robust individual pathways for education.

So the traditional public school, we have now more public charter schools, as well as our Learn Everywhere program. So it is an opportunity.

I mean I think Beth alluded to that really a lot of our information is funneled down through the school. So we, the Department are with the Superintendents now, and then we rely on them to get the information to the parents. But how do we make sure that the parents are getting all those academic opportunities?

So it's something to consider. Just to be thinking about when we're looking at incentives.

And also, please don't forget about the Vocational Rehab -- lots of people with disabilities can be working and looking for new careers. So reaching out to Vocational Rehab, and maybe thinking about connecting I was them.

COMMISSIONER GEORGE COPADIS: Jim Proulx?

JIM PROULX: I'm curious if there's any -- looking at international markets for student base? Or student population base, versus domestic, if we're struggling to find numbers. Is there any long-term, short-term plan or approach or thought about --

BETH DOIRON: That's a great question. To my knowledge, no, but that doesn't mean it's not happening. I don't know if you're --

BECKY LEWIS: Yeah, I'm not -- my former institution -- because I'm from a different state -- they did some of that, and there's -- I think there's all kinds of pros and cons, no matter how you look at it.

Like, I think particularly as a faculty member at that time, like, I thought it was pretty insane that there were tons of people that we could train or upskill and bring into that maybe we weren't, like, doing targeted enough marketing or thoughtful, like, kind of wraparound support to bring them in in different ways.

The international, like -- to provide housing and all kinds of, like, there's a lot of other costs I think associated that you have to factor in as well.

So I think there's pros and cons to every model. I am not aware of that for New Hampshire, but I know other states have done it, for sure.

JIM PROULX: I think the competition sometimes will create excitement too.

BETH DOIRON: Yep.

JIM PROULX: And if all of a sudden, those seats are unavailable --

BECKY LEWIS: Yeah.

JIM PROULX: -- maybe there's --

BETH DOIRON: Sure.

JIM PROULX: -- more of a sense of urgency
because --

BECKY LEWIS: Yeah, it's interesting.

JIM PROULX: And, selfishly --

BECKY LEWIS: Yeah.

JIM PROULX: -- I get what I need, which is
trained employees --

BETH DOIRON: Mm-hm.

JIM PROULX: -- and workforce, which is why I'm
here.

BETH DOIRON: Yep.

BECKY LEWIS: Yeah.

JIM PROULX: I think --

BECKY LEWIS: I do personally -- and this is,
like, in part being as a parent with young kids who, like,
if I didn't have the resources I had, I may very well have
gotten rid of the work for as well in the past two years.

Like, I just think there are people that -- that
we have to find the right education and structure --
education structures and flexible jobs and structure jobs

in a way that are compelling to people, which I know is a tough sell probably for everybody.

But, like, I do think the workforce has fundamentally changed. And I think the way people -- what they want from jobs, the kind of benefits they want, the kind of flexibility they want, has fundamentally changed.

I don't -- some of that may never come back to the way that it was. And so I think we also need to be thinking about this work differently, which is, I know, again, easy to say but really hard to do.

But I do think that's another piece of this.

DWIGHT DAVIS: I'd like to just compliment [_00:56:19_ indiscernible proper names Bev and Doug?] They've done at the Community College -- I know for a fact working with them, the work they've done with the apprenticeship weeks and the various disciplines, talking to the schools and letting the folks and parents know.

You know, we're focused on getting parents to come to the apprenticeship presentations. So there is work being done on that.

As far as the school counselors, we went through that too, Becky, and we found that the best way to get them

would be through the Department of Education -- because many of the school counselors available, they were there for the A+ and A students and B- students. And they only have so much time. And they were, I think, slower to come around to what was, you know what was being offered than the parents.

So we have to look into that, to getting those folks in line.

MIKE SOMERS: I think it's a valid point about folks stepping out. You know, child care is a huge issue. But I think the real underlying issue here is yes, we have a pandemic, but we had these same problems -- we were having this discussion before the pandemic.

BETH DOIRON: Mm-hm.

MIKE SOMERS: And frankly, none of the fundamentals have changed, right? Ultimately, the pie is [this] big, and our need is [this] big.

And so I think -- I don't know what the solution is, but ultimately, I think we identified numerous discussions -- you know, obviously, housing is an issue, the price of housing, the availability of housing is an issue, and it spirals up from there. It's, you know, child

care availability and et cetera, et cetera, et cetera.

So I don't know how we address that. But frankly, it's awesome -- you know, you guys connecting with the school -- the high schools the way you are. We spend a lot of time in the high schools as well.

But beyond that, there's not nearly enough kids coming out of those high schools to fill the need. We have thousands and thousands of -- there might even be tens of thousands -- you know, I don't know how we're not really seeming to make it off the ground.

A lot of great work being done, don't get me wrong, but we're just missing enough people in the pipeline to fill the need.

I'm getting myself -- sorry.

BETH DOIRON: Next slide?

BECKY LEWIS: Yeah. Yeah. And I mean I will say we were in conversation, like some employers looked at Skills Bridge, which is the Department of Defense, where people transition out of military service, you can post jobs, people can actually -- the Department of Defense pays for them to, like, transition into a new job while they're finishing out their military contract.

So there's Department of Corrections, which I know is controversial, but that's a whole labor force that a lot of people don't -- like, I do think there's, like, things that we can, like, if we really think as broadly as possible, we can think about I do think -- again, I don't think they're easy conversations. I don't think there's a quick fix, by any means.

But those are some of the things we're thinking about for apprenticeship too, actually.

MIKE SOMERS: So but, we work with the Department of Corrections. Amy's (sic) involved with one of the Boards. We're happy to work with the recovery community, because there's a lot of folks coming out of recovery. And our industry has always been embracing of folks coming out of a situation.

So I think we're trying to make sure there's no stone left unturned. But even if you do it just a straight head count, there's not enough people.

COLLECTIVE: Right.

BETH DOIRON: Joe, I'm wondering for maybe a future presentation, -- I know they've had a lot of things going on, but I'm not really sure and what those are. Some

way to -- I'm sure they'll give you something to try to bring people into New Hampshire as well as the -- Governor's Office, and maybe you can [_01:00:09_audio unclear] as well.

DWIGHT DAVIS: My daughter can get you a contact with the Department of Corrections. We started on that path and talked to someone, and they just disappeared.

BETH DOIRON: It's hard. You know why? Because it's a transient population in the sense that, you know, some -- because we've done a lot of work with that population as well.

And what happens sometimes is you've got somebody in a training program, and when they get called for whatever reason and they did something they shouldn't have, or the judge doesn't allow them to grant them whatever if they need to go onto the next space.

So it's hard to make those connections to stick I with the population in a cohort that can work on a specific skill level. But we have tried to do some WorkReady New Hampshire with them. We did have boot camp at NHCI for Advanced Manufacturing.

So it's there, but it's hard. I don't know why

they experience the same issues.

MIKE SOMERS: Yeah. So I will say one big challenge within the correction system is they don't have Internet access.

BETH DOIRON: Right.

MIKE SOMERS: So for them to do really any training whatsoever is hugely problematic.

BETH DOIRON: Mm-hm.

MIKE SOMERS: We've actually found a couple of national products that we can use to train, but it's old-school booklets, you know, pens and paper.

What would be interesting is if the state could take a look at why can't we have restricted through the Internet where they could take a -- specifically only to that course, you can't surf the Internet.

But specifically take a training course and then test out of that course so when they leave, they have a credential that's not something where you have to sit -- you don't have to go into the prison, you know, once a week for six weeks to teach the course, you can work through a self-paced program.

I don't even know what the political and, you

know, policy implications may be like that, but it's a real interesting challenge.

DWIGHT DAVIS: Well, with us what we wanted was a list of people who were going to be released [_01:02:08_ audio unclear decent communication application/ transportation], we can get you started.

BETH DOIRON: Mm-hm.

DWIGHT DAVIS: As long as you don't have any issue -- adult abuse, and so forth. Then that disappointment becomes a person that I was connected with is just not returning the calls, because I didn't need to have Internet access, I just needed him to personally manage and -- low level crimes who were being released.

And a lot of those folks that can get back on the street can't get a job from traditional sources, and they do worse things. So if you do have a name. I would like to try using it.

MIKE SOMERS: Yes. We'll straighten it out.

BETH DOIRON: I think a couple days as well, with [_01:02:57_ audio unclear probably the same one as Mike]

BECKY LEWIS: Okay. And I -- we have one more slide. How are we on time? Are we -- yeah.

So the very last thing that we wanted to talk about today was kind of so with all the context of apprenticeship, what's currently happening, the current state of workforce, there is a significant funding opportunity that's coming down the pike from the Department of Labor. It's up to \$8 million dollars for the American Build apprenticeship grant.

It is slated to be released February 7; of course as is true with any federal grant that's pending to be released, it might not happen until March, but we're going to watch it.

And we are poised -- the Community College System is poised to hire some really reputable grant writers to help us write this, with a vision to collaboration with EA, other state agencies, to develop kind of a plan for New Hampshire around apprenticeship.

So this is just a brief outline. But basically, you know, we need to do this no matter what, because the current apprenticeship grants that we have are going to be aging out within the next 18 months or so.

University of New Hampshire, other entities Dartmouth Hitchcock, like, there's a whole bunch of people

through the New Hampshire services that are doing apprenticeship and doing it really well. But there isn't really a consistent structure and a system.

And so really to have this be expanded, this is a priority whether you -- you know, it's appealing under the Biden administration, there's a lot of funding that's going to be coming for this, and this apprenticeship really can tie into so many of the priorities related to kind of Broadband Infrastructure, Climate Change, Manufacturing, health care -- kind of all the things that are coming down that we know are going to be really critical.

And as you said, like, there already just aren't enough bodies to fill spots.

But the benefit of apprenticeship -- again, is that the person as an employee, they're getting paid, so that does take away some of the challenges of someone not having a salary, or having to take time off work to go to school. So that's kind of the beauty of the apprenticeship.

So quickly, we really wanted to just have a conversation about this. Again, we had a meeting last Friday that Joe and Beth and I participated in with other

state agencies -- Voc Rehab, Department of Ed, Department of Health and Human Services, and a number of other individuals. Department of Transportation is also getting into the apprenticeship space.

So we wanted to ask a question and just have a conversation about, like, how do you all see this working?

So we're going to be looking at this grant. We're going to be moving forward with this small leadership group as a result of that meeting last Friday to kind of move a vision for apprenticeship in New Hampshire forward, to have some consistent structure for implementing and kind of coordinating this across the state.

But what are your thoughts around this? Like, do you have -- you know, initial reactions in terms of how you think that should happen in New Hampshire?

Do you have immediate reactions of how you think it shouldn't happen, who should be at the table that you think maybe currently isn't being well-engaged well enough in this space?

Just wanted to kind of open it up and really have a conversation with all of you and get your feedback.

And Joe, I don't know if you want to add

anything?

JOE DOIRON: No, this is great. Just this is a great opportunity for SWIB to weigh in on a proposed -- on a funding opportunity, on this grant opportunity.

So again, trying to move from, you know, just having you all focused on every quarter and kind of vote on some things, and just -- you know, good, meaningful conversation.

We'll get into that high-level strategic goal that was put in place two years ago and for development, and we're looking to get into the next phase of the thing. So just look forward to the conversation and hear from you all how we can support their efforts.

COMMISSIONER GEORGE COPADIS: Other thoughts?
Jonathan?

JONATHAN MELANSON: In terms of this grant that you guys were [working on] have you guys looked into college and university accounts?

I'm thinking, you know, looking at top higher education, you know, don't just stop -- you know, just -- don't just go to Dartmouth Hitchcock, but bring in -- I think it's [_01:07:15_audio unclear] over there?

You know, bring in the private institutions for higher education. Because I'm sure they're also facing kind of the same challenges.

BECKY LEWIS: Yeah. Yeah absolutely. And anybody that you -- like, so we're connected with the people that have the HRSA grant at UNH for the --

JONATHAN MELANSON: Yeah.

BECKY LEWIS: But, if, like, there's other folks that you know -- I mean, I know Southern New Hampshire was looking -- like, any, like, just to share connections and we can --

JONATHAN MELANSON: Yeah.

BECKY LEWIS: And we can totally move. And we will definitely make an effort to do that. Yeah. Because the vision is -- like, again, part of -- and I think Chancellor Rubinstein would talk about this, or -- I don't want to say his wrong name, Chancellor Rubinstein's gone, I'm sorry, Mark.

Okay. So if he were here, he would talk about this a little bit that, you know, CCSNH really just functions really well as an intermediary in the apprenticeship space, because we sit right in between CTE

programs and four years and businesses, right?

So we're kind of just in this good space to help facilitate and bring people together and build apprenticeships, but we don't see ourselves as, like, the be all end all, right? We see ourselves as more being that intermediary, and helping lead this effort to build this out, so if that makes sense.

So yeah, anybody that is at the table that needs to be, that's who you want to pull in.

TIM SINK: Any connection, or is there any valuable connection with the New Hampshire Higher Education Assistance Foundation? They -- I was on the Board for a while, and spent a lot of time educating parents. I don't know.

BETH DOIRON: Great concept.

BECKY LEWIS: Sounds great.

BETH DOIRON: We'd like to make that connection.

BECKY LEWIS: We'd love to.

BETH DOIRON: And maybe, like, our -- you know, thinking before about [_01:08:59_audio unclear]

BECKY LEWIS: I'm just curious, like, does anybody have strong feelings or reactions in relation to

apprenticeship? Like, is it a good thing for New Hampshire? Is it a terrible thing?

TAMER KOHEIL: I'll say it's one of the things that we push our students, and they're doing an excellent job and we connect. We have, like, one who's [_01:09:21_indiscernible] right now, Dartmouth-Hitchcock and a couple of others, and the best thing to happen for our students, actually. So it's an excellent way to keep pushing, and hopefully it will happen.

BECKY LEWIS: That's great.

TAMER KOHEIL: Yep.

JONATHAN MELANSON: Yeah. I guess just I echo that. With the apprenticeships, I think the data will show that there's a strong correlation to individuals that have apprenticeships in New Hampshire that end up staying here. So I think there's that long-term benefit.

And I know Chancellor Rubinstein is working with partners at UNH to kind of look at not only the apprenticeship, but, like, the mentorship aspect of it. Because I think we are seeing, like, COVID has been a catalyst for a lot of problems.

But we are starting to see this kind of

bottlenecking, due to there just being a lack of mentors out there.

TAMER KOHEIL: I've got to say that since we opened in 2015, I got more than 15 students. And we recruit from -- for Advanced Training, which is after Basic. You know, so our relationship with the CCSNH for Nashua, Manchester, NHTI.

We got students out of state, and they came in, relocated, and you end up like -- if we can address a little bit what Mike was talking about in regard to housing and transportation.

So the age group that I deal with is, like, they don't have enough money, they're economically challenged, they don't have enough money, like, to end up buying a vehicle, but if they can be offered transportation, they can end up filling certain areas. And that's the problem as well. You know what I mean?

I agree with Mike, like, we always sit beside each other and talk about transportation and kind of housing. These two always are of concern.

ANYA BURZYNSKI: The long-term sort of vision that you have to have to enroll in an apprenticeship I

think is pretty sophisticated, understanding the step by step that it takes to "-- at the end I have this, you know, special thing."

BETH DOIRON: Mm-hm.

ANYA BURZYNSKI: What I'm experiencing -- and this is a little anecdotal but -- I have a lot of employees who will leave for, you know, fifty cents more or will leave for a dollar more in some time that this might not have the skill in, or it is, like, harder labor -- whatever it is --

BETH DOIRON: Mm-hm.

ANYA BURZYNSKI: -- you know, dirtier types of manufacturing. How do -- how are we going to address, you know, some people who may not have a college degree, some people who do have some just challenges seeing, like, a long-term gain? How do we address that to keep them in the apprenticeship program? Like, what --

And I guess a follow-up to that is do you have any statistics on, you know, the success rate or the dropout rate, I guess in these programs?

BECKY LEWIS: So nationally --

ANYA BURZYNSKI: Mm-hm.

BECKY LEWIS: -- completion or retention of apprenticeships is really good. It's in, like, the ninetieth -- eighty-five(sic) - or ninetieth percentile, I think.

So overall, another -- there's a certain dollar amount also that's related to someone having an employee that goes through an apprenticeship and then the return investment for the company.

So there is some nationally -- and I don't have all those numbers off my head, which I should -- for, I do think my sense from our programs is that also that retention rate is similar. So it's at least I think 70 percent. It might be higher than that. So it's pretty good.

ANYA BURZYNSKI: Mm-hm.

BECKY LEWIS: I think I guess I have two thoughts on this, and Beth jump in, but, you know, one is that I -- one, I think apprenticeship definitely isn't the only workforce solution for employers.

I think there's lots of different tools and strategies we need to consider, given particularly in the current state of things. It's just everything's bananas.

And, you know, Mike, as you said, like, you're literally trying everything -- leaving every stone unturned, and you're still not being able to fill your needs. And that's just kind of, I think, where many, many folks are nationally right now.

But I also think, like, from my experience -- and again, having worked with individuals, like, who are at all different stages of life and some were brand new to this country, some were individuals doing complete career changes, some were coming right out of high school, some were stay-at-home moms for instance years and --

You know, I think that having, sharing the vision of, like, okay, if you start here, if you can get into a career -- and it might not be a credit, right?

It might be, like, a noncredit badge or something, and if you can have a quicker win, so if I can do something, even if it's like 10- or 15-hour training and get something from that, that actually psychologically is pretty impactful.

And then I can say, "Oh, well, look, I did [this], now I can do [this] and [this] and [this]", and then eventually that builds up to something bigger.

And then ideally -- and we used to do this, like, from an advising perspective is for you to kind of map out like, okay, you start here, you do [this] chunk, you get [this], [this] is where you can start off wage wise, and then you go up, right, to the next level of training or education, and then you can increase your wages [this] way or your kind of skill.

And so to kind of really map it out for people so they can see the progression. Because I think sometimes also, you know, we get -- we think about training people for a particular job, versus providing them with a career.

And I think there's a big difference in that. I don't -- I think there isn't necessarily, like, a catch-all that will work for every single person, but I think for some people, one giving them quick chunks that they can do and feel successful about, and then also giving them -- showing them the long-term vision within that, so that it's not just, like, they're not doing this and then they're done.

But I don't know if that's -- Beth do you have other thoughts?

BETH DOIRON: No. Well, I guess maybe the first

cohort of Catholic Medical Center of Medical Assistants, we put through -- was 10 students, I believe. And a year later or more than a year later, I think two years later, it was still seven out of those 10 were still there.

And according to the HR person at Catholic Medical Center, they said that was unheard of for that particular occupation.

BECKY LEWIS: Mm-hm.

BETH DOIRON: You know, typically a year later, they may have two out of a cohort that stuck around. There was a very, very low retention rate. So that specific occupation was very, very low.

I think, you know, as Becky said, about 70 percent is what we're seeing, which is pretty high.

BECKY LEWIS: And I think workplace culture makes a big difference --

BETH DOIRON: Right.

BECKY LEWIS: -- too. Like, how you feel about your supervisor, how you feel about your colleagues, how you feel about your mentor, right? Like, all of that really impacts people's sense of well-being and power in a job and success. And so I think all of that comes into

too.

And particularly now with people that feel more empowered as a result of the past two years even, to be more selective about what they're choosing to go into.

TAMER KOHEIL: So back if I remember, I was working with Lauren Smith and working it was like, you mentioned there's a difference between apprenticeship and Registered Apprenticeship. And I think there's five factors, if I remember, and one of them wage, correct?

BECKY LEWIS: Yep.

TAMER KOHEIL: It's an hourly wage. And there was about 14- or 15,000 hours. You'd think, like, with the current economy and the hourly kind of rate seem some of even] our students that prior to the pandemic were, you know, hospital, you used to get offered \$11 an hour. Now they're getting offered \$18 and \$19 an hour.

Do you think that economy, like, and shifting of hourly rate that there would be more employers qualified to end up again Registered Apprenticeships?

BECKY LEWIS: Well, you can probably speak to this better, but my understanding is it's not like, it's that you have to start at a wage, and then the wage has to

progress over time for somebody.

TAMER KOHEIL: Mm-hm.

BECKY LEWIS: So I think it could go either way. Like, if I'm, like, an Early Childhood employer, and I can only hire someone at \$11 an hour and someone can go work at Dunkin Donuts for \$18, even if the apprenticeship gets them to \$18, it's probably not going to be competitive, right? Because I'm still starting them way lower. They can go work at Dunkin Donuts and make more money.

I think, you know, there's other benefits for an apprenticeship, like, in terms of the education that you're getting, in terms of we have, you know, through the grants that we have, there are support services.

So I think in part it's also, like, the package, and again, positioning, like, okay, yes, Dunkin Donuts is a job, right, but maybe if it's something -- you, this is a career path, right? This is building you up in a different way.

So I think it's also, like, to some extent in that framing which, you know, isn't going to work for everyone, but just from my experience working with individuals at all different levels of their lives, like,

that will resonate with some folks differently.

TAMER KOHEIL: Okay.

BETH DOIRON: Yeah, Registered Apprenticeship requires a progressive pay wage. So they start at what might be a training wage, which is usually lower than a qualified person.

And there needs to be a middle increase at some point, before the end at the -- we'll say the year apprenticeships there's a starting wage, and then probably halfway through, six months through, there needs to be an increase.

And at the end, they also have to get an increase, and at that point they would be making what the skilled person, who is skilled in that particular occupying would be making.

TAMER KOHEIL: Okay. All right.

DAVID CIOFFI: Just a quick question. I'm trying to understand this. Are these apprenticeships that could be offered for skilled trades? As an electricians, air conditioning, eating? Because when I talk to these people, they tell me they're having such a hard time getting people. But they would, if they get somebody are willing

to train.

BETH DOIRON: Mm-hm.

DAVID CIOFFI: But how does that work? I mean, they're going to -- if, you know, take an organization like Cioffi Electricians. I want to keep that guy here; I don't want to send him somewhere else. So I bring him in. I train him, and I pay him. And then does he have to continue to, what, make more money or get more skills and go somewhere else?

BECKY LEWIS: Do you want to --

BETH DOIRON: Yeah. No, the whole point of Registered Apprenticeship is for the employer to hire somebody -- a long-term employment. So when you talk about progressive pay wage, that's the duration of the apprenticeship.

And then hopefully at the end of that apprenticeship, the employer has built up a relationship with this apprentice, and that apprentice wants to stay on board.

The retention rates for apprenticeship in general are very high. And that's because of that one-on-one mentor connection; the employer actually invested in -- I

don't think there's one apprentice that has paid for their own training through our apprenticeship program. Usually, we enter into an agreement with employer where the grant would pay a significant amount of the training, and the employer will kick in some as well. And that alone for the apprentice is saying that, you know, this employer is valuing you.

So we do encourage employers to pay a certain pay rate to start, and you don't want to start somebody at 10 bucks an hour. You know? In this economy, [_01:20:32_] people.

So there has to be, I think, an understanding between the employer and the apprentice that they're in this together, and the whole point is for them to be trained, to stick with that company. And the intent of the apprenticeship is not to go on to another company, it's to stay with that employer.

DAVID CIOFFI: Do you have a Marketing budget?

BETH DOIRON: What's that?

DAVID CIOFFI: Do you have a Marketing budget?

BETH DOIRON: Oh, yeah. Mm-hm.

DAVID CIOFFI: So you could go to an organization

like Tim's or the Upper Valley Business Council and say, "Help us out. You know, they're sending out -- " I get something from them a couple times a week.

BETH DOIRON: Yeah. We have staff that -- and they work on (sic) Becky, but we have business outreach people who -- and then we have the high school level too. We have multiple grants. So yes, the marketing is being done. We just have -- we do it all to help us get our foot in the door.

BECKY LEWIS: Yeah. And if you have thoughts on if you think -- I mean, there's people that don't know as much, or there's been turnover and we could do a better job of connecting, like, we would love ideas about how to do that differently or better or, you know, we're all ears.

BETH DOIRON: And I know, Tim, some of our staff will work with you in presenting with the Chamber as well.

TIM SINK: Yes. That's true, and this is right in our wheelhouse. It's where we want to be so if you have marketing materials that you would like us to send out to a targeted segment of our membership that might be most appropriate, I'm happy to do that. As far as I'm concerned, that's exactly what we should be doing.

BECKY LEWIS: Mm-hm.

BETH DOIRON: Well, Becky can certainly talk with her team of apprenticeship managers on getting those materials to you, both electronically and hard copies as well.

BECKY LEWIS: Yeah. And we were also talking about as a team, like, regarding kind of visiting at some point maybe when we're less in a pandemic business round tables across the state to kind of reengage and -

BETH DOIRON: Right.

BECKY LEWIS: We're thinking also about, like, are there certain, like, kind of populations that we really want to focus on and do some targeted marketing to those groups. So, you know, would love help or support or thoughts on any of that.

BETH DOIRON: Dave, in response to your question, we have HVAC apprenticeships, we have electrical, we have all of this.

DAVID CIOFFI: Okay.

BETH DOIRON: And yes, pre-pandemic we did have -
- we did offer this at the roundtable. We went to all parts of the state and invited businesses and it went very,

very well. Unfortunately, the pandemic cut into that.

DAVID CIOFFI: All right.

MIKE SOMERS: So back to your original question. Yes, I think apprenticeship is an important piece of your toolkit for the State of New Hampshire Workforce development. But just some issues for our industry specifically -- and I know, Beth, we've been working with your department -- some partnerships prior to the pandemic, the pandemic happened, and as you know --

BETH DOIRON: Yeah.

MIKE SOMERS: -- our industry got [_01:23:12_] blown up overnight, so that was a pretty exciting experience for us.

But what I would say is, you know, one of the issues we're facing in our industry is, you know, I'll just share some gripes that I hear from my members -- you know, the whole mentoring thing is a very important piece of the apprenticeship program. It doesn't ape work without it, right? It is an important piece -- a critical piece, actually.

But, you know, I talk to my restaurant owners, these are the guys that owned the restaurant for 20 years,

told me they spent Saturday night six hours additional because they don't have any staff.

BETH DOIRON: Right.

MIKE SOMERS: So they're in this weird kind of, you know, spot where they can't find enough staff and are willing to trade up some of their staff, so what do they do next.

BETH DOIRON: Mm-hm.

MIKE SOMERS: So one of the things that we heard -- and this was prior to the pandemic, but I believe it holds true now -- you know, one of the things that we were working through is developing apprentice -- [_01:24:00_] -- and I can't remember what the lodging manager -- was exactly, but one of the issues we had was having some sort of boiler plate templates that folks could develop they could plan for.

And at the time, you know, we kept getting pushback. We -- it really has to be personalized to the individual, which is true. But to a certain degree, they needed somewhere to start.

And all these people had no experience with apprenticeship, so they really needed almost like -- so

what I'm suggesting is write this into the grant as the capacity to develop not only call it a handbook for apprentice mentors, right?

BETH DOIRON: Mm-hm.

MIKE SOMERS: But then beyond that some of the boiler plate documents that we need to develop that arrangement, that agreement and relationship between the employer and the employee training program, et cetera, et cetera. Because all these guys didn't know where to start, and frankly didn't have the time.

BETH DOIRON: Yeah. It's a great suggestion. Alright.

COMMISSIONER GEORGE COPADIS: Other questions? Observations? Thank you, Becky and Beth, that was great.

BECKY LEWIS: Thank you all.

BETH DOIRON: I'm going to just quickly pass around this what we call, "Program Grant" which you'll see. It's all color-coded for particular occupations, but this shows you on the back as well the multitude of credit-bearing programs that we have.

One of Becky's tasks is to do one of these for our noncredit programs, which is a tall task for sure, but

this really gives you a flavor for what we have to offer.
I'll just pass these around.

And if you'd like more to send to anyone, please just let us know, and we have thousands.

COMMISSIONER GEORGE COPADIS: Well, that was great. I think it was a great presentation, a lot of good feedback from Board Members as well.

So with that, we're going to move on to item 2b, Financial Update. While these are all informational items, so if anybody has anything they want, any questions, or anything you should be directing that towards Joe and again state your name, and ask any questions. So we'll start with the Financial Update. Any questions?

[Pause]

COMMISSIONER GEORGE COPADIS: Okay. We're going to move on. Rapid Response Update. I'm sorry, did you have something, Dave?

DAVID CIOFFI: No, I'm just trying to get my act together here. Pistachios are in the way.

COMMISSIONER GEORGE COPADIS: Okay. Rapid Response Update. Anything, anybody?

[Pause]

COMMISSIONER GEORGE COPADIS: Okay. Program
Performance Update?

[Pause]

COMMISSIONER GEORGE COPADIS: Hearing no
questions.

DAVID CIOFFI: There was one area where we fell
behind on the statistics, just systematically. We were
reaching all the quotas, except for that area in three
different -- three of our programs. And I was just curious
within -- lost track of it. Go ahead. Keep moving. If I
find what I'm looking for, my question, I'll let you know.

COMMISSIONER GEORGE COPADIS: Okay. All right.
Success stories? Anything, any comments, observations from
anybody?

[Pause]

COMMISSIONER GEORGE COPADIS: VIP RFP Release?

[Pause]

COMMISSIONER GEORGE COPADIS: And Governor's
Priority of Service -- Joe had something he wanted to say
about that? About that section.

JOE DOIRON: Thank you, Commissioner. So what's
really important here on -- we're trying to be responsive

to the requesting the Board to expand services and opportunities.

We have conversations with the Governor's Office about expanding, especially with our adult WIOA programming to different groups. The feds came up with additional guidance and a TEGE which is a training and employment guidance letter, because there aren't enough acronyms in the federal system, allowing us the ability to expand our services, and just know our -- we're a little limited with eligibility a lot of times with -- when it comes to money and finances. So a lot of times middle-income folks get left out.

So we can only do what we can do within the prescribed requirements that WIOA has put forth. So when the feds give some flexibility, we try to pounce on that and do that.

So if you'll see, we -- first the Governor's Office and the Governor graciously accepted, and we can create a Governor's Priority of Service group for adult funding. And you'll see that it's -- the bulleted list: Displaced Homemaker -- and keep in mind these are federal terms, as I understand.

So Displaced Homemaker, Indians, Alaska Natives, Native Hawaiians, older individuals, individuals with disabilities, ex-offenders, youth who have aged out of the foster system, eligible migrant seasonal farmworkers, single parents, long-term unemployed individuals, individuals who have been directly or indirectly impacted by substance use disorder and individuals who have none or very limited postsecondary training.

Now, we could serve all these folks prior to this change, but if there was some financial eligibility that might have docked them out. This allows us to do -- to have some flexibility to get them in the program.

So I can't, you know, diagnose here from the table if somebody can fit in the program or not, but this change allows us to do that, with the goal of enrolling more participants because -- especially with our adult programs, we are seeing I think what Dave was mentioning: lower performance based on enrollments due to the pandemic when training, was closed/switched online and our partners from CCSNH mentioned a lot of people who exited the workforce also didn't look for new work, stayed on unemployment and didn't seek out training.

And so obviously, we are still kind of recovering from that. But we are not alone in that. Other states are also feeling that pinch. So this was the -- this was a zero cost from an administrative perspective to include more and more people. And we're trying to capitalize on the flexibility that actually gave us for a change. So.

That was a very long explanation, but we're hoping that with this we'll be able to see more enrollments, especially within our Adult Worker program, and that allows us to also shift money from other programs into that if it goes gangbusters.

So there will be no -- a question that you might have is are we in danger of running out of money in that program? The answer is no. And again, we can shift money around between our different programs.

And I hope I didn't put you to sleep on that, but we were actually very excited at the ability to serve more people. So this was a huge win, and we can thank the Governor for acting so quickly on that. I think, you know, when the feds came out with this TEGL, we moved very quickly, and we know how busy it can be and there's a lot going on.

So sorry, I just want to highlight that for you all, especially too on the substance use. Normally, we've done stuff for our opioids, but this also includes alcohol and other stuff. So that's also notable.

COMMISSIONER GEORGE COPADIS: Any questions?

DAVID CIOFFI: I finally found what I --

COMMISSIONER GEORGE COPADIS: Hold on one second, Dave. Let's just finish with this. Does anybody have any other questions on this? If not, we're going to go back to the performance piece that Dave was looking for earlier.

DAVID CIOFFI: Yeah, Dave Cioffi here. These pages aren't numbered. It would be nice to get them numbered next time. But anyway, with Program Performance Update, with regards to the Adult Dislocated Worker and Youth three (sic) different programs, we fail to meet the measurable skill gain, with 36.5 percent employment rate. Anyway, it says, "We failed to meet the measurable skills gain. We failed to meet the measurable skills gain." What can be done about that?

JOE DOIRON: I think the biggest thing would be the pandemic ending. If anyone has a magic wand, and again, Joe Doiron. I can't wait for that to be in the

record. But I think that -- I think we're coming out of it. I think we're going to see training opportunities expanding and things opening up and the new normal. I think that is a big thing. I mean, you know, we're going to see the residual effects for a little bit.

And I think if you look at some of the performance numbers prior, you'll see that that was -- you know, the pre-pandemic. Now we're coming into the effects of the after. So I think we'll see that.

We have had conversations with US DOL. I mean, across the board everyone's having the same issue, which -- not to say that we're going to say, "Well, everyone's having that problem, so let's not work on it." The contrary: We're working with our partners to make sure that we get that out. But it is comforting to know that other states are also in that similar situation. So it's not a unique, specific problem that is a flaw in our system.

DAVID CIOFFI: We're not going to lose money as a result of it?

JOE DOIRON: We're working on that. So one change with the Adult priority services we discussed is the

ability to move money between. So if we do see enrollments go up, now that we have a little bit more flexibility, we can pivot money in there to not.

We are also -- we have also requested from the feds on that to keep funding, because we have had some trouble -- of course, I mean if we can't have -- if training providers close, we can't provide training, so then we can't spend training dollars. So, you know, we're a little bit behind.

And other states are in a similar position, are asking for similar waivers. So we sent a waiver off to Secretary Walsh. I was expecting to hear by today, but -- actually we're supposed to hear by Monday. But things move a little slower down in Washington. So we're hoping that we hear soon.

DAVID CIOFFI: Thank you.

JOE DOIRON: Thank you.

TAMER KOHEIL: Joe, so was WIOA -- I think, like, we had a meeting with the National Director of Job Corps in D.C. And we see the impact of the pandemic -- some of the applicants that should be eligible prior to the pandemic was the winter (sic) work, and the hourly wage impacted

that criteria of eligibility.

And actually we're talking to her to talk to Congress to absolutely change a little bit WIOA -- kind of -- you know, the eligibility for funds. You know, so students can be eligible at a higher level, less than what they're making right now. So average \$14, \$15 an hour, students for six months they will not be qualified for, you know, our program. And that's a big program.

JOE DOIRON: If we -- we have a meeting coming up with Members of Staff from the federal delegation from our New Hampshire federal delegation talk about especially WIOA reauthorization. WIOA reauthorization -- like infrastructure has been next up for the past four years, three years. So that keeps getting delayed. We are advocating for flexibility to states when it comes to eligibility and decisions, because New Hampshire has historically a higher standards of living, better incomes, lower unemployment. So we unfortunately get penalized by other states who aren't doing everything -- having such good state policies that create such a vibrant economy in their state.

So we're trying to advocate for flexibility for

that specific reason. Like, we're -- we have a youth participant. She is in the New Hampshire National Guard serving this country, is going to be deployed soon. And we're trying to get them into our Youth Program, but because of their wages with the Guard could be denied.

So we figured it out, so they're fine, but we almost denied somebody based on that serving the country with those wages. It's ridiculous. These rules have -- you know, that's federal legislation for you. I didn't write it --

TAMER KOHEIL: So during the pandemic, we had applicants that waited, and they couldn't actually get accepted or virtually enrolled, and when we -- after six months I have to end up looking at their income. And unfortunately, I had to deny.

JOE DOIRON: Yeah.

TAMER KOHEIL: And that's -- you know, so hopefully they'll change that.

JOE DOIRON: Fingers crossed. And we're working with different associations that we take part in to advocate for these changes, these commonsense changes. Because the situation has changed, and we need to change

with it.

COMMISSIONER GEORGE COPADIS: Anything else,
anybody?

[Pause]

COMMISSIONER GEORGE COPADIS: Okay. We're going
to move on to the Board motions and discussions. Item 3a,
which is the One-Stop Operator MOU vote?

JOE DOIRON: Yep. So we spoke to you all -- MOU
did a virtual vote a little ways back. So we wanted to
take the opportunity just to follow up on that, just see if
anybody had any questions. It's a pretty standard thing
that we do with our New Hampshire Works partners. It's an
understanding between operating One Stop Centers, which are
operated by our partners in New Hampshire Employment
Security, they do a great job.

US DOL has flagged our procurement as a potential
area of concern, based upon our programming review. They
don't like to say, "audit" because it sounds -- I guess
threatening, but that's what it is. So they said that
there is a potential area of concern, and they have not
provided us an actual written report. So we may come back
to the Board with some action that we're taking regarding

this down the line.

So just for disclosure and open transparency, we've never had this issue before, and we think it's kind of ridiculous. I mean, there's nobody else in the state that can provide One Stop services like New Hampshire Employment Security, who has the trained staff, the locations, it's - it.....

I was at a loss for words when they suggested that. And so we're going to work through it. We disagree. We got guidance from the Attorney General's Office, we looked through everything, but unfortunately, you know, my persuasion did not prevail that day. And for those on the call, you could see me getting quite red. But we may be coming to the Board with some action down the line on this.

So any questions I can answer?

COMMISSIONER GEORGE COPADIS: So you just need a vote from the Board now to make it official? Or what are you looking for here; I mean, you did the phone call, right?

JOE DOIRON: Yep, yep, we're good.

COMMISSIONER GEORGE COPADIS: You're all set?

JOE DOIRON: Yep, yep.

COMMISSIONER GEORGE COPADIS: Okay. So you don't need anything from us?

JOE DOIRON: No, just if anybody -- just an opportunity if anyone had any questions or, if not, a deeper dive? There were a few Board Members who reached out and asked if we could put this on. I don't know if they're here today. So I just wanted to be responsive to the requests of the Board Members.

COMMISSIONER GEORGE COPADIS: Just for the record I abstained from that vote. Okay. Nothing, anybody?

[Pause]

COMMISSIONER GEORGE COPADIS: Revisions of the Combined State Plan, item 3b?

JOE DOIRON: So we did actually get -- we hope to have the revisions of the combined state plan to you. Unfortunately, if you notice, we're down a few Staff in OWO. We have had some sickness run through and other staffing. So we will have that hopefully to you in the next few days, and then I'll get a virtual vote on that.

So with COVID, it is spreading quite a bit. And our state, our partners are not immune from that as well. So there were delays on getting information back. But we

are pretty much there. I did the last bit of it today. So I'm hoping by Thursday or Friday you'd have something in your Inbox, something to read. It's about 350 pages. So if you're having trouble sleeping at night, I would highly recommend, please do not read this while operating heavy machinery. So we'll send that out for a virtual vote of approval.

From a process standpoint, we need the Board to approve it. I was given authority by the Governor to submit the plan to US DOL, and it is due March 15. So we are actually way ahead of schedule than we've ever been. So we made a very ambitious deadline, and we're going to get with the target of actually submitting the plan on or around March 1. Because everybody's going to be in the system towards the end, and uploading 350 pages takes a little while on a normal day.

So the process would be to send this out to you in the next few days, getting the feedback, and then we'd like to submit it for a virtual vote. And this is something that if you've been on the Board for a number of years, we have to submit a full plan, and then two years into it, we have to do revisions.

So we're working with Commissioner Copadis's staff on, like, labor market information. Because as you can imagine, the employment rates and all that have fluctuated since the time of writing and a whole lot of other things. So changing of dates, changing of priorities, that sort of thing -- Staff.

Any questions? Sorry. It's my first time going through the plan. It's a bear of a project.

COMMISSIONER GEORGE COPADIS: Thank you for all your hard work on that too Joe. It is a lot of work. It is your first time, so we appreciate all the work you did on that. Anything else, anybody?

[Pause]

COMMISSIONER GEORGE COPADIS: Okay. Item 3c, Topics for the June 7 meeting.

DWIGHT DAVIS: At our last meeting, they were talking about the Cliff Effect [_01:44:09_ but the next meeting part of it, started it and --]

COMMISSIONER GEORGE COPADIS: Other topics? One of the things I was thinking, Brian just had to make a pre -- Brian Gottlob just had to make a presentation to us for the Employment Advisory Board. And I mean the statistics

he came up with were just out of this world.

I mean, I think that for that June 7 meeting, he could update what he presented to that Advisory Council Meeting and cover all there is to cover way before. The amount of money that was paid out by the department through the course of the pandemic I think was \$2.058 billion dollars that was paid out, which was more in unemployment benefits than we paid in the previous 15 years combined.

And, you know, the labor force numbers, quit rates -- and I just think that it might benefit the Committee Members if he could come in on the June 7 meeting of that if you folks would like him to do that and make a presentation to that effect.

And then at some other point, I think maybe a discussion on mental health. Because through all the New Hampshire Works offices, I mean, all the Staff are dealing with that. And I think, you know, we could put together different groups that deal with mental health on a regular basis.

And the other person I think that we might want to make a presentation, and he's more than willing, is Judge Broderick, who has his own personal experience that

he presented to the Commissioners Group Meeting last week. And it's -- sometimes at these group meetings, you know, people are sending a text out or e-mails. And his presentation was riveting and everybody was -- well, just, it is really, really hard.

I called him after just to thank him and just to say how powerful. But I told him I couldn't do a presentation like that. You know? I mean, it's just overwhelming, the presentation. I think that at some point if we do that, you know, have that presentation from him along with some mental health experts, you know, I think they would relay that back to the Staff in the Local Offices as well. I think it would have a tremendous impact.

So that's my two cents.

MIKE SOMERS: Is it outside the purview of this Board to ask questions about what work is being done in the whole workforce housing situation?

Because I think it's -- I believe, and I'm assuming we all agree -- that it's one of the underlying challenges, not just for the workforce but for the state just in general.

Prices are up dramatically because of the pandemic, and so how are we -- what -- who do we talk to, who would be the expert on the subject matter? But we certainly --

COMMISSIONER GEORGE COPADIS: Yeah, we could do some checking on that. And the vacancy rate is what?

MIKE SOMERS: Under 1 percent.

COMMISSIONER GEORGE COPADIS: 1 percent?

MIKE SOMERS: Under 1 percent.

COMMISSIONER GEORGE COPADIS: Under 1 percent.

And, I mean, the rental charges are -- you know, the folks that own the rental housing, I mean the prices are way up.

MIKE SOMERS: Oh, and you've heard the stories I have, where people are --

COMMISSIONER GEORGE COPADIS: Yeah.

MIKE SOMERS: -- buying some houses site unseen, no contingencies --

COMMISSIONER GEORGE COPADIS: No.

MIKE SOMERS: -- \$100,000 over asking rate, how do local New Hampshire residents compete with that? I mean, it's crazy.

COMMISSIONER GEORGE COPADIS: Yeah.

MIKE SOMERS: So.

COMMISSIONER GEORGE COPADIS: Yeah.

JOE DOIRON: Yep.

COMMISSIONER GEORGE COPADIS: We can talk about that and come up with -- it's a good suggestion.

DAVID CIOFFI: Following up on that, you know, our former Chair of this Committee, Dick Anagnost, has just signed a contract to build affordable housing up in the Dartmouth area.

And he's probably going to run into all sorts of problems with a limited Planning Board. Maybe you could get him to come talk about -- because he's just getting his feet into the water up there in the Upper Valley, and he's going to find out there's going to be a lot of arrows coming into it.

COMMISSIONER GEORGE COPADIS: Yeah, Dick's done a lot with Workforce Housing. I think he'd be one of a number of people you might want to call.

Anything else anybody have?

[Pause]

COMMISSIONER GEORGE COPADIS: Anything else?

[Pause]

COMMISSIONER GEORGE COPADIS: Nothing? Okay.

Board motions and General Discussion. Anything else under there? Nothing?

[Pause]

COMMISSIONER GEORGE COPADIS: Okay, motion to adjourn?

MIKE SOMERS: Motion to adjourn, [Mike Somers.]

COMMISSIONER GEORGE COPADIS: Mike Somers.

DWIGHT DAVIS: Dwight Davis.

COMMISSIONER GEORGE COPADIS: Second. Dwight Davis. All those in favor?

THE BOARD: Aye.

COMMISSIONER GEORGE COPADIS: Opposed?

[Pause]

COMMISSIONER GEORGE COPADIS: The motion carries. This has been all recorded, and the time is 2:50?

BETH DOIRON: Yep.

COMMISSIONER GEORGE COPADIS: 2:50. The meeting has adjourned. Thank you again, all Members for coming today and providing your input. It was a very productive meeting. Thanks again.