

**STATE OF NEW HAMPSHIRE
RESOURCES AND ECONOMIC DEVELOPMENT
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

**PERFORMANCE AUDIT REPORT
APRIL 2016**



MICHAEL W. KANE, MPA
Legislative Budget Assistant
(603) 271-3161

CHRISTOPHER M. SHEA, MPA
Deputy Legislative Budget Assistant
(603) 271-3161

State of New Hampshire

OFFICE OF LEGISLATIVE BUDGET ASSISTANT
State House, Room 102
Concord, New Hampshire 03301

STEPHEN C. SMITH, CPA
Director, Audit Division
(603) 271-2785

To The Fiscal Committee Of The General Court:

We conducted a performance audit of the Office of Workforce Opportunity WorkReadyNH (WRNH) program to address the recommendation made to you by the joint Legislative Performance Audit and Oversight Committee. We conducted this audit in accordance with generally accepted government auditing standards. Those standards require we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions. The evidence we obtained provides a reasonable basis for our findings and conclusions based on our audit objective.

The purpose of the audit was to determine whether WRNH efficiently and effectively served businesses and job-seekers during State fiscal years 2012 to 2015.

Office of Legislative Budget Assistant
Office Of Legislative Budget Assistant

April 2016

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**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

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ABBREVIATIONS

CCSNH	Community College System Of New Hampshire
Consortium	NH Works One-Stop Operator Consortium
DRED	Department Of Resources And Economic Development
GAO	Government Accountability Office
GBCC	Great Bay Community College
IDG	Interagency Director's Group
JTF	Job Training Fund
JTG	Job Training Grant
MCC	Manchester Community College
MOU	Memorandum Of Understanding
NCRC	National Career Readiness Certificate
NHES	New Hampshire Employment Security
OWO	Office Of Workforce Opportunity
RVCC	River Valley Community College
SFY	State Fiscal Year
TAACCCT	Trade Adjustment Assistance Community College And Career Training
WMCC	White Mountains Community College
WRNH	WorkReadyNH

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EXECUTIVE SUMMARY

Our ability to fully assess the efficiency and effectiveness of WorkReadyNH (WRNH) was hindered by the lack of consistent data; statutory or other guidance clearly outlining the program's mission, goals, and objectives; and a system to compare actual performance with intended results. While summary data were available for program registrants, we found data prior to 2014 were not consistently collected among all sites offering WRNH and were not formatted for facilitating system-wide analysis. Additionally, the program lacked the formal guidance needed to establish a performance measurement system with defined mission, goals, and objectives, making comparison between actual and intended performance problematic. Further impeding a performance measurement system, we found the program relied on subjective assessment by individual course instructors and WRNH Directors to determine whether a participant had successfully completed the soft skills course and would be issued a WRNH credential certificate. These factors hampered the program's ability to systematically analyze whether participants' technical and soft skills were improving or whether the program served the business community's need for workers possessing the technical and soft skills to succeed in the workplace.

Although no defined measurement system existed, we found program participants were overwhelmingly satisfied with WRNH as the vast majority of participants reported satisfaction with the program as a whole and reported it gave them a better understanding of the skills needed in the workplace. Participants were most satisfied with the soft skills course, and most reported the classroom instruction helped them improve communication, conflict resolution, team building, and problem solving skills, all areas identified by businesses and human resource professionals as important for workplace success. An overwhelming majority of participants were also satisfied with the hard skills portion of WRNH, and our review of participant files found half of participants' math scores improved while approximately one-quarter improved their skills in reading and locating information.

While WRNH appeared to build the confidence and skills of its participants, its effect on businesses were mixed. Half of the human resources professionals responding to our survey were not familiar with WRNH and two-thirds were not familiar with the national work skills credential offered as part of the program. WRNH graduates commented some businesses they applied to for employment were not familiar with the WRNH credential, indicating an issue with program recognition within the business community and hindering participants' ability to use the credential as the program intended. Businesses are an integral part of the WRNH system as participants voluntarily partake in the program to enhance skills, or obtain new skills, ostensibly desired by businesses. However, without business buy-in or periodically assessing whether the skills taught align with business needs, there is no advantage for program participants. Business needs can be difficult to identify; however, the Office of Workforce Opportunity (OWO), located within the Division of Economic Development, is in a position to leverage the support of business retention specialists who work daily with New Hampshire businesses by helping to identify their needs and referring them to services both internal and external to the Department. The OWO could use this relationship to further build business awareness of WRNH and create a mechanism for feedback about the program. WRNH is in its fifth program year and has been

Executive Summary

evolving. As it evolves administrators may want to consider whether some programmatic changes are warranted.

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RECOMMENDATION SUMMARY

Observation Number	Page	Legislative Action Required?	Recommendations	Agency Response
1	12	No	Periodically solicit business feedback to improve service delivery and share input with oversight committees.	Concur
2	13	No	Evaluate whether current business marketing and outreach responsibilities are assigned appropriately. Determine if a statewide marketing plan would be effective and delegate responsibilities appropriately.	Concur
3	15	No	Define successful completion of the soft skills curriculum and consider a method to document participant progress.	Concur
4	16	No	Analyze whether participants' hard skills are improving, ensure all WorkReadyNH (WRNH) sites collect and report uniform hard skills scores, and share information with oversight committees.	Concur
5	17	No	Assess whether minimum pre-assessment scores are necessary and apply the same criteria for accepting participants at all WRNH sites.	Concur
6	18	No	Ensure consistent application of program components at all sites offering WRNH.	Concur
7	22	Yes	Work with the Legislature to determine whether existing statutes appropriately encompass WRNH.	Concur In Part
8	23	No	Establish goals and performance measures; and develop policies to compare actual performance against established measures.	Concur
9	25	No	The Office of Workforce Opportunity develop and implement methods to track administrative expenses attributable to WRNH.	Concur In Part

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BACKGROUND

In January 2010, the Governor announced the New Hampshire Working initiative aimed to help workers stay at work, return to work, and get ready to work. The first initiative, Return to Work, was a voluntary program providing job-seekers six weeks of training in a New Hampshire business which had a full-time opening. The program, launched in May 2010, was an opportunity for job-seekers to obtain on-the-job training while providing employers an opportunity to assess the job-seeker's skills. The program allowed job-seekers to continue collecting unemployment benefits as long as they were meeting certain criteria; however, a job-seeker did not have to be collecting unemployment benefits to qualify for the program. The second initiative, WorkShare, was designed as an alternative to layoffs by allowing employers to reduce a group of employees' work hours and allowing the affected employees to collect a percentage of unemployment benefits for up to 26 weeks.

WorkReadyNH (WRNH), the last part of the initiative, was launched in October 2011 after a series of discussions with business leaders across the State identified the need for prospective employees to enhance both soft and hard skills. Businesses identified soft skills as one component of workplace success and found prospective employees needed basic soft skills training. A partnership between State agencies and the Community College System of New Hampshire (CCSNH), the voluntary program was intended to help job-seekers improve their technical and soft skills while adding two certifications to their resume at no cost to the participant. The program was also intended to benefit employers by helping workers improve skills needed to succeed in the workplace.

The Office of Workforce Opportunity (OWO) in the Department of Resources and Economic Development (DRED), Division of Economic Development oversaw WRNH. However, the program was implemented by the CCSNH, which was responsible for daily program operations, recruitment, and marketing. Initially offered at White Mountains Community College (WMCC) in Berlin, River Valley Community College (RVCC) in Claremont, Great Bay Community College (GBCC) in Portsmouth, and Manchester Community College (MCC), the program expanded to Lakes Region Community College in Laconia, Nashua Community College, the New Hampshire Technical Institute in Concord, and GBCC's Advanced Technology and Academic Center in Rochester in 2013 through the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to the CCSNH. The additional programs funded by the TAACCCT grant were intended to function similarly to those offered at the four original WRNH sites, but they did not fall under the supervision of the OWO or the DRED. In September 2015, funding under the TAACCCT grant ended and the four expanded programs were terminated. Their service areas were absorbed by the four existing programs at WMCC, RVCC, MCC, and GBCC.

Primarily available to unemployed and underemployed New Hampshire residents over the age of 18, WRNH allowed workers to take a pre-assessment of their skill level in applied mathematics, reading for information, and locating information; participate in online training modules to

Background

improve their skills; then take a final assessment exam. Based on their proficiency on the assessment exam, participants were awarded a National Career Readiness Certificate (NCRC), a portable nationally recognized work skills credential, at one of four proficiency levels ranging from bronze to platinum. From State fiscal years (SFY) 2012 to 2015, a total of 1,384 participants who attended WRNH at MCC, WMCC, GBCC, and RVCC earned the NCRC with 238 at the bronze level, 838 at silver, 301 at gold, and 7 at the platinum level.

WRNH staff registered eligible residents for the program by requiring they complete an intake form and, in some cases, required they complete the pre-assessment exam at that time. A person registered for the class was counted as a participant once they attended at least two soft skills classes. According to WRNH staff, some people may have registered for class but were not able to attend for a variety of reasons including finding employment prior to the start of class, scheduling conflicts, relocating, or personal reasons. These people were considered registrants, but not participants.

In addition to using an online tool to improve their hard skills, WRNH participants were also required to complete a 60-hour soft skills course in which they participated in simulated work-related settings to enhance their skills in areas such as general workplace expectations, communication, team-building, conflict resolution, integrity, professionalism, and problem solving. Upon successful completion, the CCSNH issued the participant a certificate for the soft skills course. From October 2011 to the end of SFY 2015, a total of 2,568 New Hampshire residents registered for, and 1,736 participated in WRNH, with 1,381 participants graduating from the program (i.e., successfully completing the soft skills course and obtaining a NCRC). Table 1 shows the number of WRNH registrants, participants, and graduates reported by the CCSNH during each fiscal year.

Table 1

**WorkReadyNH Registrants, Participants, And Graduates,
SFYs 2012 To 2015**

	2012 ^a	2013	2014 ^b	2015 ^c	Total
Registrant ^d	394	746	735	693	2,568
Participant	269	487	487	493	1,736
Graduate	195	419	375	392	1,381
Graduation Rate	72%	86%	77%	80%	80%

Notes:

- a. Program was operational from October 2011 to June 30, 2012.
- b. An additional 464 people participated in programs at four other locations funded by the TAACCCT grant resulting in an additional 323 graduates.
- c. An additional 450 people participated in programs at four other locations funded by the TAACCCT grant resulting in an additional 308 graduates.
- d. “Registrant” represents people signed up for the program. People who have registered may not be “participants” if they do not attend at least two classes of the soft skills course.

Source: LBA analysis of unaudited WRNH program information.

WRNH served individuals from a wide variety of backgrounds. The age distribution of WRNH registrants was diverse but was heavily represented by individuals 30 years of age and under (28 percent of registrants) and those between the ages of 51 and 60 (30 percent). WRNH data show the majority of registrants (57 percent) were female. Table 2 shows the breakdown by gender and age range for WRNH registrants during SFYs 2014 and 2015.

Table 2

**WorkReadyNH Registrants By Gender And Age Group,
SFYs 2014 And 2015**

	2014	2015	Total	Percent
Gender				
<i>Male</i>	331	299	630	43%
<i>Female</i>	448	394	842	57%
Age Range				
<i>16-30</i>	215	196	411	28%
<i>31-40</i>	82	92	174	12%
<i>41-50</i>	174	145	319	21%
<i>51-60</i>	241	197	438	30%
<i>61+</i>	67	63	130	9%
Source: LBA analysis of unaudited WRNH program information.				

WRNH reported summary demographic information by registrants but did not provide a breakdown of demographic information by participant or graduate. To identify the characteristics of these populations, we randomly selected a statistically significant representative sample of 334 registrant records from SFY 2012 to SFY 2015 from the four sites under the purview of the OWO. Table 3 shows the breakdown by gender for registrants, participants, and graduates. As shown, the breakdown of male and female participants and graduates was similar to the breakdown of all registrants, with females making up almost two-thirds of each category.

WRNH registrants were referred to the program from a variety of sources including partner agencies such as New Hampshire Employment Security (NHES), the Department of Health and Human Services, the Department of Education, and community action programs. The largest source of referrals between SFY 2012 and SFY 2015 came from the NH Works sites operated by the NHES, with 27 percent of total referrals. As the program gained momentum, word-of-mouth referrals (i.e., WRNH participants and graduates recommending the program to others) doubled in total referrals from five percent in SFY 2012 to 11 percent in SFY 2015. Meanwhile, total marketing referrals decreased from 26 percent in SFY 2012 to 13 percent in SFY 2015.

Table 3

Sample Of WorkReadyNH Registrants, Participants, And Graduates By Gender

	Registrant	Participant	Graduate
Male	127 (38%)	89 (37%)	69 (40%)
Female	204 (61%)	152 (62%)	101 (58%)
Unknown ^a	3 (1%)	3 (1%)	3 (2%)
Total	334	244	173
Notes: a. We could not identify gender for three individuals in the sample.			
Source: LBA analysis of a sample of WRNH registrants from MCC, WMCC, GBCC, and RVCC.			

Program Staffing And Oversight

While WRNH was administered by the OWO within the DRED, there were no OWO staff dedicated to daily program operation. A WRNH Liaison, employed by the CCSNH, was dedicated to implementing the program at the community colleges; however, this position was vacant from August 2015 until January 2016. Each WRNH site had one WRNH Director and one program assistant responsible for daily operations with the exception of RVCC, which at the end of SFY 2015 only had a WRNH Director. Program staff at each site were responsible for daily operations, recruiting participants, hiring instructors, coordinating classroom space, and conducting business outreach.

Three State-level entities had some oversight responsibilities over the WRNH program. The State Workforce Investment Board, consisting of business leaders, department Commissioners, and the Chancellor of the CCSNH, met quarterly to discuss statewide workforce issues and initiatives. As one of its many responsibilities, it provided general direction for the WRNH program. The NH Works One-Stop Operator Consortium (Consortium), consisting of Commissioners and program directors, oversaw the 12 NH Works sites statewide. As part of its responsibilities, it set general policy for WRNH if issues were brought to its attention by the Interagency Director's Group (IDG). The IDG, consisting of representatives from WRNH partners, reported to the Consortium and operationalized policy, reviewed policy implications, and recommended a course of action to the Consortium regarding WRNH. The IDG was responsible for a variety of workforce development initiatives, including the Return to Work program and WRNH.

Program Funding

WRNH sites at White Mountains, River Valley, Great Bay, and Manchester Community Colleges received funding through the Job Training Fund (JTF), which received contributions from the unemployment compensation fund. Initially capped at \$1 million for the purpose of providing job training grants to New Hampshire businesses, the JTF's annual cap was raised to \$2 million in 2011 and expanded to fund both the Job Training Grant (JTG) and WRNH programs. For both SFYs 2012 and 2013, WRNH was appropriated \$1 million for operations, while in SFYs 2014 and 2015, it was appropriated \$900,000 each year for operations as ten percent of the \$1 million, or \$100,000, was retained by the OWO for administrative expenses.

From 2013 until September 30, 2015, the programs at Lakes Region Community College, Nashua Community College, the New Hampshire Technical Institute, and GBCC's Advanced Technology and Academic Center in Rochester received funding through a CCSNH grant from the U.S. Department of Labor designed to support community colleges in providing adult education and career training programs. The CCSNH estimated allocating approximately \$1.9 million to fund WRNH at these four locations; however, the grant ended on September 30, 2015 and these four programs were no longer operational. Starting in October 2015, WRNH was funded entirely by unemployment compensation contributions to the JTF and CCSNH staff began working to extend services to Laconia, Nashua, and Concord.

Between SFYs 2012 and 2015, personnel costs at community colleges operating WRNH through the use of the JTF has gradually increased. Nearly 80 percent of funds were expended for costs associated with staff salaries, benefits, and course instructors between SFYs 2013 through 2015. In contrast, operating costs decreased between SFYs 2012 and 2015. Operating costs made up the majority of the remaining 20 percent of funds expended which include utilities, software licenses, certificates, travel, marketing, equipment, and training. The decrease in operating costs was due to the initial purchase of supplies, computers, and equipment during the first year of the program's operations.

Data Limitations

Prior to 2014, WRNH did not have a standardized method for collecting or reporting program data. Sites offering WRNH collected some similar information; however, definitions of program registrant, participant, graduate, and transferred participant varied. In SFY 2014, program staff began standardizing data by defining specific data elements and developing a data collection sheet to be used by all sites offering WRNH. We found data for SFYs 2014 and 2015 were more uniform and contained fewer missing data elements than those collected in prior periods. Additionally, the CCSNH was unable to locate data maintained by three WRNH sites funded under the TAACCCT grant. As a result, aggregate data reported in this audit focused mainly on sites funded through the JTF for SFYs 2014 and 2015. A data sample we collected and analyzed through a file review contained data for all fiscal years but were still limited to only JTF funded sites.

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SERVING TARGET POPULATIONS

Did WorkReadyNH serve job-seekers and the business community efficiently and effectively?

While WorkReadyNH (WRNH) appeared to help job-seekers improve their hard skills and enhance soft skills, it did not assess whether the program adequately served the business community. WRNH's marketing and outreach efforts focused primarily on recruiting participants to the program; however, efforts towards generating business awareness of the program or contributing to their understanding of the program's value were not a priority. Business outreach and marketing was largely the responsibility of local WRNH Directors who were also responsible for daily operations, recruiting participants, hiring instructors, monitoring budgets, collecting data, and a variety of other responsibilities.

Participants responding to our survey were overwhelmingly satisfied with WRNH with 85 percent reporting satisfaction with the program as a whole and over 70 percent reporting they were better off because of their participation in WRNH. Over two-thirds of participants reported they gained a better understanding of the skills needed in the workplace and more self-confidence from participating in WRNH. Participants were most satisfied with the 60-hour soft skills classroom instruction of WRNH with almost three-quarters of participants reporting the classroom instruction helped them improve their interview and communication skills and over two-thirds reporting the course helped improve their conflict resolution, team building, and problem solving skills. These are all skills identified by businesses and human resource professionals as important for succeeding in the workplace. Additionally, just over half of respondents reported the soft skills course helped them find a job. The majority of participants were also satisfied with the hard skills portion of WRNH with 74 percent reporting satisfaction. Over half of survey respondents reported the hard skills portion of the course helped them improve their skills in each of the three topics. Our review of participant files also supported this and found half of participants' math scores improved while approximately one-quarter improved their skill levels in reading and locating information from their pre-assessment scores.

To improve service delivery to participants, the Community College System of New Hampshire (CCSNH) and the Office of Workforce Opportunity (OWO) should work to standardize program components across the State. Program elements including participant expectations, course curriculum and materials, requirements for practicing hard skills, and pre-assessment score requirements varied slightly among the sites offering WRNH. Standardizing these elements would help to ensure the WRNH credential carries the same significance regardless of where in the State the participant took the course.

While WRNH appeared to build the confidence and skills of participants, its effect on businesses could not be easily determined. There had been no attempt to assess business needs since 2010, prior to the start of the program, and there was no comprehensive statewide marketing campaign targeted towards businesses. As a result, we found 50 percent of the human resource professionals we surveyed were not familiar with WRNH and two-thirds were not familiar with the National Career Readiness Certificate (NCRC). Additionally, businesses we surveyed (businesses which were provided to us by WRNH Directors), while familiar with the WRNH

program, were also not familiar with the NCRC, one component of WRNH. This aligns with seven comments by WRNH participants stating businesses they applied to were not familiar with WRNH. Without business buy-in or input, WRNH graduates may not have any advantages over applicants who have not taken the program and WRNH staff may not be sure soft skills taught are aligned with skills businesses deem as important for workplace success.

Observation No. 1

Periodically Assess Business Needs

Since 2010, there has been no systematic attempt by the OWO or the CCSNH to gauge the needs of the New Hampshire business community or determine whether the skills taught through WRNH continue to fill identified gaps. As a result, WRNH may still be focusing on business needs identified six years ago, which could have changed.

There have been some limited efforts by the OWO and some WRNH Directors to obtain feedback from business leaders regarding workforce skills. As part of a broader State workforce initiative, the OWO conducted focus groups in Keene and Manchester where business leaders again identified soft skills as a training need for New Hampshire's workforce. Additionally, some WRNH Directors stated they regularly asked businesses how the program can be improved. However, there has been no statewide effort to gauge business needs. According to the OWO Director, businesses are difficult to engage as their needs change frequently, they are constrained by time, and they will likely only engage in activities that meet their immediate needs.

WRNH was developed in 2011 in response to workforce training needs identified through the Governor's 2010 business roundtable discussions. At the time, business leaders reported entry-level workers and new hires did not possess the basic skills needed to perform successfully in the workplace.

Our surveys of WRNH business contacts and New Hampshire human resource professionals found several potential gaps between business needs and the WRNH curriculum. Survey respondents identified two topics not currently covered under the WRNH curriculum: basic computer skills (41 of 56 responding, or 73 percent) and word processing and spreadsheet application skills (28 of 56 responding, or 50 percent). Furthermore, survey respondents identified four other areas which were covered minimally within the WRNH curriculum: planning and scheduling (33 respondents or 58 percent), writing (30 responding or 53 percent), leadership (29 responding or 51 percent), and goal-setting (29 responding or 51 percent). While not definitive results due to our low survey response rates (34 total responding to the business contacts survey and 22 total responding to the human resource professionals survey), these responses indicate possible improvements to the current WRNH curriculum to better meet current business needs. These potential gaps would not be identified without an effective feedback mechanism between businesses and WRNH.

The memorandums of understanding (MOU) between the OWO and the CCSNH required WRNH to "conduct annual customer satisfaction surveys" and share the results with groups

overseeing the program. There is no definition of the term “customer,” but since, according to the MOUs, the WRNH program was developed because “[b]usiness leaders asked for a project designed to enhance basic skills of job-seekers,” it is reasonable to assume businesses should be a target audience for WRNH.

Recommendations:

We recommend the OWO and CCSNH establish a process for periodically soliciting feedback from businesses to assess whether the current WRNH curriculum continues to fulfill the needs of the business community. We also recommend the OWO and CCSNH include a mechanism to share feedback obtained from businesses with groups involved in overseeing the WRNH program.

Agency Response:

Concur. An annual statewide formal survey of employers is proposed to address this audit observation with feedback from this survey being shared with the OWO and IDG at the first scheduled meeting of each new year. [A survey will be scheduled for December 2016 to allow sufficient time before employers are asked to complete a survey, yet again.] It should be noted however that items such as basic computer skills, word processing and spreadsheets that some employers would like to see included in the WRNH curriculum may not be logistically possible under the current program parameters and available funding, as well as outside of the enhancement of soft skills envisioned in the original intent of the program. Currently, when participants are found in need of improved computer skills they are referred to the courses offered through the college Business Training Centers or the NH Works office for skill improvement.

Observation No. 2

Improve Statewide Marketing Efforts Towards Businesses

The MOU between the OWO and the CCSNH required the CCSNH “market [WRNH] both locally and state-wide;” however, there was no statewide marketing or outreach campaign targeting the business community. While local outreach efforts by WRNH Directors generated some success in their catchment area, it appears those efforts did not result in broad-based recognition of the WRNH program statewide. From State fiscal years (SFY) 2012 through 2015, only 73 of the approximately 2,600 WRNH registrants had been referred to the WRNH program by employers.

According to the OWO Director, a goal of WRNH’s business outreach efforts was to generate awareness so the WRNH certification was recognized in the business community and graduates were granted an interview based on their WRNH certification status. According to the CCSNH website, New Hampshire businesses can benefit from WRNH as the NCRC shows a graduate has documented their skill level in mathematics, reading, and locating information. Additionally, the credential showed the graduate completed the soft skills course which simulated a workplace environment. The website also states the skills covered by the NCRC improves the quality of

new hires and, as a result, can reduce hiring time and costs, reduce training time, reduce turnover, and increase productivity for the business.

However, WRNH Directors and the CCSNH Director of College Access Programs reported many businesses were unaware of WRNH's benefits and some did not see the value of it. We surveyed business contacts provided to us by WRNH Directors compiled through their local marketing efforts and found while the majority of businesses answering the survey question were familiar with WRNH in general, 17 of the 27 responding were unfamiliar with the NCRC. Additionally, five of the nine businesses responding they were familiar with the NCRC reported they did not believe the NCRC was a valuable resource or were unsure of its value for their business. Our survey of human resource professionals also found similar results. While 10 of the 20 responding to our survey question were unfamiliar with WRNH, 12 were unfamiliar with the NCRC. While our response rates were not statistically significant, they still might offer insight to the level of business awareness about the NCRC and its value to their business.

If businesses are unaware of the program or benefits of WRNH and the NCRC, graduates may not have an advantage over other job applicants as the program intended. WRNH Directors and a former WRNH staff member cited competing priorities and lack of time and resources as obstacles to marketing the program to both businesses and potential participants. For the past three fiscal years, WRNH's marketing budget has decreased from \$50,000 in SFY 2013 to \$23,500 in SFY 2015. One WRNH Director stated business outreach is not a priority as Directors primarily focused on recruiting program participants.

Recommendations:

We recommend the CCSNH and OWO:

- **evaluate the current MOU to determine if marketing and outreach responsibilities are delegated appropriately;**
- **determine if a statewide marketing effort would improve awareness of the WRNH program; and**
- **develop a statewide marketing plan delineating responsibilities for the statewide liaison, as well as for local WRNH directors.**

Agency Response:

Concur. All parties involved agree that there would be great value to a well-designed and sustainable marketing campaign to educate employers on the value of a WorkReadyNH credential. However, we believe to affect the level of sustained marketing necessary to effectively market this program to the business community would be costly. To date, the majority of the limited program funds available have been dedicated to running WRNH classes and the costs associated with making the program available throughout the state to the extent feasible. That said, as recommended, OWO and management staff from CCSNH will review the current MOU to determine if additional marketing funds should be identified within the annual budget of \$900,000 to support a statewide marketing strategy, assess the likely return on investment, and determine who will be responsible at what level in the system. In the interim, it should be noted that various statewide marketing options have been reviewed and a survey was administered to

all WRNH Directors and Program Assistants when the new Statewide Liaison began her position in January 2016. The entire WRNH team is currently assessing the most effective marketing of the program both locally and statewide and a marketing plan is being formulated to delineate everyone's responsibilities, and apportion any available funds appropriately. WRNH staff is a well-functioning team that spans the entire state and will continue to work together to promote WRNH statewide, as well as to prevent unnecessary duplication of efforts e.g.: sharing marketing ideas and promotional materials between colleges centrally on Blackboard and in person at WRNH Director Meetings.

Observation No. 3

Develop Criteria For Successful Completion Of Soft Skills

The CCSNH and the OWO have not established system-wide criteria for defining successful completion of the soft skills course. The MOU between the OWO and the CCSNH required the CCSNH to issue a certificate credential to “successful completers” of the hard skills and soft skills courses. To obtain a credential for completing the hard skills portion of WRNH, a participant must score at least a level 3 on all three portions of the national assessment exam.

The WRNH soft skills curriculum contained specific competencies which were taught throughout the three-week course including effective communication, conflict resolution, team building, and critical thinking. However, with the exception of allowing only one absence during the three-week course, there were no system-wide criteria for determining whether a participant successfully completed the course. Instead, successful course completion was dependent on each instructor's assessment of a participant's quality of interaction, level of engagement, and participation in class activities during the 60-hour course. Additionally, there were no formal requirements for the WRNH sites to document the basis upon which participants were deemed to have successfully completed the course. While one WRNH site required its instructors use a weekly evaluation form to document participant progress towards proficiency of the skills being taught and one required participants conduct a self-assessment at the end of the soft skills course, the other two sites did not require any formal documentation.

According to OWO, CCSNH, and WRNH personnel, when WRNH was first implemented, standardization was difficult as each community college was independent and was encouraged to develop the program to best meet the needs of the population it served. However, without system-wide criteria, applicable to all WRNH sites, defining what constitutes successful completion, the OWO and the CCSNH cannot ensure all WRNH graduates receive the same level of soft skills training. WRNH Directors, the former WRNH Liaison, and the CCSNH Director of College Access Programs all reported discussing the need for a more stringent definition of course completion and a desire to have more standardization across the State.

Recommendations:

We recommend the OWO and the CCSNH:

- **establish standard criteria defining successful completion of the soft skills course and apply them to all WRNH sites; and**

- **consider establishing a system for documenting participant progress of soft skills required for course completion.**

Agency Response:

Concur. While the WRNH competencies have remained consistent across all WRNH college programs, when the WRNH program first began, individual colleges used different curriculum materials to teach these competencies. The statewide WRNH team has been working for the last six months on implementing a uniform curriculum offered at all community college locations. With a May 2016 rollout of that updated curriculum, our attention has now turned to the development of rubrics and standard criteria that define successful completion of individual competencies and the overall WRNH soft skills course. The Statewide Liaison will continue to work with our Instructors, Directors and Program Assistants to establish a system that will document the progress of our participants throughout the soft skills component of the WRNH program. Each core competency will be assessed together with the breakdown of the desired learning outcomes of each competency. From here a rubric for each competency will be formulated and adhered to as the overall requirement for WRNH Soft Skills Course Completion.

Observation No. 4

Assess Participant Skills To Determine Whether Hard Skills Are Improving

WRNH program staff had no formal process for determining whether participants' skills in math, reading, and locating information, commonly known as hard skills, were improving. Additionally, while these data were available, only one WRNH site regularly tracked this information.

In addition to providing training on workplace behaviors, the MOU between the OWO and the CCSNH required the CCSNH to "provide a comprehensive work readiness program focusing on addressing gaps in worker readiness in the areas of math, reading, and problem solving..." To help participants improve these skills, WRNH used a nationally recognized testing program consisting of a pre-assessment to provide a baseline of the participant's level in math, reading comprehension, and locating information. The program also included training modules to help participants improve hard skills before taking a final assessment exam. Participants scoring a level 3 or higher in each category of the final exam were awarded a NCRC. Based on their scores, participants were awarded an NCRC at one of four levels: bronze, silver, gold, or platinum. According to CCSNH personnel, the pre-assessment, training modules, and final assessment align with each other and work "hand in hand." Additionally, according to the testing program's website, the three components have compatible content and similar scoring scales. All four WRNH locations required participants take a pre-assessment prior to starting the WRNH soft skills course. However, only participants at three of the four WRNH sites were required to practice hard skills by completing online training modules in preparation for the final exam.

Each participant's pre-assessment and final exam scores were available through the testing program. One WRNH site tracked each participant's pre-assessment and final exam scores in a

spreadsheet, while the other three only tracked the participant's NCRC level. Despite the availability of the data, there was no analysis of these data on a local or statewide basis.

By not analyzing these data, WRNH staff could not determine whether the program used for improving hard skills was effective, nor could they identify other potential improvements to WRNH. Our analysis of 334 participants' pre-assessment and final exam scores showed 49 percent of participants improved their math scores, 29 percent improved in reading, and 24 percent improved in locating information. We found participants improved the most in math with the average participant improving by one-half level. However, we also found higher proportions of participants who had lower pre-assessment scores did not complete the course, indicating there may be a need for more support for these participants. Analyzing this type of information could potentially help WRNH staff improve the program by targeting resources towards participants who may need more support.

Recommendations:

We recommend the OWO and CCSNH develop methods to analyze hard skills data to determine if participants' hard skills are improving. The OWO and CCSNH should consider developing a standardized data collection process to ensure all WRNH sites collect and report uniform hard skills scores.

We also recommend the CCSNH and the OWO make information on improvement to hard skills available to oversight committees and boards.

Agency Response:

Concur. We are planning a review of our statewide data collection to ensure all sites are collecting and reporting their intake data in a uniform way. WorkKeys scores, which are the assessment of hard skills, can be included in this data review. Collection of this data will allow us to better understand how participants perform on the WorkKeys assessment as relates to "Applied Mathematics," "Locating Information," and "Reading for Information" resulting in an individual participant National Career Readiness Certificate. Our team will partner with ACT where necessary to utilize all data review and evaluation tools available to us. Individual site participant scores can be collated and reported to the Statewide Liaison in the same way that intake statistics are already being reported. Analysis of this data can be carried out by the Statewide Liaison and shared with oversight committees to obtain their input and perspective.

Observation No. 5

Review Whether Minimum Hard Skills Pre-Assessment Scores Are Necessary For Program Participation

WRNH sites did not apply consistent pre-assessment criteria for allowing participants to enroll in the program. To participate in WRNH, potential participants completed a pre-assessment exam to gauge their skills in mathematics, reading comprehension, and locating information. The math and reading comprehension portions were scored on a scale of 0 to 7, while the locating

information portion was scored on a scale of 0 to 6. One WRNH site required participants obtain a score of at least level 2 in all three areas on the pre-assessment, while the other three sites did not require a minimum score. The site requiring a minimum pre-assessment score reported referring all individuals scoring below the minimum to an adult education program, while two other WRNH sites reported doing so on a case-by-case basis.

The MOU between the OWO and CCSNH required the OWO to offer WRNH at no cost to New Hampshire residents 18 years of age or older. Additionally, the WRNH *Policy And Procedures Manual* required participants to have a sixth grade reading level and, if necessary, allowed WRNH staff to “administer the CCSNH approved sixth grade reading level paragraph” to determine if potential participants met the minimum reading requirement. Neither the *Policy And Procedures Manual* nor the MOU required minimum pre-assessment levels for any other subject area.

We could not conclude definitively whether participants who scored less than a level 2 on the pre-assessment were less likely to obtain an NCRC. According to three WRNH Directors, participants’ pre-assessment scores may be low for a variety of reasons including being distracted or unprepared for the rigor of the exam. Two WRNH Directors stated those who scored less than a level 2 on the pre-assessment may still improve their scores sufficient to obtain an NCRC by using the training modules. While data on participants scoring less than a level 2 on the pre-assessment were sparse, we found 18 participants scoring below level 2 on at least one part of the pre-assessment exam who completed WRNH. Of these, 50 percent of participants scored well enough on the final assessment to receive an NCRC. While not definitive, this could indicate a low pre-assessment score does not necessarily preclude participants from improving enough to obtain an NCRC.

Recommendations:

We recommend WRNH staff evaluate whether minimum pre-assessment scores are necessary for program participation and ensure all WRNH sites consistently apply the same criteria for accepting new participants into the program.

Agency Response:

Concur. This will be incorporated into our approach for addressing Observation No. 4 as well as the implementation of our uniform curriculum and consistent application of program components at all sites. See Observation No. 6 below.

Observation No. 6

Standardize Program Components

WRNH graduates may not have received the same training depending on the WRNH site where they attended the course. All programs included 60 hours of soft skills classroom instruction, group projects, presentations, and a pre- and final assessment of participants’ math, reading, and

locating information skills. Some program components differed among the four WRNH sites. Components which were not standardized included:

- The four WRNH sites used different curricula for teaching the soft skills course during the audit period. Two WRNH sites used a commercially available curriculum while two used a curriculum developed when WRNH was first implemented. While most topics included in the curricula were similar, some were not. All sites' curricula included topics such as interviewing skills, communication, team building, customer service, ethics, and conflict resolution. Topics not offered at all WRNH sites included resumes and cover letters; workplace expectations, safety, harassment, bullying and diversity; critical thinking; problem solving and decision-making; and meeting etiquette. Additionally, the two WRNH sites using the commercially available curriculum also included different topics. For example, one site included critical thinking as well as problem solving and decision-making in its curriculum, while the other did not.

All four WRNH sites anticipated transitioning to the commercially available curriculum by May 2016, standardizing the topics taught at all WRNH sites. As of February 2016, WRNH Directors and the WRNH Liaison were in the process of determining which topics to include in the curriculum.

- Course guidelines and contracts of participant expectations were not standardized among the four WRNH sites. All sites' guidelines and expectations addressed punctuality, attendance, respectfulness, and dress code. Three of the four sites also addressed cell phone usage, confidentiality of classroom discussions, and maintaining a positive attitude; two addressed practicing hard skills and teamwork; and only one site addressed a self-assessment at the end of the course.
- Requirements for practicing hard skills varied among the four WRNH sites. One site required participants practice for the final hard skills assessment independently for a minimum of five hours per week; the equivalent of 15 hours during the three-week course. Another site incorporated one hour of hard skills practice into their daily schedule for a total of five hours per week, or 15 hours during the three-week course. A third site required 20 hours of practice during the three-week course, while the last had no requirement for practicing for the hard skills assessment.

According to OWO, CCSNH, and WRNH personnel, when WRNH was first implemented, standardization was difficult as each community college was independent and was encouraged to develop the program to best meet the needs of the population it served. In 2013, the CCSNH and the OWO began efforts to standardize program components to ensure a certificate earned at one WRNH site was comparable to certificates earned at other sites.

Recommendations:

We recommend the OWO and the CCSNH ensure topics included in the curriculum, course guidelines and expectations, and requirements for hard skills practice are consistent among all WRNH sites.

Agency Response:

Concur. Much has been accomplished by the WRNH team in the 4 years since the program was introduced. When the WRNH program first began, individual colleges were given great latitude with individualizing their programs to meet the geographic needs of their community. While CCSNH still believes it is critical for the colleges to shape their program to meet their geographic area need, the core program and its data collection and reporting practices has become more unified and consistent over the past three years. The desire to continue to improve on consistent data reporting and application of the components of our program at all sites offering WRNH is critical and our top priority as WRNH evolves.

In addition, over the last 2 years there has been a great deal of focus on reaching and understanding our program participants, their immediate needs and providing a work readiness program that helps them take their next career steps. We believe our program and curriculum are very strong but we look forward to continuous improvement as we move forward.

**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

PROGRAM GUIDANCE AND MEASUREMENT

How were improvements to the program identified and incorporated into the program?

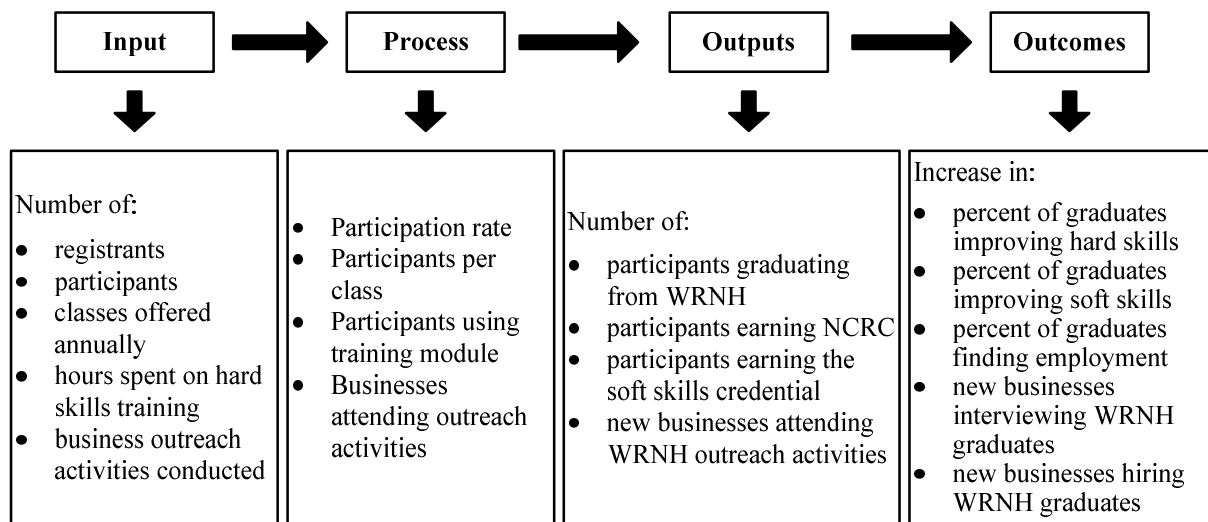
A successful program must have a mission with well-defined goals guiding its activities, as well as an internal mechanism to evaluate progress toward success of these goals. With the exception of memorandums of understanding (MOU) between the Community College System of New Hampshire (CCSNH) and the Office of Workforce Opportunity (OWO), WorkReadyNH (WRNH) had no formal guiding documents articulating its mission, goals, and objectives; nor did it have formal mechanisms for evaluating its progress. While WRNH captured mainly output data, this information was not used to gauge progress towards program goals or identify improvements to the program.

A performance measurement system allows efficient and effective management by assessing whether an agency is achieving its mission and producing desired results. Performance measurement ties program activities to goals supporting its mission, compares actual performance to pre-established targets, allows the program to identify strengths and weaknesses, and actively monitors performance over time. WRNH can use performance measures to gauge different aspects of its activities including inputs, processes, outputs, and outcomes. Inputs are the resources WRNH uses to meet its goals, while processes are activities program staff perform using these resources. Outputs, in turn, are the product of these processes, and outcomes are the impact of the service provided. After performance measures are established for inputs, processes, outputs, and outcomes, the organization should set clear performance targets. Monitoring this information could allow management to correct weaknesses and enhance strengths.

Figure 1 illustrates how performance measures can be used by WRNH staff. Unemployed New Hampshire residents register to take the program, take a pre-assessment, and participate in the soft skills course. These constitute program inputs. After attending at least two classes, they are considered participants in the program, attend 60 hours of soft skills classroom instruction, and use the training module to increase their hard skills. These are the processes used to work towards the program's outcomes. Upon completion, participants may earn a National Career Readiness Certificate (NCRC), a soft skills credential, and graduate from the program. These are considered the program's outputs and are expressed in numerical figures. By participating in WRNH, participants increase their technical and soft skills, and eventually find employment using the skills they have learned from WRNH. These are the program's outcomes or the program's desired results. From a business outreach perspective, WRNH staff plan and conduct business outreach efforts throughout the year (inputs) and businesses attend these activities (process). Outputs could consider the number of new businesses attending outreach activities and outcomes could include an increase in the number of new businesses granting WRNH graduates an interview or hiring WRNH graduates. Appendix F contains more detailed examples of performance measures and how they link to the WRNH's mission, goals, and objectives.

Figure 1

Example Of WorkReadyNH Performance Measures



Source: LBA analysis of WRNH documents and conversations with WRNH staff.

Observation No. 7

Formalize Program Guidance

No statutes or other planning documents guided the WRNH program other than the MOU between the OWO and CCSNH outlining the responsibilities of each party. WRNH was funded through the Job Training Fund (JTF), a fund annually capped at \$2 million designated “for funding training under the job training program for economic growth,” commonly referred to as the Job Training Grant (JTG) program. Funds were equally distributed between WRNH and the JTG program. When we requested legislation governing WRNH, the OWO Director provided us with statutes governing the JTF and the JTG as they were also applicable to WRNH.

Statutes governing the Job Training Program for Economic Growth stated one of the program’s purposes was to “provide technical education and training” and may include training in basic skills as well as technical skills. However, the remainder of the statutes did not pertain to WRNH as they outlined the process for businesses to apply for grants to provide training to their employees, none of which applied to the WRNH program.

WRNH’s sole guiding documents were MOUs between the CCSNH and the OWO. The MOUs required the OWO and CCSNH establish, collaborate with, and update an advisory committee that would “provide input and advice as the program evolves, and act as advocates for the program...” Additionally, according to the OWO Director, statutes governing the JTG and JTF did not formally establish any oversight structure for WRNH. While the OWO and CCSNH brought issues to the Interagency Director’s Group (IDG) for discussion and a vote, the IDG did not have direct oversight for WRNH. Therefore, its votes served as recommendations and did not

carry any weight. According to WRNH, CCSNH, and OWO staff, programmatic changes were approved by the IDG. However, we could not find evidence of this as the IDG did not record meeting minutes prior to March 2015.

WRNH was originally developed as part of the Governor's New Hampshire Working Initiative in 2010. As such, the MOUs required the OWO and the CCSNH to "[w]ork as a partner with the Governor's Office in the development, dissemination, publicizing, and evaluation of the program." However, according to OWO and CCSNH staff, besides the initial planning and implementation of WRNH, there has been limited involvement from the Governor's office regarding WRNH. In February 2016, the Governor announced a new initiative meant to compliment the 2010 New Hampshire Working initiative.

Recommendations:

We recommend the Department of Resources and Economic Development and the OWO work with the Legislature to determine whether statutes governing the Job Training Grant program and Job Training Fund appropriately cover WRNH. If it finds legislation is not sufficient, the Legislature may wish to consider amending RSAs 282-A:138-a and 12-A:51 through 12-A:58 to include WRNH.

Agency Response:

Concur in Part. The Economic Development Plan for the state will evaluate and seek to align all the programs and funding mechanisms related to economic development, including workforce development. DRED recommends that this process be completed before recommending any specific changes to legislation. In addition, this will provide adequate time to assess the impact and direction of the Governor's new Gateway to Work program (if approved), which allocates significant new funds to support the WorkReadyNH program.

Observation No. 8

Establish A Performance Measurement System

The OWO and the CCSNH did not have a performance measurement system to gauge whether WRNH activities were performing efficiently or effectively. Additionally, the program lacked formal articulation of mission, goals, and objectives, making such measurement problematic were it to occur.

According to the U.S. Government Accountability Office (GAO), performance measurement "focuses on whether a program has achieved its objectives, expressed as measurable performance standards." A performance measurement system facilitates comparing actual performance levels with pre-established targets to determine whether program results are achieved. Used correctly, performance measurement improves accountability and identifies areas of possible improvement. Additionally, performance measures can help a program define what it wants to accomplish through formally articulated goals and objectives, gauge progress towards meeting these goals, and improve decision-making. In fact, the GAO states "Legislators, oversight bodies, those

charged with governance, and the public need to know whether...government programs are achieving their objectives and desired outcomes.”

To be most effective, performance measurement systems should be aligned with organizational benchmarks or goals. With the exception of recruiting and enrolling “1,000 new program participants for each program year” during State fiscal years (SFY) 2014 and 2015, WRNH did not have any other established benchmarks or goals. In each of these two years, the program reached only 49 percent of its recruitment goals with 487 participants in 2014 and 493 participants in 2015 at its four WRNH sites. This enrollment goal was reduced to 750 participants for SFYs 2016 to 2019. WRNH was developed in response to business concerns that “entry-level workers and other new hires often did not possess the basic skills needed to perform successfully in the workplace” and business leaders expressed an interest in a “project designed to enhance basic skills of job-seekers...” While this enrollment goal addressed program inputs, it is unclear how measuring only inputs directly addressed these business concerns.

According to the GAO, performance measurement may be directed at program processes, the type or quantity of program activities conducted, outputs, the quantity of goods or services produced by a program, or outcomes, the accomplishments or results of a program. While process and output data are important indicators of an organization’s performance, outcomes are particularly salient, as they provide management and the public with evidence of a program’s success or failure.

We found WRNH reporting focused primarily on program outputs and rarely on program outcomes. For example, data reported to the OWO and external entities included the number of program registrants (input), participants (input), and graduates (output); the number of participants attaining each NCRC level (output); and the number of participants completing the soft skills course (output). While outputs measure the number of New Hampshire residents WRNH served, these data did not illustrate whether the program helped graduates retain jobs after obtaining employment, the quality of their employment (i.e., full-time versus part-time or seasonal), or whether businesses experienced an increase in the number of employees possessing basic skills needed to perform successfully in the workplace. Outcome data consisted only of the number of graduates reporting they found employment and testimonials of some former graduates and businesses who had hired WRNH graduates.

WRNH, OWO, and CCSNH personnel stated there is value in collecting outcomes; but they indicated tracking outcomes such as the types of employment program graduates obtained is difficult and may not be cost-effective. Additionally, while staff conducted follow-up surveys of program graduates three months and six months after graduating from the program, few graduates responded, making data collection difficult.

Our survey of former WRNH participants found some positive indications of programmatic success. For instance, 131 of the 195 respondents (67 percent) stated that they have a “better understanding” of the skills they can use in the workplace, and 136 respondents (70 percent) stated they had more self-confidence since completing WRNH. Respondents also stated the soft skills course helped them improve their job interviewing skills (140 of 194 respondents or 72 percent), communication skills (142 individuals or 73 percent), team-building skills (125 individuals or 64 percent), and conflict resolution skills (125 individuals or 64 percent).

Additionally, five businesses we surveyed stated WRNH graduates possessed higher skill levels in job interviewing and professional appearance and 12 businesses stated that they would likely hire WRNH graduates in the future.

Recommendations:

We recommend the OWO and CCSNH establish:

- **goals linked to WRNH’s mission;**
- **performance measures, with corresponding benchmarks, to track and determine whether it is achieving the desired level of performance; and**
- **policies and procedures for regularly measuring WRNH performance against benchmarks and evaluating effectiveness.**

Agency Response:

Concur. Currently, WRNH reviews participant performance in terms of overall graduation rate. In order to establish a true measure of individual participant performance we believe the rubrics that we develop for soft skills course completion and the assessment of core competency outcomes will further refine WRNH performance measures. This will enable WRNH to establish program goals centered on the learning success of our participants which will further validate the WRNH program and add to its credibility with employers, our current and future partners, and our participants.

Observation No. 9

Improve Expenditure Allocation Methods

The OWO had no method to determine actual costs of administering the WRNH program. Statutes governing the JTF, which is capped at \$2 million, allowed the OWO to use up to “10 percent, or \$200,000...whichever is less, to administer the program.” During SFYs 2014 and 2015, the OWO retained a total of \$200,000 to administer both the Job Training Grant and WRNH programs. However, according to the OWO’s Director of Accounting, separately tracking administrative expenses did not occur. According to the Director of Accounting, the majority of WRNH’s administrative expenses were for salaries and benefits of OWO staff working on both the JTG and WRNH, as well as current expenses such as consumable supplies, postage, and printing. During SFY 2014, current expenses totaled approximately \$1,000 while transfers to the Division of Economic Development and OWO totaled \$187,770. There were no documents outlining what share of these expenses went to administering WRNH.

Public entities have a responsibility to ensure accountability over public funds. Management should have an appropriate commitment to disclosing budgetary and programmatic costs, which allows management and external stakeholders to fully understand the operations and condition of the agency. By not tracking WRNH administrative costs, the OWO could not determine the actual cost of administering the program. Additionally, it is unclear whether funds retained for administrative purposes were sufficient or whether they could have been better utilized for other

program expenses. For example, as discussed in Observation No. 2, marketing funds declined by over half from \$50,000 in SFY 2013 to \$23,500 in SFY 2015. In addition, costs for administrative personnel and instructors at the CCSNH have increased.

Recommendations:

We recommend the OWO develop and use a method to track administrative expenses attributable to WRNH.

Agency Response:

Concur in Part. The RSA states only that \$2M shall be available for the Job Training Fund of which 10% shall be available for administration of the program as a whole. The OWO appropriately assigns administration costs within the 10% threshold established. Moving forward we will further delineate JTF administration costs to support tracking and reporting by programs within the JTF funds. Effective in March 2016 the timesheets currently use to track staff time by program, will reflect time spent on WRNH items; from monitoring, reporting, invoice review, audit and processing, budgeting, budget revisions and amendments, meetings and the overall office administrative expenses allocated as we do with the business training Job Training Fund program. Based on an allocation of time for OWO staff, time spent on WRNH proportionate to total OWO salaries will have the percent of allocation applied to total office administrative expenses. The charges for salaries, benefits plus the appropriate percentage of any other admin expenses will be posted to the accounting unit monthly, completed via a transfer to 5420 class 029 from 5336 in a separate transaction from the current monthly Job Training Fund transfer.

**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

**APPENDIX A
OBJECTIVE, SCOPE, AND METHODOLOGY**

Objective And Scope

In April 2015, the Fiscal Committee approved a joint Legislative Performance Audit and Oversight Committee recommendation to conduct a performance audit of the WorkReadyNH (WRNH) program within the Department of Resources and Economic Development's Office of Workforce Opportunity (OWO). We held an entrance conference with the OWO in October 2015. Our performance audit focused on the following question: *Was the WorkReadyNH program efficient and effective during State fiscal years 2012 to 2015?* Specifically, we sought to determine:

- *whether WorkReadyNH served job-seekers efficiently and effectively;*
- *whether WorkReadyNH served the business community efficiently and effectively; and*
- *how improvements to the program were identified and incorporated into the program.*

During the audit period, programs offered at Lakes Region Community College, Nashua Community College, and the New Hampshire Technical Institute were funded entirely through a federal Department of Labor grant and did not receive State funding. Additionally, the Community College System of New Hampshire (CCSNH) and OWO were not able to provide data or individual participant information for these programs. As a result, they were not included in detailed test work during our audit. However, we provided statistical and other trend information as presented to us by the OWO and CCSNH where appropriate.

Methodology

To gain an understanding of the WRNH program we:

- reviewed relevant State laws, rules, and policy and procedures manuals; WRNH student manuals from each WRNH site; memorandums of understanding between the OWO and the CCSNH regarding WRNH; OWO and CCSNH organization charts and websites; summary data for each WRNH site; agendas, minutes, and other documents from Governor and Council, Legislative committees, State Workforce Investment Board, NH Works One-Stop Operator Consortium (Consortium), and Interagency Director's Group (IDG) meetings; prior LBA audits and audits from other states; relevant newspaper articles; internal reports related to WRNH; and Statements of Appropriations and detailed transaction reports;
- interviewed current CCSNH and OWO staff responsible for administering WRNH; all current WRNH Directors and support staff; and three soft skills course instructors;
- visited three WRNH sites; and
- researched other states operating programs similar to WRNH, information on the national career readiness certificate, and work ready communities.

To determine how efficiently and effectively WRNH served job-seekers and businesses, and to determine how the CCSNH and OWO identified and implemented program improvements, we:

- analyzed summary participant data provided by the CCSNH and OWO;
- collected and analyzed a random sample of participant intake forms and participant pre-assessment and final assessment exam scores;
- analyzed detailed WRNH expenditure data, appropriations, and budget summary reports;
- reviewed MOUs between the OWO and CCSNH, and well as meeting minutes and agendas of the State Workforce Investment Board, IDG, and Consortium to determine extent of marketing efforts;
- reviewed and compared WRNH student manuals and student expectation contracts from each WRNH site;
- reviewed soft skills competencies taught and compared to other work skills curricula;
- reviewed processes used for ensuring data accuracy;
- attended IDG and Consortium meetings;
- attended and observed WRNH courses at three community colleges;
- contacted other states operating programs similar to WRNH; and
- interviewed and contacted WRNH Directors, soft skills course instructors, WRNH support staff, a former WRNH staff person, representatives of partner agencies, OWO staff, and CCSNH personnel to determine services provided to participants and businesses.

We also conducted three surveys during our audit:

- A survey of 386 New Hampshire businesses to determine their interaction with and awareness of the WRNH program, awareness of the NCRC, opinions on skills of WRNH graduates, and to solicit their opinion to determine if WRNH graduates possess skills needed to succeed in the workplace. Four WRNH Directors provided email addresses of local businesses from their list of contacts. The list provided was heavily represented by businesses in the northern and western regions of New Hampshire. Many of the businesses surveyed had established relationships with WRNH staff and some have hired WRNH graduates. In an attempt to reduce duplication with those responding to the survey of human resource professionals, we limited the survey to smaller businesses and excluded those with names typically associated with large businesses (i.e., national chain stores) which may be represented in the survey of human resource professionals. We received responses from 34 businesses for a response rate of approximately nine percent. Due to the low response rate the survey results cannot be extrapolated to the general population.

- A survey of 637 members of the Human Resource State Council of New Hampshire to determine human resource professionals' interaction with and awareness of the WRNH program, awareness of the NCRC, opinions on skills of WRNH graduates, and to solicit their opinion to determine if WRNH graduates possess skills needed to succeed in the workplace. Based on a suggestion from the Director of the Division of Economic Development, we contacted the Council to help distribute surveys to its members. Surveys were distributed by the Council President to chapter presidents and members via email newsletters and also placed on the Council's website. However, we also contacted chapters directly to request their help in distributing the survey. We received responses from 34 Council members for a response rate of approximately four percent. Due to the low response rate the results of the survey cannot be extrapolated to the general population.
- A survey of 1,639 individuals registered for the WRNH program between State fiscal years (SFY) 2012 through 2015. The survey was conducted to determine the opinion of WRNH participants, both graduates and non-graduates, and gain their impressions of the WRNH program, their current vocational status, and their opinion of the impact of the program on their own personal and professional development. LBA staff collected email addresses from all intake forms received from White Mountains Community College (WMCC), River Valley Community College (RVCC), Manchester Community College (MCC), and Great Bay Community College (GBCC) to compile a list of email addresses for the survey. Participant email addresses were unavailable for GBCC participants during SFY 2012 and partially unavailable for SFY 2013 as email addresses were not collected during that time. We received a total of 248 responses resulting in a 15 percent response rate.

We also conducted a review of a random sample of participant files to determine whether participants' hard skills were improving. We compiled a list of 2,550 names from participant records provided by the WRNH Directors at MCC, WMCC, RVCC, and GBCC. Based on a 95 percent confidence level with a five percent margin of error, we established a sample size of 334 registrant files. Using a random number generator, we randomly selected 334 registrant names from the population and collected intake forms from each of the WRNH sites. Three of the four WRNH locations provided electronic intake forms for our sample while one provided hard copy forms. Using the intake forms, we collected the name, gender, age, employment status (if available), education level (if available), course information, and pre-assessment and final exam scores.

Data Reliability

Prior to 2014, WRNH did not have a standardized method for collecting or reporting program data and definitions for some data elements varied among the program sites. In SFY 2014, program staff began an effort to standardize data by defining specific data elements and developing a data collection sheet to be used by all sites offering WRNH. In addition, personnel at the CCSNH reviewed each location's information for consistency and completeness prior to reporting data. As a result, data for SFYs 2014 and 2015 were more uniform and contained fewer missing data elements than those collected in prior years. Additionally, the CCSNH was unable to locate data maintained by the three WRNH sites funded under the Trade Adjustment Assistance Community College And Career Training grant.

Appendix A

As a result, aggregate data reported in this audit focused mainly on sites funded through the Job Training Fund (JTF) for SFYs 2014 and 2015. A sample of data collected and analyzed by LBA staff through a file review contained data for all fiscal years but were still limited to only JTF funded sites.

**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

**APPENDIX B
AGENCY RESPONSE TO AUDIT**



STATE OF NEW HAMPSHIRE
DEPARTMENT of RESOURCES and ECONOMIC DEVELOPMENT
OFFICE OF THE COMMISSIONER

172 Pembroke Road P.O. Box 1856 Concord, New Hampshire 03302-1856

March 29, 2016

Office of Legislative Budget Assistant
Audit Division
ATTN: Vilay Sihabouth
Senior Performance Audit Manager
TD Bank Building
Room 202
143 North Main Street
Concord, NH 03301

Re: Performance Audit Report April 2016 – WorkReadyNH Program

Dear Ms. Sihabouth:

I am in receipt of your memo dated March 14, 2016, regarding the Performance Audit Report for the WorkReadyNH Program under the management of the New Hampshire Department of Resources and Economic Development, Office of Workforce Opportunity. The observations and recommendations provided have been reviewed carefully and efforts are underway toward making improvements as needed.

The Department sincerely appreciates the work of the LBA in conducting this audit and remains committed to ensuring that the services provided through the WorkReadyNH program are of the highest quality and value to the consumer.

Sincerely,

A handwritten signature in black ink that reads "Jeffrey J. Rose".

Jeffrey J. Rose
Commissioner

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**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

**APPENDIX C
RESULTS OF REGISTRANTS AND PARTICIPANTS SURVEY**

We surveyed 1,639 individuals registered for WorkReadyNH at White Mountains, River Valley, Great Bay, and Manchester Community Colleges between State fiscal years 2012 and 2015 and had provided email addresses. We received 248 responses resulting in a 15 percent response rate. We combined and simplified similar responses to open-ended questions as appropriate and presented them categorically. Individual comments may be categorized in multiple categories. Some totals may not equal 100 percent due to rounding or where respondents could choose multiple options.

Q1. What is your gender?		
Answer Options	Count	Percent
Male	88	35
Female	160	65
	<i>answered question</i>	248
	<i>skipped question</i>	0

Q2. What is your age?		
Answer Options	Count	Percent
Under 18	0	0
Between 18-30	26	11
Between 31-40	23	9
Between 41-50	47	19
Between 51-60	104	42
61 and older	45	18
	<i>answered question</i>	245
	<i>skipped question</i>	3

Q3. In which New Hampshire county do you live?		
Answer Options	Count	Percent
Belknap	2	1
Carroll	6	2
Cheshire	19	8
Coos	23	9
Grafton	3	1
Hillsborough	68	28
Merrimack	12	5
Rockingham	68	28
Strafford	16	7
Sullivan	13	5
None, I live out of State at this time.	14	6
	<i>answered question</i>	244
	<i>skipped question</i>	4

Q4. What is your city of residence?							
City	Count		City	Count		City, State	Count
Amesbury	1		Litchfield	1		Salisbury, MA	1
Amherst	1		Littleton	1		Augusta, ME	1
Auburn	4		Londonderry	2		Berwick, ME	1
Barrington	1		Lyme	1		Scottsdale, AZ	1
Bedford	4		Manchester	46		Pensacola, FL	1
Berlin	13		Merrimack	3		Eliot, ME	1
Candia	1		Milan	1		Kittery, ME	2
Center Conway	1		Milford	1		York, ME	1
Center Ossipee	1		Milton	1		Raleigh, NC	1
Charlestown	3		Nashua	3		Salisbury, NC	1
Chester	3		Newmarket	5		Ashaway, RI	1
Chichester	1		Newport	2		Batesburg, SC	1
Claremont	5		North Hampton	4			
Concord	4		Northfield	1			
Conway	2		Nottingham	2			
Danville	2		Ossipee	1			
Derry	6		Pelham	1			
Dover	6		Peterborough	1			
Dummer	1		Pittsfield	1			
Durham	1		Portsmouth	7			
East Kingston	1		Randolph	1			
Epping	3		Raymond	4			
Epsom	1		Rindge	1			
Exeter	5		Rochester	6			
Fitzwilliam	1		Rye	1			
Freedom	1		Sandown	1			
Fremont	2		Seabrook	1			
Gilford	1		Somersworth	1			
Goffstown	4		South Hampton	1			
Gorham	4		Stark	1			
Grantham	1		Stoddard	1			
Greenland	1		Stratham	2			
Groveton	1		Sugar Hill	1			
Hampstead	2		Sutton	1			
Hampton	1		Swanzey	1			
Hooksett	4		Troy	1			
Hudson	1		Washington	1			
Jaffrey	3		Weare	2			
Keene	10		Westmoreland	2			
Kensington	1		Whitfield	1			
Kingston	1		Windham	3			
Lempster	1					<i>answered question</i>	243
						<i>skipped question</i>	5

Q5. What is your highest level of education?		
Answer Options	Count	Percent
Less than High School/GED	4	2
High School/GED	45	19
Some college	84	35
Associate Degree	35	14
Bachelor's Degree	55	23
Post Graduate Degree (Master's or Doctorate)	20	8

answered question **243**

skipped question **5**

Q6. When did your WorkReadyNH course start?						
Answers Provided	Unsure	2011	2012	2013	2014	2015
January	-	-	3	4	6	11
February	-	2	-	5	6	7
March	1	-	5	-	5	4
April	-	-	2	2	3	10
May	-	-	1	3	5	10
June	-	1	6	1	4	5
July	-	-	3	7	3	-
August	-	-	1	8	4	2
September	1	-	4	3	11	-
October	-	1	2	5	8	-
November	-	1	-	2	4	-
December	-	-	-	1	6	-
Unsure	7	3	-	-	2	3
Totals	9	8	27	41	67	52

answered question **204**

skipped question **44**

Q7. Through which community college did you participate in the WorkReadyNH program?		
Answer Options	Count	Percent
Great Bay Community College	46	23
Manchester Community College	81	40
River Valley Community College	35	17
White Mountains Community College	30	15
Nashua Community College	2	1
Advanced Technology and Academic Center (Rochester)	2	1
Lakes Region Community College	0	0
New Hampshire Technical Institute (Concord)	1	1
Other (please specify)	6	3

answered question **203**

skipped question **45**

Q7 Text Responses. Other (please specify)	
Carroll Academy	1
I applied but did not go, I started a job.	1
New Horizon	1
Manchester Technical College	1
Vocational Rehabilitation	1
Answer was not applicable	1

provided comment **6**

Q8. Did you complete the soft skills portion (60 hours of classroom instruction) of the program?		
Answer Options	Count	Percent
Yes	174	86
No	25	12
Unsure	3	2

answered question **202**

skipped question **46**

Q9. Did you receive your National Career Readiness Certificate?		
Answer Options	Count	Percent
Yes	168	83
No	30	15
Unsure	4	2

answered question **202**

skipped question **46**

Q10. Please describe your level of satisfaction with the following aspects of the WorkReadyNH program.

Answer Options	Very Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied	Count
WorkReadyNH program as a whole	138 (69%)	32 (16%)	15 (7%)	10 (5%)	6 (3%)	201
Soft skills portion (60 hours of classroom instruction)	131 (65%)	35 (17%)	22 (11%)	8 (4%)	5 (2%)	201
KeyTrain computer-based skills training program	101 (50%)	47 (23%)	35 (17%)	13 (6%)	5 (2%)	201
Soft skills course instructors	153 (76%)	18 (9%)	18 (9%)	5 (2%)	7 (3%)	201
Program staff (WorkReadyNH director and assistant) at the community college	152 (76%)	25 (12%)	14 (7%)	4 (2%)	6 (3%)	201

answered question **201**
skipped question **47**

Q11. What best describes your job situation before starting the WorkReadyNH program?		
Answer Options	Count	Percent
Primarily employed full-time	17	9
Primarily employed full-time before being laid off	29	15
Primarily employed part-time	13	7
Primarily unemployed but looking for work	115	58
Primarily unemployed but not looking for work	6	3
Primarily a student	6	3
Other (please specify)	13	7

answered question **199**
skipped question **49**

Q11 Text Responses. Other (please specify)	
At home parent/widowed looking to re-enter the workforce.	3
I am disabled and unemployed.	3
I am a student and work part-time.	3
I am a seasonal employee.	2
Laid off from my job.	1
Employed at a supermarket.	1

*provided comment***13**

Q12. What is your current vocational status?		
Answer Options	Count	Percent
Employed, full-time	80	40
Employed, part-time	37	19
Student, full-time	8	4
Internship/Fellowship	2	1
Unemployed, looking for work	41	21
Unemployed, not looking for work	7	4
Other (please specify)	24	12

answered question **199***skipped question* **49**

Q12 Text Responses. Other (please specify)	
I am a student and work part-time.	4
I am self-employed.	3
I am looking for full-time work again.	1
Employed in a seasonal position.	3
Employed part-time and starting full-time soon.	1
I have had two contract positions since the course and expect to start a new position shortly.	1
I am employed full-time.	1
I am retired.	5
Looking for work in the union I am involved in.	1
I am employed through a temp agency working full-time	1
I have two part-time jobs.	1
I am unemployed and not looking for work and I am not a student.	1
I am disabled and unemployed.	1

*provided comment***24**

Q13. How long after completing the WorkReadyNH program did you find employment?		
Answer Options	Count	Percent
Found employment before completing WorkReadyNH	37	19
Within one month of completing WorkReadyNH	25	13
Between 1 and 3 months after completing WorkReadyNH	40	20
Between 3 and 6 months after completing WorkReadyNH	15	8
Between 6 and 9 months after completing WorkReadyNH	15	8
Between 9 and 12 months after completing WorkReadyNH	10	5
Over 1 year after completing WorkReadyNH	13	7
Have still not found employment	44	22

answered question **199***skipped question* **49**

Q14. How many jobs have you had since leaving/completing the WorkReadyNH program?		
Answer Options	Count	Percent
Not applicable, I still have the same job I had before I started the WorkReadyNH program.	15	8
0	28	14
1	97	49
2	40	20
3	10	5
4	1	1
5+ (please specify)	7	4

answered question **198**

Skipped question **50**

Q14 Text Responses. Other (please specify)	
Part-time seasonal jobs while searching for a career opportunity	1
Temporary jobs	1
6 jobs	1
I have one full-time job but I am forced to work part-time. These jobs have been seasonal.	1
5 jobs	1
I am currently working two part-time jobs.	2
I have moved south and it took a long time to find a good job.	1

provided comment **7**

Q15. To what extent did the following areas help you obtain employment after leaving/completing the WorkReadyNH program?						
Answer Options	Helpful	Somewhat Helpful	Neither Helpful or Unhelpful	Somewhat Unhelpful	Unhelpful	Count
WorkReadyNH program	107 (58%)	26 (14%)	29 (16%)	6 (3%)	15 (8%)	183
Soft Skills course	100 (55%)	28 (15%)	36 (20%)	6 (3%)	13 (7%)	183
KeyTrain program	71 (39%)	32 (17%)	55 (30%)	7 (4%)	18 (10%)	183
Mentoring by WorkReadyNH program staff	96 (52%)	22 (12%)	44 (24%)	4 (2%)	17 (9%)	183

answered question **183**

skipped question **65**

Q16. Have you received a promotion or raise in your employment since leaving/completing the WorkReadyNH program?		
Answer Options	Count	Percent
Yes	63	32
No	90	45
Unsure	10	5
Not applicable, I have not yet found employment since completing WorkReadyNH	35	18
<i>answered question</i>		198
<i>skipped question</i>		50

Q17. To what extent did the following areas help you gain a promotion and/or raise?						
Answer Options	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Count
WorkReadyNH program	23 (37%)	17 (27%)	15 (24%)	4 (6%)	4 (6%)	63
Soft Skills course	23 (37%)	17 (27%)	15 (24%)	4 (6%)	4 (6%)	63
KeyTrain program	18 (29%)	12 (19%)	22 (35%)	6 (10%)	5 (8%)	63
Mentoring by WorkReadyNH staff	24 (38%)	13 (21%)	18 (29%)	4 (6%)	4 (6%)	63
<i>answered question</i>						63
<i>skipped question</i>						185

Q18. Have you participated in any technical training or academic courses since starting WorkReadyNH?		
Answer Options	Count	Percent
Yes	62	31
No	131	66
Unsure	5	3
<i>answered question</i>		198
<i>skipped question</i>		50

Q19. As a student, what type of technical training or education were/are you pursuing?		
Answer Options	Count	Percent
GED	1	2
Technical degree	11	18
Associate degree	7	11
Bachelor's degree	8	13
Graduate (Masters or Doctorate)	3	5
Other (please specify)	32	52

answered question **62**
skipped question **186**

Q19 Text Responses. Other (please specify)	
Enrolled in a certificate program	13
Enrolled in computer-related training	4
Pursuing job-related training	4
Working towards professional licensure	2
Other/Response not applicable to question	10

provided comment **32**

Q20. To what extent did the following areas help you as you pursued your technical training or academic degree?						
Answer Options	Helpful	Somewhat Helpful	Neither Helpful or Unhelpful	Somewhat Unhelpful	Unhelpful	Count
WorkReadyNH program	37 (60%)	8 (13%)	12 (19%)	2 (3%)	3 (5%)	62
Soft Skills course	33 (53%)	9 (15%)	16 (25%)	1 (2%)	3 (5%)	62
KeyTrain program	27 (44%)	7 (11%)	20 (32%)	1 (2%)	7 (11%)	62
Mentoring by WorkReadyNH program staff	34 (55%)	9 (15%)	14 (23%)	1 (2%)	4 (6%)	62

answered question **62**
skipped question **186**

Q21. Overall, do you feel that you are better off because you participated in the WorkReadyNH program?		
Answer Options	Count	Percent
Yes	139	71
No	36	18
Unsure	22	11

answered question **197**
skipped question **51**

Q22. Please rate the following statements about the WorkReadyNH program.						
Answer Options	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Count
I am more satisfied with the number of hours I am working since I completed WorkReadyNH.	53 (27%)	22 (11%)	87 (45%)	22 (11%)	11 (6%)	195
I make a higher wage now than before completing WorkReadyNH.	36 (18%)	21 (11%)	83 (43%)	33 (17%)	22 (11%)	195
I have more responsibilities at work now than before completing WorkReadyNH.	38 (19%)	25 (13%)	84 (43%)	27 (14%)	21 (11%)	195
I feel more comfortable with my work since completing WorkReadyNH.	51 (26%)	45 (23%)	64 (33%)	16 (8%)	19 (10%)	195
I find my work more satisfying since completing WorkReadyNH.	41 (21%)	40 (21%)	74 (38%)	20 (10%)	20 (10%)	195
I am more satisfied with my relationships with my co-workers since completing WorkReadyNH.	48 (25%)	45 (23%)	74 (38%)	12 (6%)	16 (8%)	195
I have a better vision of my career path since completing WorkReadyNH.	56 (29%)	50 (26%)	50 (26%)	22 (11%)	17 (9%)	195
I have a better understanding of the skills I can use in the workplace since completing WorkReadyNH.	73 (37%)	58 (30%)	36 (18%)	14 (7%)	14 (7%)	195
I have more self-confidence since completing WorkReadyNH.	74 (38%)	62 (32%)	32 (16%)	12 (6%)	15 (8%)	195

answered question **195**
skipped question **53**

Q23. To what extent do you feel that the <i>soft skills class</i> helped you do the following?						
Answer Options	Helpful	Somewhat Helpful	Neither Helpful or Unhelpful	Somewhat Unhelpful	Unhelpful	Count
Gain a promotion/raise	35 (18%)	29 (15%)	97 (50%)	6 (3%)	27 (14%)	194
Find a new job	74 (38%)	34 (18%)	61 (31%)	3 (2%)	22 (11%)	194
Obtain more job interview opportunities	67 (35%)	32 (16%)	71 (37%)	6 (3%)	18 (9%)	194
Pursue educational degree	32 (16%)	27 (14%)	105 (54%)	4 (2%)	26 (13%)	194
Improve interview skills	97 (50%)	43 (22%)	40 (21%)	1 (1%)	13 (7%)	194
Improve communication skills	99 (51%)	43 (22%)	37 (19%)	3 (2%)	12 (6%)	194
Improve professional appearance and demeanor	75 (39%)	43 (22%)	56 (29%)	6 (3%)	14 (7%)	194
Improve team building skills	90 (46%)	35 (18%)	47 (24%)	7 (4%)	15 (8%)	194
Improve problem solving skills	85 (44%)	38 (20%)	48 (25%)	8 (4%)	15 (8%)	194
Improve conflict resolution skills	84 (43%)	41 (21%)	51 (26%)	5 (3%)	13 (7%)	194

answered question **194**

skipped question **54**

Q24. To what extent do you feel that the <i>KeyTrain</i> program helped you do the following?						
Answer Options	Helpful	Somewhat Helpful	Neither Helpful or Unhelpful	Somewhat Unhelpful	Unhelpful	Count
Gain a promotion/raise	27 (14%)	25 (13%)	107 (56%)	5 (3%)	28 (15%)	192
Find a new job	44 (23%)	29 (15%)	86 (45%)	8 (4%)	25 (13%)	192
Obtain more job interview opportunities	39 (20%)	34 (18%)	85 (44%)	10 (5%)	24 (13%)	192
Pursue educational degree	28 (15%)	20 (10%)	108 (56%)	6 (3%)	30 (16%)	192
Improve math skills	66 (34%)	41 (21%)	61 (32%)	4 (2%)	20 (10%)	192
Improve locating information (research) skills	69 (36%)	41 (21%)	55 (29%)	8 (4%)	19 (10%)	192
Improve reading comprehension skills	65 (34%)	39 (20%)	65 (34%)	5 (3%)	18 (9%)	192
Improve computer skills	60 (31%)	30 (16%)	72 (38%)	8 (4%)	22 (11%)	192

answered question **192**
skipped question **56**

Q25. If you have any comments about WorkReadyNH, please use this space provided here.	
Comment	Count
The program and WorkReadyNH staff were great.	45
The program helped me with my confidence and improved my skills.	20
The course was a helpful and rewarding experience.	19
I would highly recommend the program.	12
The program prepared me for entering the workforce and reduced the stress of searching for a job.	10
The program is geared towards people entering job market with little experience or education	9
I did not enjoy the program content or environment/The program did not benefit me.	9
Most employers were not aware of WorkReadyNH or its benefits.	7
More support is needed after the program is complete.	6
Offer more resume writing and job interviewing training.	5
Good program overall but did not bring the results I was hoping for.	5
There should be more individual attention.	5
The hard skills portion was beneficial to me.	4
The hard skills portion could be improved.	3
I was required to participate in the program.	3
Resume and interview training were helpful.	3
I did not complete the program because I found a job.	3
It is difficult as an older worker to find employment.	3
WorkReadyNH inspired me to pursue a new career.	3
I did not participate in or complete the program.	3
WorkReadyNH was directly related to my finding employment.	3
WorkReadyNH should offer computer skills instruction for those that need it.	2
The instructor was not helpful.	2
The team building portion was acceptable.	1
WorkReadyNH looks good in a resume and is an interesting talking piece during interviews.	1
A more consistent application of the curriculum from one location to the next would be best.	1
Class should focus on basic financial statements, basic economics, and public speaking.	1
More time should be devoted to informing the class about LinkedIn and other career social media.	1
I really enjoyed the course in the beginning but staff were not sensitive to my job situation.	1

Appendix C

The availability of KeyTrain should be explained more clearly.	1
I needed a catalyst out of unemployment; the program is wonderful even for fully employed personnel.	1
Other	10

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**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

**APPENDIX D
RESULTS OF BUSINESS CONTACTS SURVEY**

We surveyed 386 businesses using a list provided to us by four WorkReadyNH Directors. The list provided was heavily represented by businesses in the northern and western regions of New Hampshire. To reduce duplication with those responding to the survey of human resource professionals (See Appendix E), we limited the survey to smaller businesses and excluded national chain stores and those typically associated with large businesses which may already be represented in the survey of human resource professionals. We received responses from 34 businesses for a response rate of approximately nine percent. We combined and simplified similar responses to open-ended questions as appropriate and presented them categorically. Individual comments may be categorized in multiple categories. Some totals may not equal 100 percent due to rounding or where respondents could choose multiple options. Due to the low response rate the survey results cannot be extrapolated to the general population.

Q1. Which of the following most closely describes your position within your organization?		
Answer Options	Count	Percent
Owner or CEO	7	21
Upper-level Management	12	35
Human Resources	4	12
Recruitment	3	9
Operations-level Staff	4	12
Other (please specify)	4	12

answered question **34**
skipped question **0**

Q1. Text Responses: Other (please specify)	Count
Counsel	1
Controller	1
Accounting and HR	1
Now retired	1

provided response **4**

Q2. In what county is your office located in the State of New Hampshire?		
Answer Options	Count	Percent
Belknap	0	0
Carroll	2	6
Cheshire	11	33
Coos	4	12
Grafton	4	12
Hillsborough	0	0
Merrimack	0	0
Rockingham	3	9
Strafford	2	6
Sullivan	7	21

answered question **33**
skipped question **1**

Q3. Which of the following sectors best describes your company?		
Answer Options	Count	Percent
Finance	2	6
Government	0	0
Healthcare	7	21
Hospitality	1	3
Information Technology	1	3
Manufacturing	10	30
Retail	0	0
Other (please specify)	12	36

answered question **33**
skipped question **1**

Q3. Text Responses: Other (please specify)	Count
Education	3
Staffing agency	2
Consulting services	2
Research & development	1
Grocery wholesaling	1
Sales and distribution	1
Recreation-ski resort	1
Human service transportation	1

provided response **12**

Q4. How many people does your company employ, including full-time, part-time, and seasonal employees?		
Answer Options	Count	Percent
Less than 5	1	3
Between 5 and 50	11	34
More than 50	20	63
Unsure	0	0
	answered question	32
	skipped question	2

Q5. What skills do you believe are most important for success in your workplace? Please select all options that apply.		
Answer Options	Count	Percent
Basic computer skills (i.e. writing an email, using a mouse and keyboard, etc.)	24	77
Word processing and spreadsheet applications	16	52
Searching for information on the internet	15	48
Applied mathematics	15	48
Reading comprehension	26	84
Locating information	18	58
Conflict resolution	20	65
Communication	25	81
Professional appearance	23	74
Professional behavior	28	90
Problem solving	28	90
Leadership	17	55
Team building	20	65
Ethical decision-making	21	68
Punctuality	25	81
Writing	16	52
Goal-setting	18	58
Planning and scheduling	21	68
Marketing	8	26
None	0	0
Other (please specify)	5	16
	answered question	31
	skipped question	3

Q5. Text Responses: Other (please specify)	Count
Integrity; commitment to the mission of the organization; initiative	1
Technical skills	1
Retention	1
Dependability, trustworthiness, attention to detail, strong work ethic	1
Soft Skills - basic comprehension of how to act in a professional setting	1
	provided response
	5

Q6. What skills do your current employees and recent hires most lack? Please select all options that apply.		
Answer Options	Count	Percent
Basic computer skills (i.e. writing an email, using a mouse and keyboard, etc.)	1	3
Word processing and spreadsheet applications	2	7
Searching for information on the internet	1	3
Applied mathematics	4	14
Reading comprehension	3	10
Locating information	3	10
Conflict resolution	7	24
Communication	7	24
Professional appearance	6	21
Professional behavior	10	34
Problem solving	10	34
Leadership	5	17
Team building	7	24
Ethical decision-making	3	10
Punctuality	9	31
Writing	6	21
Goal-setting	2	7
Planning and scheduling	6	21
Marketing	3	10
None	5	17
Other (please specify)	5	17

answered question **29**

skipped question **5**

Q6. Text Responses: Other (please specify)	Count
I am not in Human Resources, this is not for me to say.	1
Face to face customer service skills	1
Technical skills	1
Retention	1
Fundamentals of CNC machining and metrology	1

provided response **5**

Q7. What skills do applicants for available positions at your company most lack? Please select all options that apply.		
Answer Options	Count	Percent
Basic computer skills (i.e. writing an email, using a mouse and keyboard, etc.)	7	26
Word processing and spreadsheet applications	4	15
Searching for information on the internet	2	7
Applied mathematics	8	30
Reading comprehension	9	33
Locating information	3	11
Conflict resolution	4	15
Communication	12	44
Professional appearance	9	33
Professional behavior	11	41
Problem solving	8	30
Leadership	6	22
Team building	6	22
Ethical decision-making	5	19
Punctuality	6	22
Writing	9	33
Goal-setting	3	11
Planning and scheduling	4	15
Marketing	3	11
None	1	4
Other (please specify)	7	26

answered question **27**

skipped question **7**

Q7. Text Response: Other (please specify)	Count
Usually one who would apply for an open position would have experience.	1
Initiative; interviewing/job search skills	1
I don't know.	1
Technical skills	1
Basic dependability, punctuality and moral character	1
Industry experience/expertise	1
Fundamentals of CNC machining and metrology	1

provided response **7**

Q8. Are you familiar with the American College Testing's (ACT) National Career Readiness Certificate (NCRC), which assesses an individual's skill level in the areas of math, reading for understanding, and locating information?		
Answer Options	Count	Percent
Yes	9	33
No	17	63
Unsure	1	4

answered question **27**

skipped question **7**

Q9. In your opinion, is the National Career Readiness Certificate (NCRC) a valuable resource for your company? Please explain your response in the space provided.		
Answer Options	Count	Percent
Yes	4	44
No	2	22
Unsure	3	33
Please explain your response.	5	

answered question **9**

skipped question **25**

Q9. Text Response: Please explain your response.	Count
This is not my position to say.	1
It gives a standard assessment of basic skills across applicants.	1
Applicants with certificate were no better than those without.	1
It shows candidate's initiative to improve their professional skills.	1
It validates the effort and readiness of the student.	1

provided response **5**

Q10. Has your organization ever used the National Career Readiness Certificate (NCRC) as a basis for hiring?		
Answer Options	Count	Percent
Yes	3	33
No	5	56
Unsure	1	11

answered question **9**

skipped question **25**

Q11. Has your organization ever used the National Career Readiness Certificate (NCRC) as a basis for selecting candidates to interview?		
Answer Options	Count	Percent
Yes	3	33
No	5	56
Unsure	1	11

answered question **9**

skipped question **25**

Q12. Are you familiar with the WorkReadyNH program administered by the Community College System of New Hampshire, which offers eligible job-seekers and career builders training in hard and soft skills?		
Answer Options	Count	Percent
Yes	20	74
No	6	22
Unsure	1	4

answered question **27**

skipped question **7**

Q13. How did you first hear about the WorkReadyNH program? Please select all that apply.		
Answer Options	Count	Percent
Word of mouth	3	15
WorkReadyNH staff	11	55
Newspaper advertisement	1	5
WorkReadyNH brochure	3	15
NH Employment Security	9	45
Chamber of Commerce meeting	1	5
Other (please specify)	2	10

answered question **20**

skipped question **14**

Q13. Text Responses: Other (please specify)	Count
I was on the team to create and launch the program.	1
Local college	1

provided response **2**

Q14. Have WorkReadyNH staff ever contacted you to discuss the benefits of the WorkReadyNH program for your company?		
Answer Options	Count	Percent
Yes	14	70
No	3	15
Unsure	3	15

answered question **20**

skipped question **14**

Q15. Which organization(s) was this individual associated with? Please select all options that apply.		
Answer Options	Count	Percent
White Mountains Community College	4	29
River Valley Community College	8	57
Great Bay Community College	3	21
Manchester Community College	1	7
Lakes Region Community College	1	7
Nashua Community College	1	7
New Hampshire Technical Institute (Concord)	1	7
Advanced Technology and Academic Center (Rochester)	2	14
New Hampshire State Community College System	1	7
New Hampshire Department of Resources and Economic Development	2	14
Other (please specify)	0	0

answered question **14**
skipped question **20**

Q16. How many times have WorkReadyNH staff solicited your feedback regarding the following topics?						
Answer Options	Never	1-2 times	3-5 times	More than 5 times	Unsure	Count
Soft skills (i.e. communication, problem solving, conflict resolution) needed in your company	2 (14%)	4 (29%)	3 (21%)	3 (21%)	2 (14%)	14
Hard skills (i.e. internet computing, machine operation, etc.) needed in your company	2 (14%)	4 (29%)	3 (21%)	3 (21%)	2 (14%)	14
The competitiveness of WorkReadyNH graduates compared with other workers	2 (14%)	3 (21%)	2 (14%)	3 (21%)	4 (29%)	14
The usability of the National Career Readiness Certificate	3 (21%)	2 (14%)	2 (14%)	3 (21%)	4 (29%)	14
Other (please specify)	0 (0%)	0 (0%)	0 (0%)	2 (14%)	2 (14%)	4
Other-Responses						2

answered question **14**
skipped question **20**

Q16. Text Responses: Other (please specify)	Count
WorkReadyNH Program is part of my responsibility at GBCC.	1
Guest speaker to class participants.	1

provided response **2**

Q17. Has your company ever had an employee participate in the WorkReadyNH program? If yes, please specify how many times in the space provided.		
Answer Options	Count	Percent
Yes	7	35
No	7	35
Unsure	6	30
Please specify how many.	8	
	<i>answered question</i>	20
	<i>skipped question</i>	14

Q17. Text Responses: Please specify how many.	Count
1	3
3-4	1
More than 10	1
More than 20	1
Not sure	1
Other answer	1
	<i>provided response</i>
	8

Q18. Has your company ever hired a graduate of the WorkReadyNH program? If yes, please specify how many times in the space provided.		
Answer Options	Count	Percent
Yes	8	38
No	3	14
Unsure	10	48
Please specify how many.	6	
	<i>answered question</i>	21
	<i>skipped question</i>	13

Q18. Text Responses: Please specify how many.	Count
1	3
2	1
3	1
Possibly 5	1
	<i>provided response</i>
	6

Q19. Please rate your WorkReadyNH graduate workers compared to other workers in your company in terms of the following:

Answer Options	WorkReady NH graduates possess a higher skill level than other workers in the company	WorkReady NH graduates possess about the same skill level as other workers in the company	WorkReady NH graduates possess a lower skill level than other workers in the company	Unsure	NA	Count
Job interview skills	5 (71%)	2 (29%)	0 (0%)	0 (0%)	0 (0%)	7
Workplace communication	3 (43%)	3 (43%)	1 (14%)	0 (0%)	0 (0%)	7
Professional appearance (dress, grooming, etc.)	5 (71%)	1 (14%)	1 (14%)	0 (0%)	0 (0%)	7
Conflict resolution	2 (33%)	3 (50%)	0 (0%)	1 (17%)	0 (0%)	6
Punctuality	2 (29%)	4 (57%)	0 (0%)	0 (0%)	1 (14%)	7
Problem solving	2 (29%)	3 (43%)	2 (29%)	0 (0%)	0 (0%)	7
Team building	2 (33%)	3 (50%)	1 (17%)	0 (0%)	0 (0%)	6
Critical thinking	1 (17%)	2 (33%)	3 (50%)	0 (0%)	0 (0%)	6
Math	0 (0%)	2 (33%)	2 (33%)	2 (33%)	0 (0%)	6
Reading comprehension	1 (17%)	3 (50%)	0 (0%)	2 (33%)	0 (0%)	6
Finding information	2 (29%)	3 (43%)	0 (0%)	2 (29%)	0 (0%)	7

answered question 7
skipped question 27

Q20. Based on your experience with WorkReadyNH, have the services provided by this program positively impacted your employees?

Answer Options	Count	Percent
Yes	7	35
No	3	15
Unsure	10	50

answered question 20
skipped question 14

Q21. In what way have the services provided by WorkReadyNH positively impacted your company? Please select all options that apply.

Answer Options	Count	Percent
Improving performance of current workers who are WorkReadyNH graduates	1	14
Increasing skills of new hires who are WorkReadyNH graduates	3	43
Other (please specify)	3	43

answered question **7**

skipped question **27**

Q21. Text Responses: Other (please specify)	Count
We require WorkReadyNH as part of our training programs. We see more positive behavior in the classroom from the WorkReadyNH graduates. In addition, WorkReadyNH builds confidence in participants to consider employment and training to improve their employment opportunities.	1
Both answers	1
Need a more active program. Employees I've hired that have completed this program were amazing! Please keep up the good work especially teaching them how to be interviewed!!!!	1

provided response **3**

Q22. How likely are you to hire WorkReadyNH graduates in the future? Please explain your answer choice in the space provided.		
Answer Options	Count	Percent
Likely	11	55
Somewhat likely	5	25
Undecided	3	15
Somewhat unlikely	1	5
Unlikely	0	0
Please explain your answer choice.	9	45

answered question **20**

skipped question **14**

Q22. Text Responses: Please explain your answer choice.	Count
<i>Positive responses</i>	6
WorkReadyNH Grads are ready to go!	
I've heard from different employers who were very happy with the WR Graduates they hired.	
Our employment application asks if the applicant has participated in WorkReadyNH. We consider this a plus when hiring.	
Someone who has participated in WorkReadyNH shows initiative and would start a position with valued training already accomplished.	
Would look favorably on candidate's qualifications based on such a program.	
Applicants with an edge will stand out from others. Being teachable is very important. Participating in this program shows they are willing to learn. Experience will also be considered.	
<i>Neutral responses</i>	2
If they meet the criteria.	
If the candidate had the skills and experience for the position, they would be considered.	
<i>Negative responses</i>	1
The individual who completed the program was not a team player. I think he was a bad match for the position- would consider another applicant.	

provided response **9**

Q23. How likely are you to recommend to other companies that they hire a WorkReadyNH graduate? Please explain your answer choice in the space provided.		
Answer Options	Count	Percent
Likely	9	45
Somewhat likely	3	15
Undecided	7	35
Somewhat unlikely	0	0
Unlikely	1	5
Please explain your answer choice.	9	45

answered question **20**

skipped question **14**

Q23. Text Responses: Please explain your answer choice.	Count
<i>Positive responses</i>	4
WorkReadyNH Grads are committed to working.	
We fully support the outcomes of the WorkReadyNH program and believe that graduates have much to offer NH employers.	
It depends on what level of role they are looking to hire for, but for entry level roles with a good training program, then I would recommend.	
There is a gap between high school graduates skill sets for the workplace and what we need. Often, college graduates do not have specific skills that we need. Reading comprehension and writing skills are too often poor.	
<i>Neutral responses</i>	5
If they meet the criteria of the company.	
It depends on the industry and requirements of the positions they are trying to fill.	
I don't have the opportunity to recommend to other companies.	
I can't really say as I've not hired anyone from this program.	
This is not my position.	

provided response **9**

Q24. How likely are you to refer others, whether within your own company or elsewhere, for training through the WorkReadyNH program? Please explain your answer choice in the space provided.		
Answer Options	Count	Percent
Likely	9	47
Somewhat likely	2	11
Undecided	6	32
Somewhat unlikely	2	11
Unlikely	0	0
Please explain your answer choice.	9	47

answered question **19**

skipped question **15**

Q24. Text Responses: Please explain your answer choice.	Count
<i>Positive responses</i>	4
I think it is a valuable learning tool.	
Outside of the institution I work, I highly recommend this program and have recommended in the past.	
Especially for those individuals who are looking for a career change or that have been out of the workforce for a while this is an excellent program.	
WorkReadyNH is based upon feedback from employers. The outcomes for the graduates are what employers say they need. We encourage employers to hire for attitude and aptitude.	
<i>Neutral responses</i>	5
Need to learn more about this.	
Need more experience with the program to be more definitive.	
I would need to learn more about the program to determine what needs it would fill and how employees would use it.	
I don't know much about how the program works.	
I have limited opportunity to do this in my position at work.	

provided response **9**

Q25. In your opinion, how can the WorkReadyNH program provide better services for your company? Please select all options that apply.		
Answer Options	Count	Percent
Train more of my current employees	5	21
Train more New Hampshire workers	16	67
Teach more computer skills to the workforce (please specify what skills in the space provided)	9	38
Teach more hard skills (not computer skills) to the workforce (please specify what skills in the space provided)	12	50
Teach more soft skills to the workforce (please specify what skills in the space provided)	14	58
Other (please specify what skills in the space provided)	2	8
Please specify skills.	17	71
	answered question	24
	skipped question	10

Q25. Text Responses: Other (please specify what skills in space provided); Please specify skills	Count
Word processing, spreadsheet, and presentation software	4
Communication	4
Professional behavior	3
Problem solving	2
Customer service	1
Conflict resolution	1
Punctuality	1
Professional appearance	1
Basic computer skills	1
Teamwork	1
Electrical	1
Plumbing	1
Reading blueprints	1
Hydraulics	1
Building maintenance	1
Lift maintenance	1
Office management	1
Telephone/email etiquette	1
Inventory control	1
Budgeting	1
Hospitality	1
Fundamentals of CNC/metrology	1
How to reconcile a bank statement	1
Education in trades starting in high school	1

Make WorkReadyNH a requirement for unemployment benefits	1
Unsure	2

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**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

**APPENDIX E
RESULTS OF HUMAN RESOURCES PROFESSIONALS SURVEY**

We conducted a survey of 637 human resource professionals through the Human Resource State Council of New Hampshire. A link to the survey was distributed by the Council President to chapter presidents and members via email and placed on the Council’s website. We also contacted chapters directly to request their help in distributing the survey. We received responses from 22 Council members for a response rate of approximately four percent. We combined and simplified similar responses to open-ended questions as appropriate and presented them categorically. Individual comments may be categorized into multiple categories; therefore, some comments may apply to more than one category. Some totals in the following tables may not add up to 100 percent due to rounding or where respondents could choose multiple options for the same question. Due to the low response rate the results of the survey cannot be extrapolated to the general population.

Q1. Which of the following most closely describes your position within your organization?		
Answer Options	Count	Percent
Owner or CEO	0	0
Upper-level Management	2	9
Human Resources	17	77
Recruitment	2	9
Operations-level Staff	1	5
Other (please specify)	0	0

answered question **22**
skipped question **0**

Q2. In what county is your office located in the State of New Hampshire?		
Answer Options	Count	Percent
Belknap	0	0
Carroll	1	5
Cheshire	6	29
Coos	0	0
Grafton	6	29
Hillsborough	3	14
Merrimack	4	19
Rockingham	0	0
Strafford	0	0
Sullivan	1	5

answered question **21**
skipped question **1**

Q3. Which of the following sectors best describes your company?		
Answer Options	Count	Percent
Finance	1	5
Government	3	14
Healthcare	0	0
Hospitality	1	5
Information Technology	0	0
Manufacturing	3	14
Retail	1	5
Other (please specify)	12	57

answered question **21**
skipped question **1**

Q3. Text Responses: Other (please specify)	Count
Education	5
Social services	3
Crisis response	1
Research & development	1
Law firm	1
Biomedical/Engineering	1

provided response **12**

Q4. How many people does your company employ, including full-time, part-time, and seasonal employees?		
Answer Options	Count	Percent
Less than 5	0	0
Between 5 and 50	3	14
More than 50	18	86
Unsure	0	0

answered question **21**
skipped question **1**

Q5. What skills do you believe are most important for success in your workplace? Please select all options that apply.		
Answer Options	Count	Percent
Basic computer skills (i.e. writing an email, using a mouse and keyboard, etc.)	17	81
Word processing and spreadsheet applications	12	57
Searching for information on the internet	9	43
Applied mathematics	13	62
Reading comprehension	18	86
Locating information	11	52
Conflict resolution	9	43
Communication	18	86
Professional appearance	13	62
Professional behavior	16	76
Problem solving	19	90
Leadership	12	57
Team building	16	76
Ethical decision-making	17	81
Punctuality	16	76
Writing	14	67
Goal-setting	11	52
Planning and scheduling	12	57
Marketing	7	33
None	0	0
Other (please specify)	3	14

answered question **21**

skipped question **1**

Q5. Text Responses: Other (please specify)	Count
Strong interpersonal and relationship building skills, attention to detail, project management skills, Staff Management Experience	1
Ability to learn new software applications and apply the knowledge to their work.	1
Project management; ability to prioritize tasks & responsibilities; listening skills; empathy	1

provided response **3**

Q6. What skills do your current employees and recent hires most lack? Please select all options that apply.		
Answer Options	Count	Percent
Basic computer skills (i.e. writing an email, using a mouse and keyboard, etc.)	2	10
Word processing and spreadsheet applications	4	20
Searching for information on the internet	1	5
Applied mathematics	2	10
Reading comprehension	1	5
Locating information	2	10
Conflict resolution	6	30
Communication	9	45
Professional appearance	3	15
Professional behavior	5	25
Problem solving	6	30
Leadership	4	20
Team building	5	25
Ethical decision-making	1	5
Punctuality	3	15
Writing	5	25
Goal-setting	3	15
Planning and scheduling	4	20
Marketing	1	5
None	3	15
Other (please specify)	4	20

answered question **20**

skipped question **2**

Q6. Text Responses: Other (please specify)	Count
Could always use more manager training for new managers.	1
Interpersonal and relationship building skills, Project Management Skills, Attention to detail.	1
We are extremely fortunate to have a talent pool of work-ready applicants with wide ranging skill sets. We also hire for mission fit, and at times have challenges finding the skill set needed with a corresponding mission fit. Our R&D product development team also requires some specialized skills that are unique to our products. That skill set is sometimes hard to recruit. Future expansion will include FDA certification and relevant skills and experience specific to that certification is a challenge to recruit for.	1
Several of the issues apply but given the size of our organization and its demographic distribution across the state it is difficult to measure the overarching skills that are missing as one may be missing in one facility and something else in another facility.	1

provided response **4**

Q7. What skills do applicants for available positions at your company most lack? Please select all options that apply.		
Answer Options	Count	Percent
Basic computer skills (i.e. writing an email, using a mouse and keyboard, etc.)	4	20
Word processing and spreadsheet applications	5	25
Searching for information on the internet	3	15
Applied mathematics	7	35
Reading comprehension	4	20
Locating information	2	10
Conflict resolution	1	5
Communication	9	45
Professional appearance	5	25
Professional behavior	6	30
Problem solving	5	25
Leadership	3	15
Team building	1	5
Ethical decision-making	0	0
Punctuality	1	5
Writing	5	25
Goal-setting	1	5
Planning and scheduling	2	10
Marketing	0	0
None	2	10
Other (please specify)	7	35

answered question **20**

skipped question **2**

Q7. Text Response: Other (please specify)	Count
Project Management, Interpersonal Skills.	1
CGMP (Current Good Manufacturing Practice regulations) experience.	1
It doesn't seem like applicants are looking at each individual job as much as mass applying.	1
Teaching degrees (AA and BA) needed for Head Start classroom positions.	1
Filling out an employment application. Resume writing. Basic job hunting skills and behavioral norms.	1
Flexibility in scheduling.	1

provided response **7**

Q8. Are you familiar with the American College Testing's (ACT) National Career Readiness Certificate (NCRC), which assesses an individual's skill level in the areas of math, reading for understanding, and locating information?		
Answer Options	Count	Percent
Yes	8	40
No	12	60
Unsure	0	0
<i>answered question</i>		20
<i>skipped question</i>		2

Q9. In your opinion, is the National Career Readiness Certificate (NCRC) a valuable resource for your company? Please explain your response in the space provided.		
Answer Options	Count	Percent
Yes	2	29
No	1	14
Unsure	4	57
Please explain your response.	2	
<i>answered question</i>		7
<i>skipped question</i>		15

Q9. Text Response: Please explain your response.	Count
I have not heard of this.	1
Shows recent completion of training.	1
<i>provided response</i>	
	2

Q10. Has your organization ever used the National Career Readiness Certificate (NCRC) as a basis for hiring?		
Answer Options	Count	Percent
Yes	0	0
No	7	88
Unsure	1	13
<i>answered question</i>		8
<i>skipped question</i>		14

Q11. Has your organization ever used the National Career Readiness Certificate (NCRC) as a basis for selecting candidates to interview?		
Answer Options	Count	Percent
Yes	0	0
No	7	88
Unsure	1	13
<i>answered question</i>		8
<i>skipped question</i>		14

Q12. Are you familiar with the WorkReadyNH program administered by the Community College System of New Hampshire, which offers eligible job-seekers and career builders training in hard and soft skills?		
Answer Options	Count	Percent
Yes	10	50
No	8	40
Unsure	2	10

answered question **20**
skipped question **2**

Q13. How did you first hear about the WorkReadyNH program? Please select all that apply.		
Answer Options	Count	Percent
Word of mouth	1	10
WorkReadyNH staff	3	30
Newspaper advertisement	0	0
WorkReadyNH brochure	2	20
NH Employment Security	6	60
Chamber of Commerce meeting	1	10
Other (please specify)	4	40

answered question **10**
skipped question **12**

Q13. Text Responses: Other (please specify)	Count
HR Conference.	1
Not sure.	1
Community College.	1
Spouse went through it.	1

provided response **4**

Q14. Have WorkReadyNH staff ever contacted you to discuss the benefits of the WorkReadyNH program for your company?		
Answer Options	Count	Percent
Yes	6	60
No	4	40
Unsure	0	0

answered question **10**
skipped question **12**

Q15. Which organization(s) was this individual associated with? Please select all options that apply.		
Answer Options	Count	Percent
White Mountains Community College	1	17
River Valley Community College	1	17
Great Bay Community College	0	0
Manchester Community College	1	17
Lakes Region Community College	0	0
Nashua Community College	1	17
New Hampshire Technical Institute (Concord)	0	0
Advanced Technology and Academic Center (Rochester)	0	0
New Hampshire State Community College System	0	0
New Hampshire Department of Resources and Economic Development	1	17
Other (please specify)	1	17

answered question **6**
skipped question **16**

Q15. Text Response: Other (please specify)	Count
Can't remember.	1

provided response **1**

Q16. How many times have WorkReadyNH staff solicited your feedback regarding the following topics?						
Answer Options	Never	1-2 times	3-5 times	More than 5 times	Unsure	Count
Soft skills (i.e. communication, problem solving, conflict resolution) needed in your company	0 (0%)	2 (33%)	2 (33%)	0 (0%)	2 (33%)	6
Hard skills (i.e. internet computing, machine operation, etc.) needed in your company	1 (17%)	3 (50%)	0 (0%)	0 (0%)	2 (33%)	6
The competitiveness of WorkReadyNH graduates compared with other workers	1 (17%)	2 (33%)	1 (17%)	0 (0%)	2 (33%)	6
The usability of the National Career Readiness Certificate	2 (33%)	1 (17%)	1 (17%)	0 (0%)	2 (33%)	6
Other (please specify)	0 (0%)	1 (17%)	0 (0%)	0 (0%)	1 (17%)	2
Other-Reponses						0

answered question **6**
skipped question **16**

Q17. Has your company ever had an employee participate in the WorkReadyNH program? If yes, please specify how many times in the space provided.		
Answer Options	Count	Percent
Yes	2	20
No	4	40
Unsure	4	40
Please specify how many.	1	

answered question **10**

skipped question **12**

Q17. Text Responses: Please specify how many.	Count
3 employees participated in WorkReadyNH.	1
<i>provided response</i>	1

Q18. Has your company ever hired a graduate of the WorkReadyNH program? If yes, please specify how many times in the space provided.		
Answer Options	Count	Percent
Yes	1	10
No	4	40
Unsure	5	50
Please specify how many.	1	

answered question **10**

skipped question **12**

Q18. Text Responses: Please specify how many.	Count
3 employees	1
<i>provided response</i>	1

Q19. Please rate your WorkReadyNH graduate workers compared to other workers in your company in terms of the following:						
Answer Options	WorkReady NH graduates possess a higher skill level than other workers in the company	WorkReadyNH graduates possess about the same skill level as other workers in the company	WorkReady NH graduates possess a lower skill level than other workers in the company	Unsure	N/A	Count
Job interview skills	0	0	0	0	1	1
Workplace communication	0	0	0	0	1	1
Professional appearance (dress, grooming, etc.)	0	0	0	0	1	1
Conflict resolution	0	0	0	0	1	1
Punctuality	0	0	0	0	1	1
Problem solving	0	0	0	0	1	1
Team building	0	0	0	0	1	1
Critical thinking	0	0	0	0	1	1
Math	0	0	0	0	1	1
Reading comprehension	0	0	0	0	1	1
Finding information	0	0	0	0	1	1

answered question **1**
skipped question **21**

Q20. Based on your experience with WorkReadyNH, have the services provided by this program positively impacted your employees?		
Answer Options	Count	Percent
Yes	1	11
No	1	11
Unsure	7	78

answered question **9**
skipped question **13**

Q21. In what way have the services provided by WorkReadyNH positively impacted your company? Please select all options that apply.		
Answer Options	Count	Percent
Improving performance of current workers who are WorkReadyNH graduates	0	0
Increasing skills of new hires who are WorkReadyNH graduates	0	0
Other (please specify)	0	0
	<i>answered question</i>	0
	<i>skipped question</i>	22

Q22. How likely are you to hire WorkReadyNH graduates in the future? Please explain your answer choice in the space provided.		
Answer Options	Count	Percent
Likely	1	11
Somewhat likely	3	33
Undecided	3	33
Somewhat unlikely	2	22
Unlikely	0	0
Please explain your answer choice.	3	
	<i>answered question</i>	9
	<i>skipped question</i>	13

Q22. Text Responses: Please explain your answer choice.	Count
We primarily hire mechanical and electrical engineers, individuals with advanced degrees versus unskilled labor.	1
Better understanding of the program adds value to listing by applicants on resume.	1
We hire the best person, not who's been through a program.	1
	<i>provided response</i>
	3

Q23. How likely are you to recommend to other companies that they hire a WorkReadyNH graduate? Please explain your answer choice in the space provided.		
Answer Options	Count	Percent
Likely	0	0
Somewhat likely	3	38
Undecided	5	63
Somewhat unlikely	0	0
Unlikely	0	0
Please explain your answer choice.	2	
<i>answered question</i>		8
<i>skipped question</i>		14

Q23. Text Responses: Please explain your answer choice.	Count
If a company has an entry level position, a WorkReadyNH graduate could be a viable candidate.	1
It seems to be a program that might help folks returning to the workforce after long term unemployment.	1
<i>provided response</i>	2

Q24. How likely are you to refer others, whether within your own company or elsewhere, for training through the WorkReadyNH program? Please explain your answer choice in the space provided.		
Answer Options	Count	Percent
Likely	3	33
Somewhat likely	2	22
Undecided	3	33
Somewhat unlikely	1	11
Unlikely	0	0
Please explain your answer choice.	2	
<i>answered question</i>		9
<i>skipped question</i>		13

Q24. Text Responses: Please explain your answer choice.	Count
Third party feedback indicates positive attitude developments.	1
Probably won't remember.	1
<i>provided response</i>	2

Q25. In your opinion, how can the WorkReadyNH program provide better services for your company? Please select all options that apply.		
Answer Options	Count	Percent
Train more of my current employees	4	22
Train more New Hampshire workers	13	72
Teach more computer skills to the workforce (please specify what skills in the space provided)	7	39
Teach more hard skills (not computer skills) to the workforce (please specify what skills in the space provided)	5	28
Teach more soft skills to the workforce (please specify what skills in the space provided)	8	44
Other (please specify what skills in the space provided)	4	22
Please specify skills.	11	61

answered question **18**

skipped question **4**

Q25. Text Responses: Other (please specify what skills in space provided); Please specify skills.	Count
Basic computer skills	4
Word processing, spreadsheet, and presentation software	4
Communication	4
Writing	3
Customer service	2
Interpersonal skills	2
Professional behavior	2
Database management	2
Depends on the individual needs	2
Editing	1
Attention to detail	1
Safety practices	1
Project management software	1
Organizational skills	1
Prioritization	1
Project Management	1
Unable to assess based on lack of experience with participants.	1
Blend of hard and soft skills will depend on the audience.	1

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**STATE OF NEW HAMPSHIRE
OFFICE OF WORKFORCE OPPORTUNITY
WORKREADYNH**

**APPENDIX F
POTENTIAL WORKREADYNH PERFORMANCE MEASUREMENT SYSTEM**

Performance measurement focuses on whether a program has achieved its goals and objectives, which are expressed as measurable performance standards. A performance measurement system facilitates comparing actual performance levels to pre-established targets (i.e., goals and objectives), to determine whether program results are achieved. Performance measurement systems require identifying the agency's mission (i.e., what it wants to accomplish), establishing measurable goals and objectives for achieving the mission (i.e., how it will accomplish the mission), and establishing output and outcome measures to gauge agency progress towards its goals and objectives.

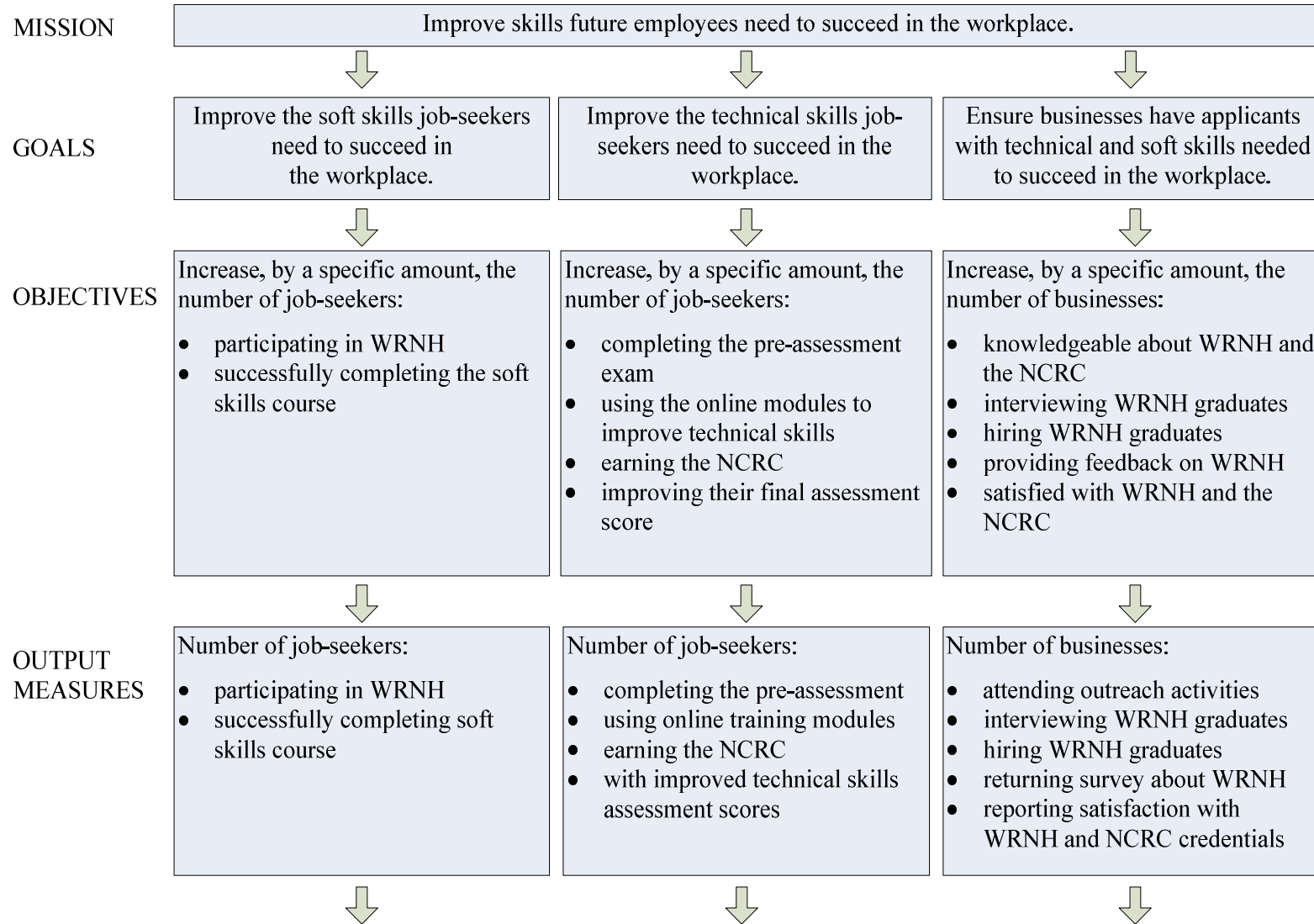
The following figures show potential missions, goals, objectives, performance measures, and outcomes which may be applicable to work readiness programs. The mission is represented as the program results the agency intends to achieve, while goals define the specific activities conducted to achieve the mission. Objectives define the standards to which the agency will compare its results, and the measures quantify the results the agency produced. Outcomes define the results expected to be achieved and the final outcomes show the activity's link to the mission.

For example, Figure 2 identifies goals, objectives, and measures for improving skills job-seekers need to be successful in the workplace. Goals identified include improving job-seekers' soft skills and technical skills, and ensuring businesses have applicants with the skills needed to succeed in the workplace. Objectives may include increasing the number of businesses who are knowledgeable about WorkReadyNH (WRNH) and the National Career Readiness Certificate (NCRC) and, for arguments sake, increasing by ten percent the number of businesses interviewing and eventually hiring WRNH graduates. Activities supporting these objectives may include meeting with businesses to discuss the benefits of WRNH, a statewide marketing campaign aimed at business outreach, partnering with individual businesses or industry groups to increase awareness of the program, and creating a feedback loop for businesses to report interviewing or hiring WRNH graduates. To measure this, program staff could track the number of businesses attending outreach activities, the number of partnerships developed with business or industry groups, and the number of business or industry groups interviewing or hiring WRNH graduates. These results could then be compared to a set target (e.g., ten percent of business or industry group partners interviewing or hiring WRNH graduates) or compared over several years (e.g., ten percent increase in business or industry group partners interviewing and hiring WRNH graduates compared to the previous year). The remaining two figures outline goals, objectives, and measures for other potential WRNH missions.

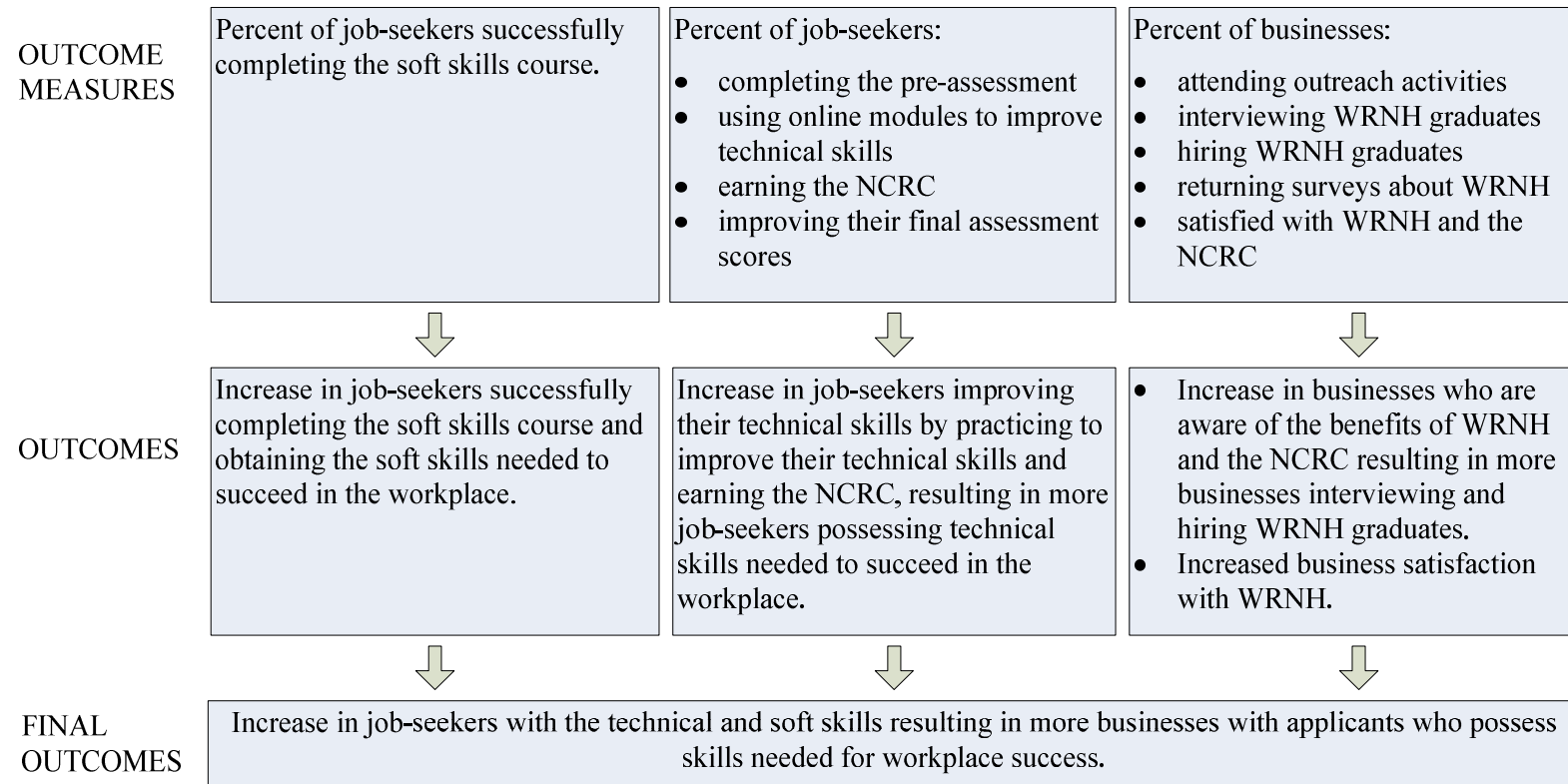
Figure 2

**Performance Measurement Model:
Improve Skills Needed To Succeed In The Workplace**

F-2



F-3

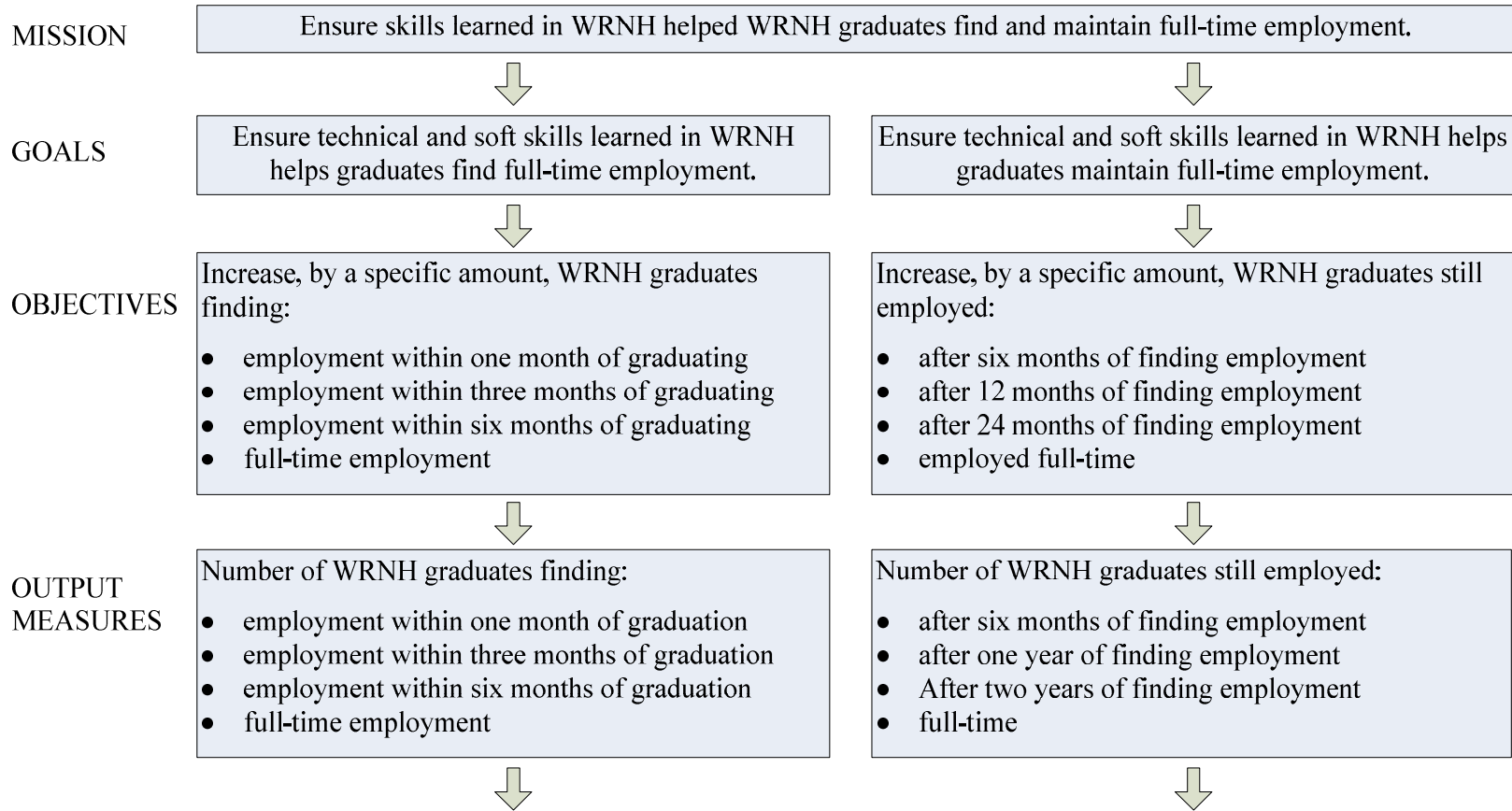


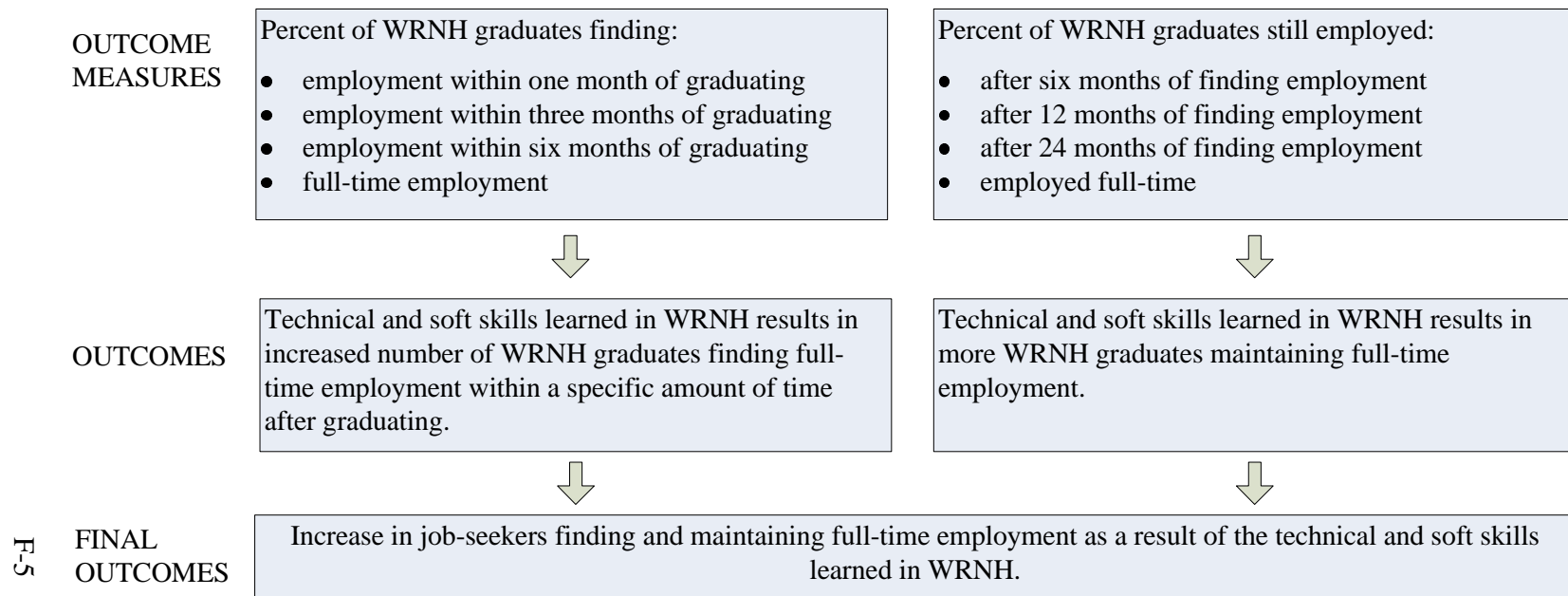
Source: LBA analysis of WRNH documents and interviews with WRNH staff.

Figure 3

**Performance Measurement Model:
Ensure Skills Learned In WRNH Help Graduates Find And Maintain Full-Time Employment**

F-4

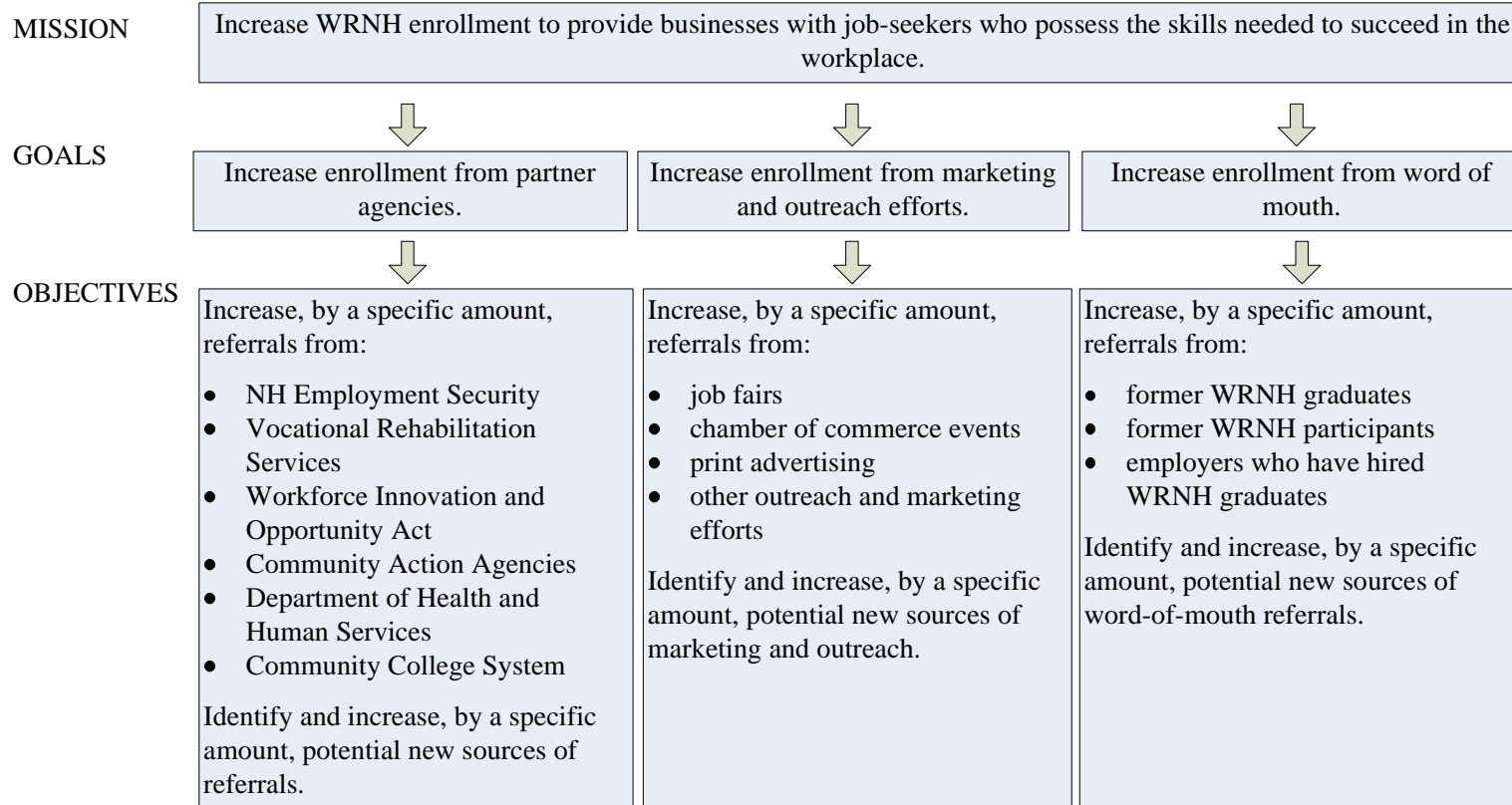




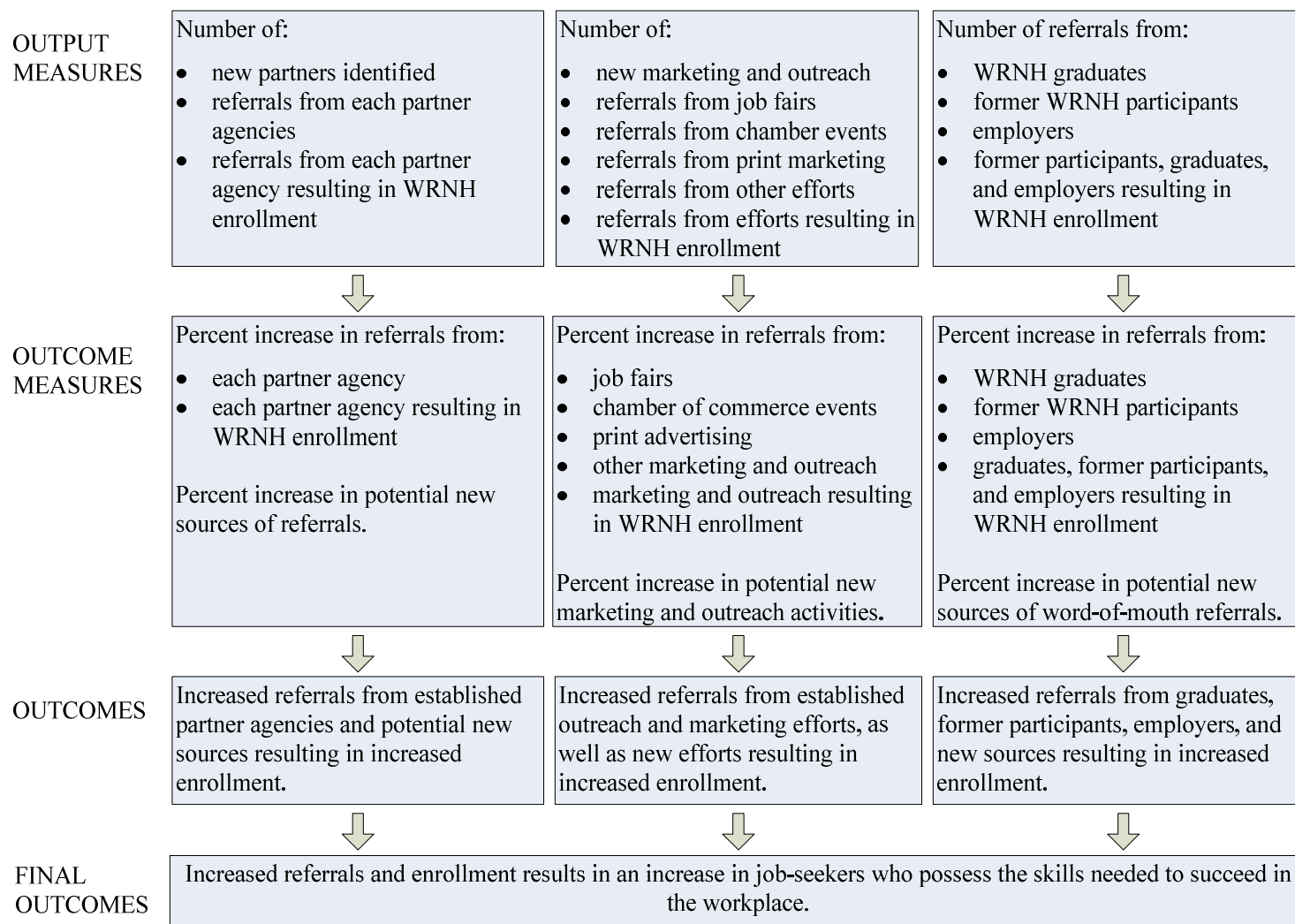
Source: LBA analysis of WRNH documents and interviews with WRNH staff.

Figure 4

**Performance Measurement Model:
Increase Enrollment**



F-7



Source: LBA analysis of WRNH documents and interviews with WRNH staff.

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