



Dear Colleagues:

These are exciting times for the State of New Jersey. The State Employment and Training Commission (SETC) long has advocated for the creation of a first-rate workforce development system that is able to respond to the economic imperatives of a profoundly changing, technologically focused economy. I am delighted to report that over the past two years New Jersey has made giant leaps toward achieving this goal.

The story actually begins with the publication of the SETC's White Paper in 2001 entitled *New Jersey in Transition: The Crisis of the Workforce*. The White Paper, which outlined the issues facing New Jersey's businesses and workers in the years ahead, was a call to action for New Jersey's policymakers and workforce investment agencies. It recognized the growing gap between the State's "haves" and "have-nots" and the need to provide opportunities for all New Jersey citizens to improve their quality of life. It suggested strategies for institutionalizing workforce development as a core value at the highest levels of State government and provided a framework for developing more effective workforce development programs. While the White Paper reflected many of the policies advocated by the SETC over the years, it was the first publication to articulate clearly and concisely the importance of transforming New Jersey's workforce development system.

Much of this progress over the last two years is attributable to the leadership of Governor James E. McGreevey. Upon his inauguration as Governor, he quickly recognized the importance of adopting the development of a quality workforce as a core value for his Administration and the linchpin of New Jersey's economic development efforts. Possibly, the most critical outcome of the Governor's support has been the consolidation of a number of fragmented workforce education and training programs into a single entity, under the direction of the newly evolving Department of Labor and Workforce Development. This bold reorganization, strongly endorsed by the State Legislature, provides a framework and structure for local communities to plan more effectively to meet the skill needs of their citizens. It also allows the State's workforce development agencies to build upon the previous success of our One-Stop delivery system to create a continuum of integrated, comprehensive lifelong learning services.

As the following pages indicate, the SETC has been instrumental in helping to forge this new path for New Jersey's workforce investment system. We facilitated the development of policies in support of this consolidation, built consensus among our State partnering agencies, led a major planning effort at the local level to improve services in line with consolidation, and initiated a number of projects and activities that are responsive to the long-term vision for a quality workforce investment system for New Jersey. We invite you to review our progress over the past two years and look forward to your ongoing support as we move forward.

A handwritten signature in black ink, appearing to read "John J. Heldrich".

John J. Heldrich, Chair
State Employment and Training Commission

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Selected Accomplishments of the New Jersey State Employment and Training Commission

2002-2003

- Held the 5th annual One-Stop Conference in 2002, at which Governor James E. McGreevey announced to over 700 attendees his decision to adopt the State Employment and Training Commission's (SETC) White Paper, *New Jersey in Transition: The Crisis of the Workforce* recommendations, including among others, to make workforce development a priority of his Administration and to consolidate *to work* programs in the State.
- Participated in Governor McGreevey's State of New Jersey *Workforce Summit* in January 2003. Hundreds of business, labor, education, human services, faith-based, and community-based leaders attended the Summit to learn about the Governor's Plan for consolidating *to-work* programs from the New Jersey Departments of Human Services (NJ DHS) and Education (NJ DOE) into an emerging Department of Labor and Workforce Development.
- Designed and guided, in partnership with State and local stakeholders, Workforce Investment Boards (WIBs) in a planning process to consolidate *to-work* programs at the local level.
- Led *Ready for the Job*, a demand-side analysis of the skill and occupational requirements of 73 key jobs in eight growth industries. The research, conducted by the John J. Heldrich Center for Workforce Development at Rutgers University (Heldrich Center) and its partners, was informed by industry advisory groups, which involved over 30 focus groups and 80 interviews with employers and educators. A profile of the information can be easily navigated on the website, www.njnextstop.org, for students, teachers, counselors, and parents.
- Developed a web-based Training Provider Consumer Report Card, www.njtrainingsystems.org, in collaboration with the New Jersey Department of Labor (NJ DOL) and the Heldrich Center that facilitates the passage of customers through a logical process in selecting the most appropriate and effective training program that meets their career and employment needs.
- Earned a competitive grant from the National Governors' Association (NGA) to participate, along with five other states, in a Workforce Policy Academy designed to help states craft their respective workforce policies for the 21st Century. New Jersey is utilizing this Academy to focus on integrating the system of Higher Education with the State's workforce development system.

- Established a task force of local Workforce Investment Boards (WIBs), One-Stop Career Centers, and State officials to develop chartering criteria of quality standards for service delivery through local One-Stop Career Centers, as well as an application process by which comprehensive One-Stop Career Centers receive charter status.
- Developed policy and procedures in conjunction with NJDOL for defining and approving *credentials* for Workforce Investment Act (WIA) performance measurement, which have served as a national model.
- Worked with NJDOL and the Council on Gender Parity in Labor and Education to implement a grant from the United States Department of Labor (USDOL) to pilot a Distance Learning Program for single working-poor mothers.
- Worked with NJDOL to pass landmark legislation creating the Supplemental Fund For Basic Skills. This legislation results in more than \$20 million annually to improve the level of literacy of those in need.
- Developed a planning framework for WIBs to submit comprehensive adult literacy plans and updated local plans.
- Partnered with the National Institute for Literacy (NIFL) and a select group of other states and national organizations to develop a Work Readiness Credential based on Equipped for the Future (*EFF*) Content Standards.
- Developed through the State Council for Adult Literacy Education Services (SCALES), recommendations to improve the adult literacy delivery system.
- Initiated a pilot training project to prepare literacy instructors to incorporate *EFF* Standards into their instruction.
- Designed and guided, in partnership with Departments of Labor and Education, a local planning process for literacy services to include basic (workplace) skills newly funded through legislation, the Supplemental Workforce Fund, which is an extension of the Workforce Development Partnership Program.
- Conducted in partnership with NJDOL and the Heldrich Center, annual evaluations of the programs supported by the Supplemental Workforce Fund.
- Worked with NJDOL to design a Disability Accessibility Checklist, which expands on the USDOL list and is used in One-Stop Career Centers.
- Produced, through the Disability Issues Committee, an information and resource directory *Work & Independent Living for People with Disabilities*.
- Conducted research and published reports through the Council on Gender Parity in Labor and Education including: *Engineering Their Futures: The Educational and Workplace Experiences of Female Engineers*, *Healthcare Workforce Outlook—The Nursing Shortage in New Jersey and the United States: Suggestions for Future Research and Policy*, and *Women and Work: Achieving Parity on the Job*.

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Overview



“The single greatest challenge of government is to provide for a comprehensive, unified, and integrated workforce investment system that focuses on being responsive to the market economy.”

***The Honorable James E. McGreevey
Governor
State of New Jersey***

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New Jersey’s economic vitality depends on its ability to establish a workforce that embodies the skills and talents necessary to fulfill the changing and growing needs of the labor market. In a global economy in which a well-trained workforce is essential to providing business a competitive edge, New Jersey must meet the skill needs of businesses to sustain and support their growth and attract new businesses to the State. In a labor market where high-wage jobs are available only to highly skilled workers, opportunities to develop both foundational and technical skills are essential to providing New Jersey citizens with the opportunity for self-sufficiency and an improved quality of life. It is not surprising, therefore, that New Jersey recognizes that responding to the present and future skill needs of businesses—and providing its residents with the opportunities to develop essential skills—is of paramount importance, and must be embraced as a primary responsibility of government and its public and private sector partners.

The SETC has enjoyed a longstanding leadership role in advocating for the development of a strong workforce and in shaping the State’s workforce investment policies.¹ In addressing this ambitious yet critical challenge of developing a well-trained workforce, the Commission has focused on two foundational goals that underlie the transformation of the State’s workforce investment system: First, to develop a system-wide understanding of the workforce skills required by New Jersey’s businesses to compete effectively in a global economy, and second, to establish a unified and integrated workforce investment system that is effective, efficient and timely in assisting job seekers, students and incumbent workers to acquire these requisite skills.

The first goal is to ensure that the network of educational and workforce institutions has a fundamental and current understanding of the skills businesses need and that those skill requirements are inculcated into every facet of the design and delivery of our State’s education and training programs. Similar to other states, the skill gap in New Jersey has been growing between those individuals who possess the occupational and literacy skills

¹ Throughout this document, *workforce investment*, *workforce readiness*, and *workforce development* will be used interchangeably. Too, the State Employment and Training Commission may be referred to as either SETC or the Commission.

to meet employer needs and attain self-sufficiency and those who lack such skills. Moreover, the trend line for the future is clear: New Jersey employers will be seeking more highly trained and educated workers in greater numbers.

The second goal is to have an effective and efficient workforce investment system, across a variety of State and local institutions. This system must support local communities in helping their residents acquire and hone the skills necessary for success in their own lives, as well as for success in the workplace. It requires strong leadership at the local level to engage members of the business community in planning how to strengthen the workforce to meet the needs of their local economy and in developing a comprehensive continuum of services. Throughout this Report, it will become clear that State and local leadership have endorsed workforce development as a core value.

These two foundational goals were first communicated in the Commission's White Paper: *New Jersey In Transition: The Crisis of the Workforce*, distributed in 2001. This White Paper now lies at the heart of the SETC's work over the past several years. Subsequently, the Commission engaged in a comprehensive strategic planning process where we examined our own work efforts and established priorities to support our mission and address these two critical goals. As a result of this planning process, the SETC identified eight key strategic priorities as depicted below.



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Leadership and Governance

Since its inception in 1989, the SETC has worked vigorously to shape and support workforce initiatives that are critical to New Jersey’s economic future. The Commission, a public private partnership, reports directly to the Governor and serves as a think tank for developing innovative strategies and workforce policies.

In comparison with many interventions designed and implemented by State Government, the SETC’s charge is a bit more complicated. We are called upon to provide the vision and impetus for workforce initiatives throughout the State. However, workforce issues are shaped by local public and private forces. The imposition of a statewide program in such an environment would simply not work. Therefore, the SETC’s vision must be balanced with local consensus and its impetus must become a product of local empowerment. The Commission, then, attempts to articulate and advocate workforce policies that effectively address local needs and match the skills of workers in a given area with the demands our research indicates their specific workplace requires. This tension between local need and a more global vision is, then, tempered through collaboration and dialogue and, ultimately, tested in the laboratory of the local workplace.

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The Commission accomplishes this by actually creating a parallel private and public partnership structure that mirrors the stakeholder constituencies found locally around the State. This process has allowed the SETC to respond to a dynamic labor market in a timely and effective manner. Through just such a process that spanned ten years, the SETC sampled business and labor needs and tested projects and activities aimed at workforce growth. As a result, a clear and consensual vision of the State’s workforce future emerged and was articulated in the White Paper. This sentinel document outlined the workforce challenges New Jersey faces including:

- Encouraging the Governor and his Cabinet and the Legislature to make improving the quality of the workforce a core value of the Administration;
- Calling for the transformation of the Department of Labor into the Department of Labor and Workforce Development;
- Making adult education and literacy top priorities for the State;
- Enhancing private sector leadership in shaping workforce policy;
- Improving the availability of and access to quality labor market information;
- Strengthening the link between schools and the labor market; and,
- Encouraging the development of distance and online learning.

The SETC is proud of its role over the past two years in promoting the vision for a quality workforce in New Jersey. We have traveled the entire State—speaking to legislative leaders, local elected officials, business leaders, local WIBs, partners in the One-Stop Career Centers and a multitude of community partners to promote and explain the vision expressed in the White Paper, and the goals for consolidation.

The eight strategic priorities that comprise our Strategic Plan are:

Workforce Development Policy: The SETC's role is to "look beyond the horizon" and develop policies that address the present and future needs of the State's residents and businesses in the design of a quality workforce system.

Workforce Delivery System Integration: The SETC has long advocated for an integrated workforce investment system. The consolidation efforts now underway are taking broader measures to integrate our State workforce investment system to an even greater degree. The SETC is responsible for organizing statewide planning with the goal of forging new collaborations and a more responsive workforce investment system based on the State's vision and policies.

WIB Development and Oversight: WIBs are responsible for developing a customized, coherent plan to train and retain its local workforce with the ultimate goal of ensuring both economic self-sufficiency and a supply of qualified workers to their communities' businesses. The SETC provides the guidance and technical assistance to support WIBs' efforts in conducting their work toward this goal.

One-Stop Career Center System Quality and Evaluation: As the central delivery system for workforce programs and services, the quality of local One-Stop Career Centers is vital to the success of the State's workforce investment system. The SETC defined standards to guide the development of New Jersey's local One-Stop Career Center system, thereby ensuring a consistent level of quality services throughout the State.

Workforce Delivery System Development and Evaluation: The SETC is responsible for overseeing the quality of the workforce investment system. We work with all stakeholders and partners to ensure that the workforce system is accountable and supports the growth and development of New Jersey's economy.

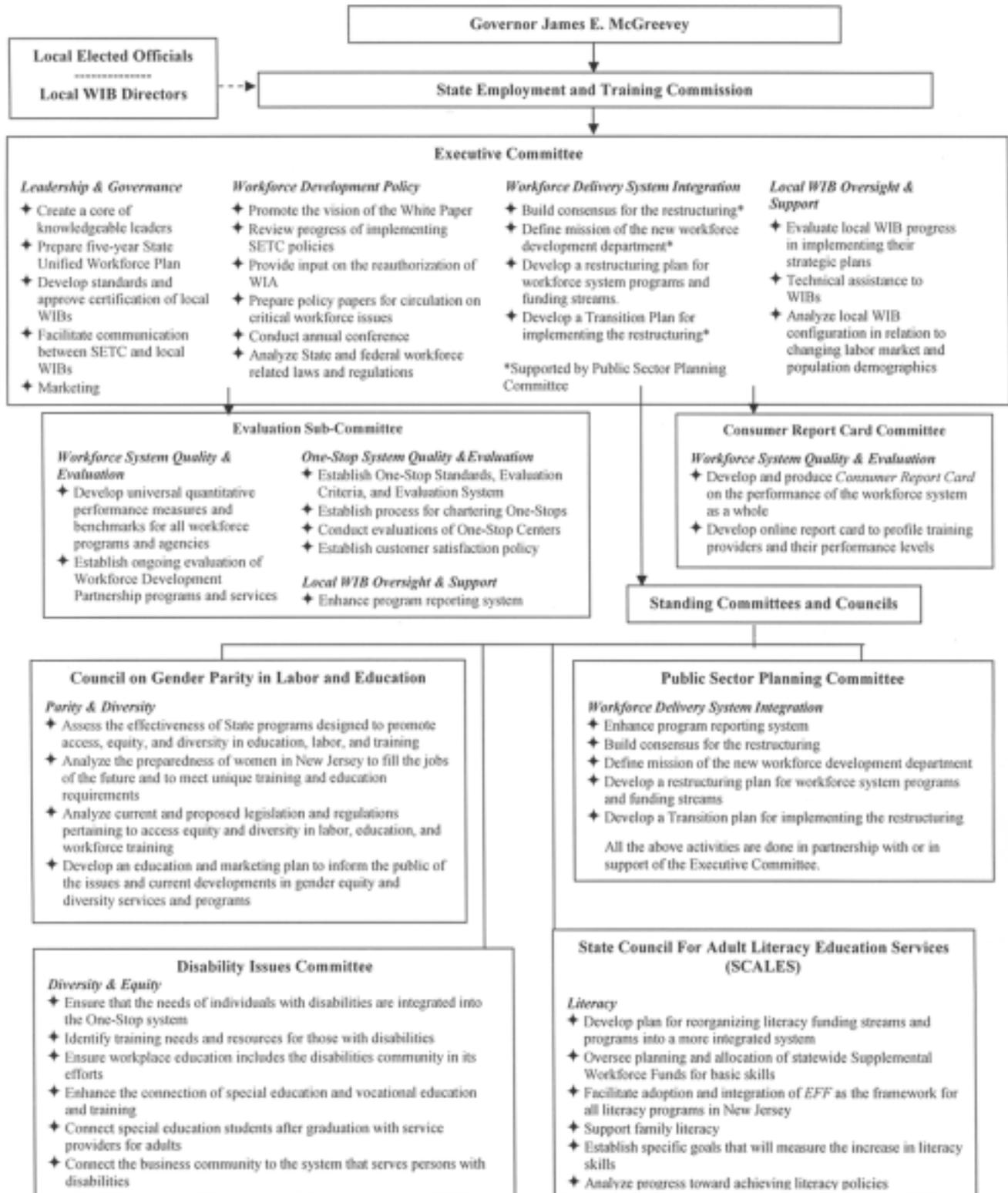
Literacy for Families and the Workplace: A quality system of literacy services is recognized as one of the most fundamental strategies needed to build a quality workforce. The SETC continues to target as a major priority the development of programs and services that will build the literacy skills of children and adults, both in school and in the workplace.

Youth Development: The SETC supports and guides the work of Youth Investment Councils (YICs), which are mandated subcommittees of WIBs. In this role, the Commission, along with its local partners, has initiated significant projects to facilitate New Jersey's young people in exploring the world of work, identifying and accessing appropriate education and training resources, and preparing them to become self-sufficient adults.

Diversity and Equity: Inherent in New Jersey's workforce is an incredibly diverse population which requires differential attention to ensure parity in education, training, and the labor market. The SETC has launched several important research initiatives, programs, and policies that highlight the value of building on this diversity and identified ways to further strengthen the State's economy. The Council on Gender Parity in Labor and Education and the Disability Issues Committee are examples of this effort.

On the next page you will see a chart which depicts the SETC organizational structure through which it works to accomplish its broad purposes.

SETC ORGANIZATIONAL OVERVIEW



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Workforce Development Policy



“Fundamental to New Jersey’s ability to support the development of a quality workforce investment system is understanding what New Jersey businesses are looking for in their current and future workers and effectively connect and utilize effectively our resources. To accomplish this, we must know the workforce needs of our customers—both businesses and job seekers.”

***John J. Heldrich, Chair
State Employment and
Training Commission***

New Jersey is a national leader in public workforce policy development. It was a leader in establishing a State Commission dedicated to workforce development through State legislation. The establishment of local WIBs through an Executive Order, that predates the passage of the Workforce Investment Act (WIA), a State Council for Adult Literacy Education Services (SCALES), and a Council on Gender Parity in Labor and Education through State legislation and a Disability Issues Committee through agreement with the disability community at the State and local levels, are all hallmark achievements of New Jersey.

This history of organizational innovation laid the foundation for a number of SETC policy initiatives in 2002 and 2003. It made it possible to focus on facilitating a common understanding across the education and workforce investment system of the current and future labor market needs and on building quality practices for serving customers. These policies, many of which are outlined below, support and facilitate our efforts to consolidate and transform the State’s workforce investment system.

- As early as 1996, the Commission called for the *integration of programs and services—well beyond the commonly accepted national standard of simple coordination*. Over the past two years, the SETC has been instrumental in establishing the standards for moving beyond integration to a *consolidated* State workforce investment system.
- A longer-term vision—beyond consolidation—is for New Jersey to have a *skill-centered* workforce investment system. Therefore, we have launched a major effort, through the Demand Side Skill Assessment, *Ready for the Job*, to identify, document, and correlate the current and future skill needs, competencies and educational requirements demanded by key industries in New Jersey. The ability to understand these needs will frame policies on how best to develop and target resources.
- Literacy also has been a particularly crucial area of policy interest. The SETC has been

tireless in its focus on the need to increase adult literacy funding and the delivery of adult literacy programs.

- Based on SETC recommendations, New Jersey has adopted core basic workplace skill competencies, known as Equipped for the Future (*EFF*) Content Standards that were developed by the National Institute for Literacy (NIFL). These Standards were developed in partnership with business and reflect the skills needed for success in the workplace. The SETC requires the incorporation of *EFF* Standards into the planning and design of literacy services at the local level.
- One-Stop Career Centers are the primary point of service in the State's workforce delivery system. The SETC developed draft standards for One-Stop chartering to ensure that each One-Stop Career Center provides high quality and effective services to its customers, businesses, and job seekers. Acquiring a charter will signify that WIBs and their One-Stop partners have met or exceeded the SETC's chartering standards.
- To ensure that the needs of individuals with disabilities are successfully integrated into the One-Stop system, as well as in training programs and workplace education, the SETC formed a Disability Issues Committee to develop policies and program strategies. On a parallel track, WIBs were required to establish similar committees.
- As the result of a competitive application process, New Jersey was selected as one of six states to participate in the National Governors' Association (NGA) Workforce Policy Academy. Representatives from the Governor's Office, SETC, the Commissions on Commerce and Economic Growth, and Higher Education, the Departments of Labor, Education and Human Services, as well as private sector leaders from New Jersey, crafted workforce policy recommendations to position the State competitively in the global economy of the 21st Century.
- Recognizing that critical workforce policies originate at the federal level as well, we promoted our vision beyond New Jersey, communicating extensively with the NGA about our plans and making presentations to the National Association of Workforce Boards. As a result, the NGA promoted our policies to ensure that they be reflected in the Reauthorization of both the Temporary Assistance for Needy Families (TANF) and Workforce Investment Act (WIA) legislation.

The Commission's clear focus on workforce development as a core value has led to collaborative discussions with State and local stakeholders from which critical policy issues have emerged. These issues are being addressed and will move us forward, as a State, in a systemic way to create a world class workforce investment system. By identifying and addressing policy issues related to the demand-side skills that employers want and need to achieve and sustain a global competitiveness; preparing largely untapped pools of prospective employees (e.g., those in need of literacy skills, those disadvantaged by socioeconomic status, gender, race, ethnicity or disability type); and, ensuring a high-quality, accountable delivery system to prepare prospective and incumbent workers, the SETC ensures that the State will meet its goal.

The Demand Side Skills Assessment Project

While information describing occupations and industries is readily available, labor market information that focuses on the demand for specific skills in the workplace is not. Working with WIBs and State level agencies and organizations², and led by the Heldrich Center, the SETC initiated a study to identify workplace literacy and specialized skills necessary for success in 73 demand occupations in New Jersey. In this same study, economic forecasters and researchers also identified five emerging growth sectors: Biotechnology, Security, E-learning, E-commerce, and Food and Agribusiness, and the skills they require. The result is a clearly articulated list of skills and certifications required by each of the 73 demand occupations in New Jersey.

- WIBs and their academic partners formed Industry Sector Advisory Committees to talk with industry representatives to identify skill needs for industry sectors in demand in New Jersey.
- In total, hundreds of employers, educators, and labor experts contributed to the information provided through this project.
- A number of cross-cutting skill requirements were identified such as:
 - Strong mathematics, science and technology base, as well as specialized science skills;
 - Teamwork and communication skills;
 - Entrepreneurial and business skills; and,
 - Interdisciplinary knowledge and skills.
- Ten comprehensive reports on health care, finance, construction, utilities, manufacturing, tourism, transportation, information technology, emerging skills, and a cross-cutting analysis comprise the first market research reports. In total, these reports reflect more than one million New Jersey jobs and offer more than 300 pages of hard intelligence on the skills required and the jobs being created now and in the coming decade.

² Partners in the Demand-Side Skills Assessment project included the SETC, New Jersey Departments of Labor and Education, Heldrich Center, Commission on Science and Technology, National Skills Standards Board, Cumberland/Salem WIB, Cumberland County College, Atlantic/Cape May WIB, Atlantic Cape Community College, Passaic County WIB, William Paterson University, Mercer County WIB, and Mercer County Community College.

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Workforce Delivery System Integration



“Too often in the past, workers would have been unaware of the programs available to give them the boost they need to succeed. Workforce development programs are currently spread out across State government - they are run in a bureaucratic, highly ineffective way that was designed to serve an industrial-based economy. Today, our economy has new challenges, and we must respond by being vigilant in identifying needs in advance, rather than simply reacting to problems once they are obvious. Constructing a single department focused upon workforce development is designed to end this fragmentation and to begin to respond systemically to a skilled labor shortage.”

*The Honorable Albert G. Kroll,
Commissioner,
New Jersey Department of Labor*

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“The revamped Department of Labor and Workforce Development is a testament to the Governor’s goals of streamlining services with efficient spending and we at the Department of Education are more than happy to participate in such endeavors.”

*The Honorable William L. Libera,
Commissioner ,
New Jersey Department of Education*

“This initiative serves our clients well in two ways: First, it mainstreams our clients into the regular job market, which helps reduce the stigma often attached to welfare services; Second, it puts our clients’ work futures in better hands at the Department of Labor, with its expertise in helping people develop careers.”

*Gwendolyn L. Harris,
Former Commissioner
New Jersey Department of
Human Services*

The State’s workforce development programs currently are divided primarily among three Departments: Labor, Education, and Human Services. This creates a highly fragmented system

with many different funding streams, and each with its own requirements. In an effort to leverage resources, avoid duplication, and simplify the process for the customer, the SETC's recommendation for a consolidation of programs into a single department charged with development the State's workforce was accepted.

The Consolidation:

Programs and services being transferred from Human Services:

- All employment-directed and workforce development programs and activities of the Work First New Jersey Program, General Assistance and Food Stamp Act currently administered by Human Services.

In accordance with the consolidation and Reorganization Plan, this includes career guidance, employability assessment, employability plan development, employment-directed case management, subsidized and unsubsidized employment in the public and private sector, on-the-job training, employment-directed outreach, Early Employment Initiative, Career Advancement Vouchers, the Community Work Experience Program, the Alternative Work Experience Programs, community service programs, job search and job readiness assistance, vocational education training, employment-related education and job skills training, basic skills and literacy, work-related educational enhancements, employment and training related expenses and determination of need, access, and referral to necessary work support services.

- The New Jersey Youth Corps is a full-time instructional and community service program for school dropouts, with completion of a high school curriculum, continuing education, apprenticeship, and employment as the ultimate goal. Activities under the program include, but are not limited to, basic skills education, work readiness, employability skills, job development, career counseling, job placement and community-based service work.

Programs and services being transferred from Education:

- Adult Basic Education (ABE) and English as a Second Language (ESL) programs, authorized by Title II of the Workforce Investment Act (WIA).
- Joint registration and approval of registered apprenticeship programs. Curricula review shall remain under the authority of the local apprenticeship coordinator.
- Approval of private vocational schools that operate programs of trade and technical education, or which give pre-employment or supplementary training to the public. Establishment and approval of training providers' programs and enforcement of the laws and regulations that govern the operation of such private vocational schools.



Assistant Commissioner JoAnn Hammill, SETC Staff Member Judy Formalarie and new SETC Member Assemblywoman Linda Stender.

With the consolidation of these programs within one Department, students, workers, and those seeking employment, and the employer community will have increased access through the One-Stop Career Center system to comprehensive and integrated programs and services that meet their needs. The SETC is committed to an efficient, innovative, and flexible workforce system that promotes the development of labor market skills and provides employers with ready access to qualified workers. This consolidation will allow the State to respond more quickly to the challenges presented by an ever-changing workplace.

Collaborative Planning and Leadership at the State Level:

A successful consolidation of workforce programs and services requires extensive collaboration and support from the New Jersey Departments of Labor, Human Services, and Education. Each Department brings unique strengths and expertise to the consolidation process and these are being leveraged in the consolidation efforts including the following:

- The State formed a workgroup of key State agencies to address the issues involved in transitioning programs and services under the proposed Department of Labor and Workforce Development. This resulted in a substantial reconfiguration of workforce programs and their administration in order to promote the integration of work support services, reduce program overlaps, and increase access to all available services.
- Workgroups comprised of the private sector, State officials, WIBs, One-Stop partner agencies, and local program practitioners met frequently to develop recommendations for local planners for integrating welfare and literacy programs into the One-Stop Career Centers, as well as for developing linkages across programs and agencies. Customer flow processes were examined and additional recommendations were made for integrating case management and program services in the One-Stop Career Center system, as well as for creating linkages between literacy programs and the One-Stop Career Centers.

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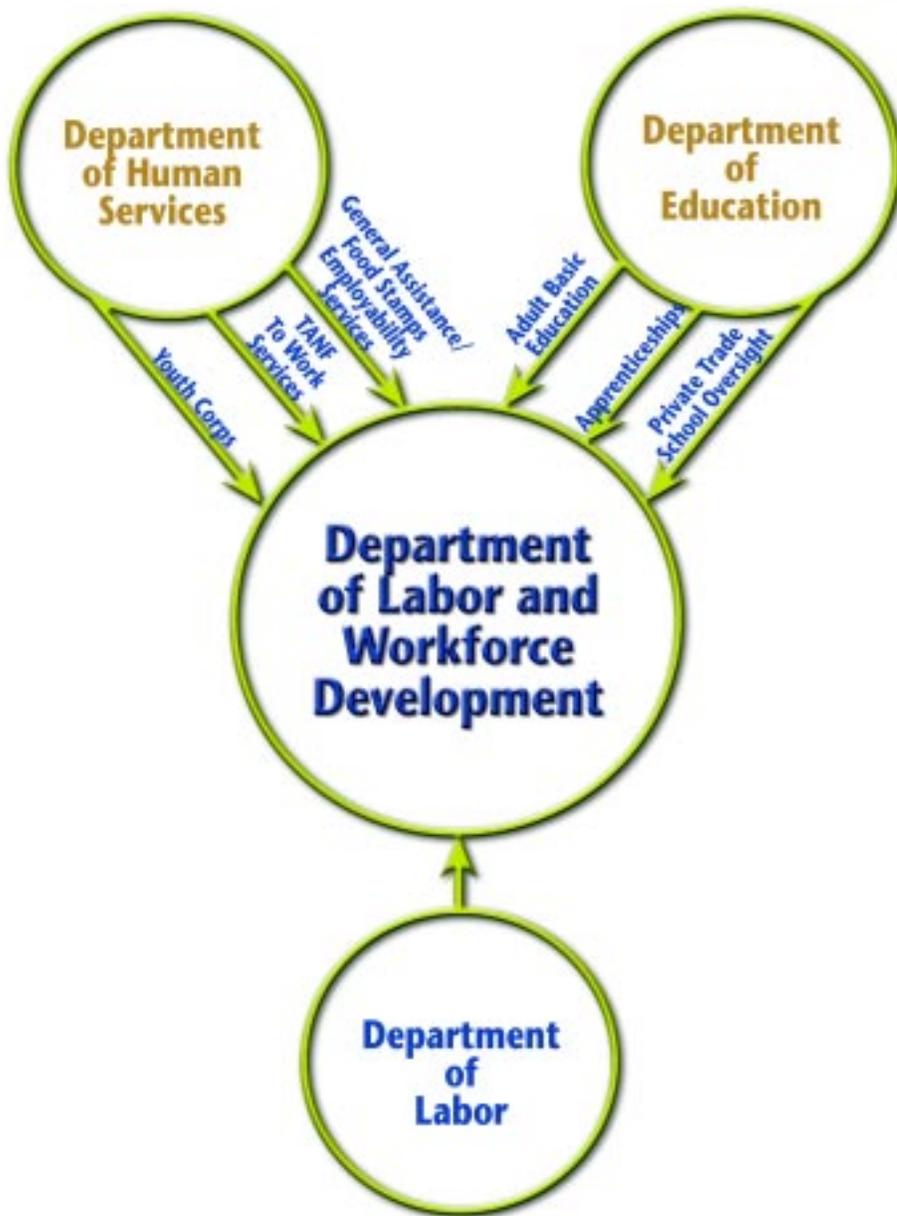
Collaborative Planning at the Local Level through WIBs:

WIBs were given the responsibility of leading a collaborative planning process at the local level. The State required a three-tiered planning process to ensure input among a wide range of local stakeholders and the development of consensus by key partner agencies. The WIBs were expected to develop an infrastructure that supported the consolidation of programs and services through their One-Stop Career Center system and to establish standards for how those services will be delivered. The SETC took several steps to guide the planning process including the following:

- The SETC hosted several statewide events with WIBs to promote a common vision and understanding of consolidation and the imperatives for a quality and effective workforce system.
- The SETC provided local areas with guidelines for planning their local consolidated workforce investment systems.
- The first phase of the plans was submitted on October 31, 2003 and documented current practices, as well as a proposed framework for a consolidated local system. The SETC, in partnership with the Departments of Labor, Human Services and Education, reviewed thoroughly the initial plans and provided feedback to support WIBs in their development of the second phase of their plans.

**PROPOSED:
CONSOLIDATED TO-WORK PROGRAMS AND SERVICES**

Let us illustrate these proposed changes graphically:



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WIB Development and Oversight

WIBs are expected, through federal and State statutes, to be the visionaries, workforce planners and developers, and continuous improvement ambassadors in designing their local workforce investment systems. The State has charged WIBs, in partnership with local elected officials, with the responsibility of assessing local workforce needs and providing the leadership at the local level to engage all workforce partners in developing a vision for a unified and responsive workforce investment system.

Supporting WIBs is an overarching goal of the Commission. The SETC fully understands that if New Jersey is to have a quality and responsive workforce investment system, it will only be as effective as its local delivery system.

The Commission is responsible for certifying WIB membership. As such, the SETC has engaged WIBs in the development of a comprehensive strategic plan that describes in detail the WIBs governance structure, vision, and strategies for accomplishing goals set forth by the State, as well as the needs in their local communities. In addition, we routinely provide ongoing technical assistance and information to WIBs to assist them in developing their boards, and in developing and implementing their workforce policies and procedures.

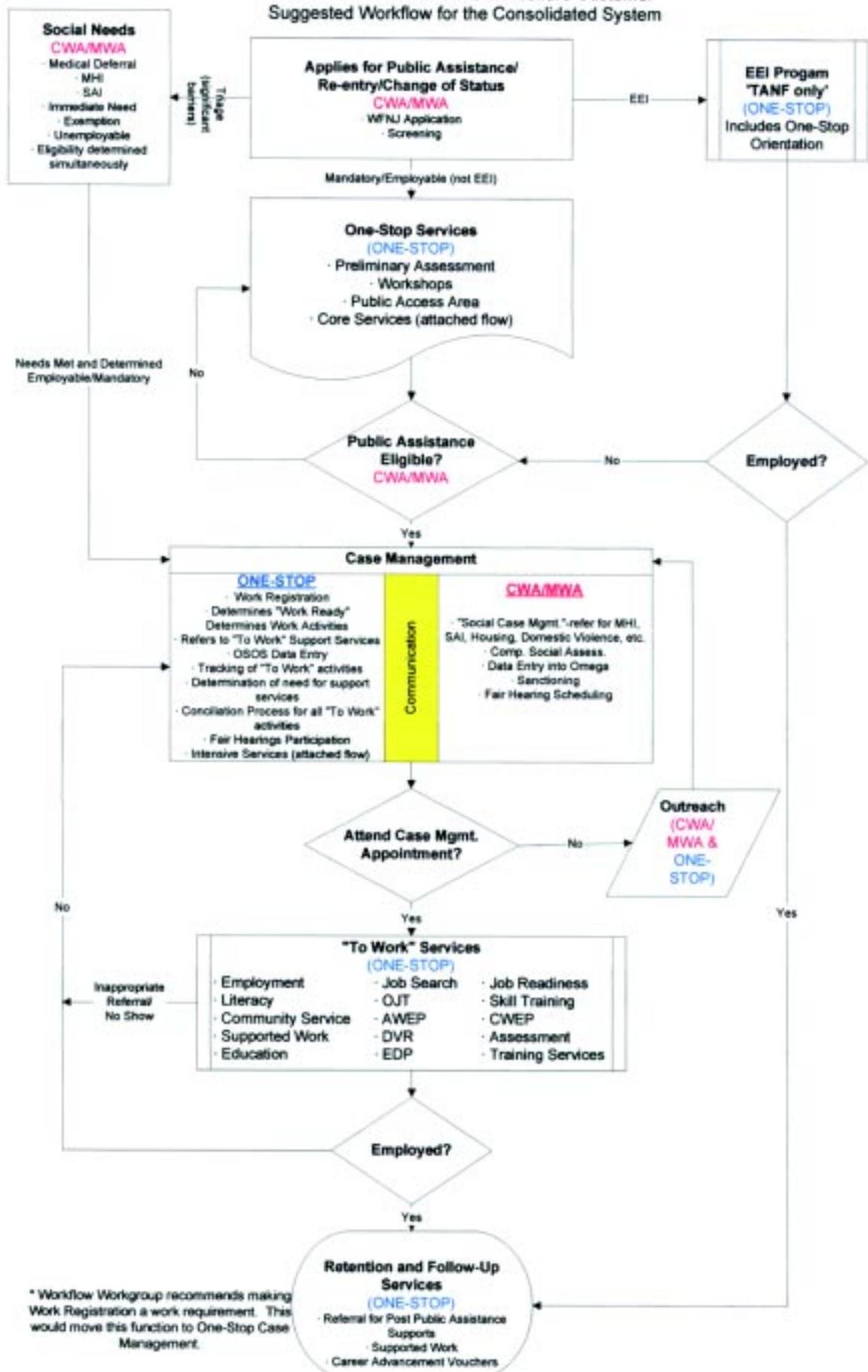
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Local Comprehensive Strategic Planning

Over the past two years, the Commission identified three major areas of emphasis for WIBs to focus their strategic planning efforts, each serving as an update of their local comprehensive strategic plans.

- **Comprehensive One-Stop Career Centers:** The SETC developed the guidelines for WIBs to submit a revised comprehensive plan for their One-Stop systems. The goal of this planning process was to update the WIB's five-year plans to reflect the growth and development of their local One-Stop system, and to ensure that each WIB had a comprehensive and integrated One-Stop Career Center in each jurisdiction.
- **Comprehensive Literacy Plans:** With the passage by the State Legislature of Supplemental Literacy funds, WIBs were required to develop a comprehensive literacy plan that described their work in two primary areas. The first was the development of a local literacy system that spanned multiple funding streams and multiple literacy providers. The second was the development of a plan for *Workforce Learning Links* in their comprehensive One-Stop Career Centers.

TEMPLATE FOR CHANGE: Welfare Customer
Suggested Workflow for the Consolidated System



- **Consolidation Plans:** In 2003, consolidation planning further supported WIB development by providing local areas with the framework and tools to integrate adult literacy and *to-work* services into the One-Stop system.

It is the experience of the SETC that strategic planning is one of the most effective ways to galvanize a local community to think strategically about how they intend to provide programs and services. The planning process itself is sometimes more important than the plan as it forges new alliances and a shared sense of vision and enthusiasm.

Technical Assistance to WIBs

The Commission provided several mechanisms for local areas to understand fully the State vision and to learn about *best practices* for developing and operating One-Stop Career Centers. These include the following:

- The SETC sponsors an annual One-Stop Conference to provide local areas with information and resources to carry out their work.
- The SETC conducted a statewide forum to introduce the vision for consolidation and the local planning guidelines, which were presented for review and feedback. Based on information gathered through this process, final guidelines were issued.
- The SETC supported the Garden State Employment & Training Association (GSETA) in conducting statewide training during the preparation of the local consolidation plans.

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The Commission conducted monthly planning meetings with WIB leadership to supply updates and discuss challenges and opportunities. In addition, we routinely provide information to WIBs, as well as conduct monthly technical assistance meetings to assist them in the development of their local boards, as well as in the development and implementation of their workforce policies and procedures.

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One-Stop Career Center System Quality and Evaluation

The establishment of One-Stop Career Center “Chartering Criteria” will ensure that WIBs and One-Stop partners understand the minimum level of quality customer service expected of local Comprehensive One-Stop Career Centers and that steps are taken to meet or exceed these standards. In turn, the awarding of “Charters” will communicate to job seekers and employers that New Jersey’s Comprehensive One-Stop Career Centers have been evaluated and identified as providers of high quality customer service.



The Public Access area at a local One-Stop Career Center.

Chartering each Comprehensive One-Stop Career Center is the next step toward achieving the goals outlined in the *Strategic Five-Year Unified State Plan for New Jersey’s Workforce Investment System*. Chartering will ensure that there is a common understanding among WIBs and One-Stop partners³ about expectations for high-quality service delivery through local One-Stop Career Centers. Because each chartered One-Stop will have to concretely demonstrate that their services meet or exceed State expectations, we can elevate the perception of our Centers and services—creating confidence in job seekers and businesses that One-Stop Career Center services are of the highest quality and capable of assisting them.

The SETC developed the State’s One-Stop chartering system as a companion to NJDOL Compliance (Certification) Review. The Certification review primarily measures a One-Stop’s compliance with federal and State requirements for operating One-Stop Career Centers. The SETC-sponsored chartering extends this evaluation to measure the degree of excellence and customer-driven quality of programs and services. Draft chartering criteria were developed through a task force comprised of State officials, WIBs, and One-Stop Operators, as well as through a series of forums with WIBs and local One-Stop stakeholders.

³ Required partners include: adult, dislocated worker and youth activities under WIA; USDOL Welfare-to-Work program adult education under WIA; employment service; unemployment insurance; Veterans Employment & Training; Vocational Rehabilitation Services; Older Americans Act; Post-secondary Vocational Education under Perkins NAFTA and Trade Adjustment Assistance; Community Services Block Grant; Housing & Urban Development, community colleges.

The following ten criteria are now providing the framework for the full development of a *System of Chartering*:

- Customers are assisted through a user-friendly service delivery system;
- Customers are aware of and can access services in a timely manner;
- Job seeker customers receive services, consistently and in a coordinated way;
- Employer customers view the One-Stop as a business resource;
- Customers access the services they need to successfully achieve their goals;
- Customers are assisted by responsive, knowledgeable staff;
- Customers receive services in a facility that is easily accessible, and professional and inviting;
- Customers can expect that services offered through the One-Stop Career Center will be continuously improved and that they can provide input into these changes;
- Customers can expect that One-Stop Career Centers will be well managed and supported by all partners, the One-Stop Operator and the WIB; and,
- Customers can expect that the One-Stop Career Center will be high performing and provide quality customer service.

Work continued in 2003 when State and local partners distributed the criteria throughout the system for comment and revision. The task force also drafted various assessment tools to be used in conducting on-site visits and outlined a site-visit process to be used by the charter evaluators. These efforts will support launching the One-Stop chartering in 2004.



Resource library at a local One-Stop Career Center.

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Workforce Delivery System Development and Evaluation

“Accountability begins with the services we offer to each employer and job seeker. By meeting their needs with good, individually tailored services, we will generate positive outcomes at the State and national levels that will demonstrate to Congress and our State and local partners the crucial role that the workforce system plays in keeping our economy strong.”

***Joseph Stoltz, Regional Administrator
United States Department of Labor***

The Commission is responsible for guiding the development of the State’s workforce investment system. Recognizing that our workforce system must be driven by the skill demands of businesses and be effective in providing the requisite services and training for both employers and job seekers, the SETC designs initiatives that facilitate informed workforce system development and decision-making at the State and local levels. We accomplish this by conducting research, developing knowledge-based tools that are readily accessible and easily understood, and evaluating programs and services in order to surface challenges and best practices. The results of these efforts are disseminated statewide, frequently through the SETC’s website, www.njsetc.net, as well as through project-specific websites.

Training Provider Consumer Report Card

Under the Workforce Investment Act of 1998 (WIA), all states are required to develop an approved list of training providers and to develop a method for collecting and publicly sharing performance data on those training providers. While most states chose a process that met federal minimum requirements, the SETC viewed this as an opportunity to take a more expansive and customer-focused approach to enhance the ability of customers to make an informed choice in selecting training providers. The SETC’s vision was to design a web-based *Training Provider Consumer Report Card* that would assist customers through a logical process to select a training program closest to their interests and needs.

In partnership with NJDOL Center for Occupational Employment Information (COEI), the SETC worked with the Heldrich Center and WIBs to identify the critical information to be gathered and included on each training provider and their respective programs. This collaboration resulted in the design of an online, unified reporting system that is relevant to a wide range of customers and State agencies. The project includes:

- The website, www.njtrainingsystems.org, guides customers in their search for training and education providers. The website contains the *Consumer Report Card*, as well as provides additional links to information on choosing a career, financial assistance, One-Stop Career Centers, the Career Information Network Resource Library, help in finding a job, and more.
- The online *Consumer Report Card* profiles specific information on the course offerings, curriculum, costs, and adherence to quality standards for every training provider involved in workforce programs and services.
- An online application process at www.njsecuredata.org, offers training providers an opportunity to be profiled on the State's training provider list once the training provider has provided the basic information and performance data required by the *Consumer Report Card*.

Workforce Development Partnership Program Evaluation

Between 1995 and 2001, the State's Workforce Development Partnership program has provided over \$107 million in financial assistance to 30,000 dislocated workers for job training. The Commission is responsible for annually evaluating this program. In response to the goal of developing an integrated workforce system, in 2002 the SETC chose to expand its evaluation to assess customer preference in the structure of this program and explore why nearly two-thirds of the customers chose private training vendors over public educational institutions.

The Heldrich Center conducted the evaluation. Researchers visited ten sites and convened 29 interviews with program managers, supervisors, employment counselors, and State officials from NJDOL. In addition, the Heldrich Center performed an analysis of program administrative records and Unemployment Insurance wage records to determine grant administration trends, as well as customer characteristics and employment outcomes. The results of the research are:

- Customers tend to receive maximum benefits when processes are more streamlined, which typically occurs when Workforce Investment Act, Workforce Development Partnership, Individual Training Grants, Unemployment Insurance, and Employment Services offices are collocated and co-managed.
- Customers prefer a more flexible schedule than a semester-based program and prefer to begin and complete their training quickly so that they can return to work as soon as possible.
- Customers prefer programs and schools that offer industry-based certificates that are easily portable in the workplace, as well as those programs that appear to offer intensive, effective job placement assistance.
- Customers prefer schools where they perceive they will receive personalized service and access to high-quality instruction and cutting-edge technology tools within attractive facilities. According to staff, schools are more likely to attract customers when they make special efforts to showcase their programs, instructor-to-student ratios, facilities, tools, counseling, job placement assistance, and their successes.

In conducting the evaluation, additional findings indicated that 90% of those receiving individual training grants possessed a high school diploma or post-secondary education of some kind. This suggests that it would be valuable to explore linking skill upgrade training with basic skills training to expand the base of training opportunity for customers—a further step toward establishing a fully integrated education and training system.

Literacy for Families and the Workplace

“The most important skill we need to have is an understanding of our role in life. We need to know where we are within the big picture of work, our community and our families. At the One-Stops, we need to begin by asking our customers where they are now, what skills they bring with them rather than what deficiencies they have. The EFF tools will help our customers figure out where they are now.”

**Robert Santare, President
Champion Fasteners and Chair of the
Burlington County Workforce Investment
Board**

The State Council for Adult Literacy Education Services (SCALES) was established in recognition that basic literacy workplace skills are a fundamental skill requirement of business and that without adequate literacy skills, an individual’s career advancement and wage gains are significantly limited. Moreover, New Jersey is one of the first states to require WIBs to establish a literacy council at the local level to ensure that the literacy community is actively involved in workforce planning and system building. In 2001, the SETC and SCALES adopted the *EFF* Standards and framework as the foundation for workplace literacy in New Jersey. New Jersey is also one of the first states to adopt these Standards as its framework for literacy. The combination of these efforts, among others, has positioned New Jersey as a national leader in literacy.

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SCALES Report

Responding to the SETC White Paper, SCALES published a report making several recommendations for improving access and delivery of adult literacy services. The two most significant recommendations were to consolidate adult literacy services under a single State agency, the Department of Labor and Workforce Development, and to charge WIBs with the responsibility of coordinating local literacy efforts. Other recommendations included:

- Coordinating State-level policy on adult literacy planning, implementation and oversight through SCALES;
- Improving access and availability of high school completion options;
- Planning State-initiated professional development programs in support of adult literacy education services in collaboration with SCALES; and,
- Collecting performance outcomes data based on the US Department of Education (USDOE) National Reporting System for all State and Federally supported participants involved in adult literacy education programs.



**Paula Davis, Chair, State Council
for Adult Literacy Education
Services (SCALES)**

(See chart at the back of the document which depicts the current funding for Adult Literacy and Basic Education.)

Implementing *EFF* Standards in New Jersey

EFF is a results-oriented framework to guide adult literacy education that focuses on what adults need to know and be able to do to perform their roles as workers, as citizens and community members, and as parents and family members in the 21st Century. It provides instructors and learners with quantifiable goals and specifications based on individual needs and employer expectations, thus allowing for a more holistic and skill-based approach to teaching workplace literacy. New Jersey adopted *EFF* Standards as a basic principle in the design of adult literacy programs and services across the State.

- To support the implementation of *EFF*, four New Jersey counties—Middlesex, Gloucester, Monmouth, and Cumberland—were selected to participate in a pilot training project to prepare literacy instructors to incorporate the standards into their instruction and overall educational processes. The SETC took a lead role in planning for this training.

Developing a National Work Readiness Credential based on *EFF* Standards

Not surprising, the National Institute for Literacy (NIFL) selected New Jersey as one of several leading states to participate with them in developing a *Work Readiness Credential* based on the *EFF* framework. The goal of an *EFF* credential is to signify to businesses and workers alike that an individual has mastered the core skill competencies recognized and accepted by businesses as necessary for success in the workplace. NIFL intends to pilot the *Work Readiness Credential* in 2004 with release of the *Credential* nationwide in 2005.

EFF Standards for Adult Literacy and Lifelong Learning



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Youth Development

The advent of new technologies and industries has dramatically transformed the workplace and offers unparalleled opportunities and challenges for today's young people. In order to be productive and well-paid members of the workforce, however, New Jersey's youth must acquire the knowledge and skill demanded of the workplace. The State's workforce investment system, in concert with the educational system, is responsible for helping youth prepare for this increasingly complex and rapidly changing world of work.

Connecting Youth to the *World of Work*

Under the WIBs, the local Youth Investment Councils (YICs) engaged in planning, developed programs and services, and conducted events all geared to youth, both in-school, as well as out-of-school. Highlights include the well-attended Bergen County Youth Summit, *Passport to the Future*, sponsored by the Bergen County YIC and the Bergen County Department of Human Services, and the opening of the One-Stop Career Centers for youth in Atlantic, Cape May, and Gloucester Counties.

The SETC, in concert with USDOL, and NJDOL and NJDOE, sponsored a series of conference calls with WIBs and YICs to explore major challenges confronting local areas in serving youth. The goal was to initiate a process for developing regional supports and identify the training and support needs of youth service providers in their efforts to assist youth in developing the skills needed for success in the workplace.

- A number of challenges emerged related to outreach, marketing of services to youth, effectively connecting youth to the labor market, anticipating youth services under proposed WIA Reauthorization, YIC concerns, and specific programmatic issues, including:
 - Promoting general awareness of youth programs;
 - Increasing enrollment in youth programs;
 - Improving coordination between schools and employers;
 - Connecting youth to employers and creating win/win scenarios;
 - Strengthening connections with labor unions;
 - Planning for changes anticipated in the reauthorization of WIA;
 - Serving youth who do not meet WIA income eligibility requirements;
 - Developing flexibility in meeting WIA performance measures;
 - Training YIC members;

- Reshaping and subdividing the Youth Councils;
- Engaging in data-driven planning;
- Addressing gang-related threats;
- Offering assistance to Alternative School youth;
- Leveraging resources among partners more effectively; and,
- Enhancing the skills of line staff to better serve youth customers.

As the roadmap for consolidation began to take shape, a special interdepartmental effort was made to ensure that youth were not overlooked. In June 2003, the SETC together with the Departments of Labor, Human Services, and Education, and the Juvenile Justice Commission (JJC) convened a one-day summit, *A Dialogue on the Needs and “Best Practices” Services For Some of New Jersey’s Most Vulnerable Youth*. Attendees included both State and local agencies with eight to ten representatives from each WIB area. Following presentations that: one, outlined the needs of youth connected with the Division of Youth and Family Services (DYFS) and/or with the criminal justice system, and two, shared *promising practices* throughout the State, the representatives from each WIB settled into a roundtable discussion to begin to plan how to address effectively the needs of the most vulnerable youth in their community. Beyond the Summit, the WIBs continued the process and formalized their plans for submission to the SETC. Outcomes of the Summit included local interagency collaborations for youth career exploration events, a number of job fairs in several counties and the expansion of local YICs to include local DYFS and JJC staff and service providers.

Helping Youth Understand Future Workforce Needs

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To reach students, educators, and parents with information about demand occupations and their requisite knowledge, skills and credentials, the SETC collaborated with the Heldrich Center to develop a website and populated it with the data gathered in the *Demand Side Skills Assessment Project* described earlier in this Report. This website is easily navigated, interactive, and appealing to young people. It is now being promoted widely to the education community.

- The website, www.njnextstop.org, provides labor market data on the major industries and upwards of 130 occupations in New Jersey. It is designed to attract students, parents, teachers, guidance counselors, job seekers, and businesses. It also serves as a portal to the State’s existing occupational websites.
- To “roll out” the website and inform the educational system of the resources available, K-12 counselors and educators, as well as educators from New Jersey’s system of Higher Education attended a conference that introduced and explained the Project and described ways that the website could be used to advise students and develop curriculum.

The result is that New Jersey is one of the first states to design a comprehensive approach to identifying the skill needs of businesses and to disseminate that information directly to the education system.

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Diversity and Equity

“Recognizing and building on the strengths that individuals with disabilities possess will build a stronger, more diverse workforce development system.”

***Harriet Findlay, Member
Disability Issues Committee***

In developing policies to nurture a knowledge-based, high skilled workforce, the SETC strives to establish a fair and equitable workforce development system—one that both values diversity and ensures equity in access to education and training programs and employment opportunities.

Disability Issues

The Disability Issues Committee was established in April 2001 as a permanent Committee within the SETC. The Committee is responsible for developing policies and program strategies for individuals with disabilities in the workforce investment system. The focus of its work is in three areas. First, is to ensure that the needs of individuals with disabilities are integrated into the One-Stop system. Second, is to identify training needs and resources for those with disabilities. Third, is to ensure workplace education includes individuals with disabilities in its efforts. Based on the Committee’s recommendations, comparable disability issues committees were established in the local areas. During this time period, the Committee has:

- Worked with divisions within the NJDOL to draft a One-Stop Accessibility Checklist to assist local One-Stop Career Centers evaluate and improve facility and service accessibility to customers with disabilities.
- Served as the lead steering committee, to provide oversight for *Project Access*, a two-year statewide Work Incentive Grant from the USDOL and collaborative partnership through NJDOL Division of Vocational Rehabilitation designed to increase the accessibility of One-Stop Career Centers to customers with disabilities. Over the two year life of the grant, the project will:



***Tom Jennings (Chair), Nick Gacos,
and Alice Hunnicutt of the Disability
Issues Committee.***

- Pilot programs in four One-Stop Career Centers in Bergen, Hudson, Middlesex and Newark;
- Provide training of One-Stop Career Center staff to assist customers with various disabilities;
- Provide or improve upon technology-based services, with funding to purchase assistive technology; and,
- Develop an evaluation instrument to assess the grant's success in achieving its goals.
- Prepared a staff training plan, coordinating this with the federal *Project Access* grant which is designed to support development of programs and services that are equally accessible to customers with disabilities.
- Informed the development of the draft criteria for chartering of One-Stop Career Centers.
- Developed a Workforce Bulletin to educate One-Stop staff on protocols for serving individuals with disabilities.
- Redesigned computer data collection and case management systems to better capture appropriate information on disabilities for improved customer service and performance reporting.
- Published an information and resource directory, *Work & Independent Living for People with Disabilities*, prepared by New Jersey Protection and Advocacy, Inc. and distributed to attendees at the annual One-Stop Conference.

In addition, the Disability Issues Committee presented workshop sessions at the annual One-Stop Conference on *Dispelling the Myth: Persons with Disabilities and One-Stops*, and *Options and Opportunity: People with Disabilities*. To ensure that New Jersey's persons with disabilities have greater access to One-Stop programs and services, a cross-functional and cross-agency workgroup was formed to respond to the needs of local One-Stops for tools and information to better serve customers with disabilities



Gender Parity

“Diversity and gender equity are not only a matter of fairness and opportunity to individual workers, job seekers, and students, but also are key factors in the State’s growing economy. As the current workforce ages and the demand for knowledge and skilled workers increases, businesses must find better ways to tap currently under-utilized labor pools.”

***Dianne Mills McKay, Chair
Council on Gender Parity in Labor
and Education***

The Council on Gender Parity in Labor and Education (Council) was established by the Legislature within the SETC (P.L. 199, c.223) to oversee the State’s efforts to provide gender equity in labor, education, and training. This Council is the first policy body of its kind in the nation.

In June 2002, the Council published a report entitled *Women at Work: Achieving Parity on the Job*. The study, conducted in partnership with the Center for Women and Work (CWW) at Rutgers, The State University of New Jersey, examined issues surrounding the experiences of women in five growing occupational areas in New Jersey—building trades, financial services, health care, law, and technology. These same issues were explored further in a one-day conference, *The Trust Company: Parity, Profits, and Partnerships*, sponsored by the Council.

The report found substantial labor shortages in each of these occupational areas, and perhaps more importantly, that these shortages, could be addressed through greater efforts to support gender parity. With the exception of health care (nursing), recruitment and retainment of women posed significant barriers to resolving the labor shortages. Alternatively, in nursing, men were severely underrepresented. These findings generated important discussion around issues of gender parity and served as a catalyst for exploring strategies to identify and address barriers to the participation of women in these occupational areas. So far, the Council has pursued assertive initiatives in three of these areas: building trades, engineering (technology) and health care.

- **Building Trades:** The Council sponsored research on women currently in the building trades to determine (1) why they choose a career in this nontraditional arena, (2) what their experiences were as women in the trades, and (3) what best practices and recommendations they could offer to enhance the work environment in the building trades, particularly for women. This information was gathered primarily through interviews with women and in conference forums such as the SETC’s 5th annual conference that was held in December 2002: *Building Bridges Breaking Barriers*. The Council sponsored a workshop—*Working Women: Building for the Trades*—in which women who had achieved journeyman status discussed the benefits to working in the construction trades, the barriers they overcame, and the opportunities for women to gain valuable skills that would lead to rewarding careers. In recent months, this research has been extended to explore the perspective and experiences of men working side-by-side with women in the building trades.
- **Technology/Engineering:** In May 2003, the Council published a report on women in engineering called *Engineering Their Futures: The Educational and Workplace Experi-*

ences of Female Engineers. This study extended the Council's earlier work on: *Bridging the Gap: Gender Equity in Science, Engineering and Technology*, May 2001 that researched and explored the issues surrounding the exclusion of women from science, math and technology educational programs and jobs.

Engineering Their Futures reported that only 19% of science, engineering, and technology careers are held by women and that they leave these careers twice as frequently as men. The report concluded that gender harassment, pay inequities, and feelings of isolation steer women away from choosing these career fields and hinder their retention if they do enter the field. The long hours required to advance in science, engineering and technology occupations serve as an additional barrier, interfering with women's abilities to both work and care for their families.

Also highlighted in the study were a number of strategies to address these challenges for women, including:

- Development of programs that encourage girls and women to explore careers in science, mathematics and technology and that address gender bias in the classroom at all levels of education;
- Elimination of sexual harassment and gender harassment in all educational and work settings;
- Creation of mentoring programs that encourage girls and women to persevere in the science and technology fields;
- Cultivation of workplaces that allow for the integration of family and work; and,
- Countering cultural stereotypes that present men as having more "natural skill" than women in the science and technology fields.

In June 2003, the Council hosted a panel discussion on women in the field of engineering. The Council, in partnership with CWW, presented the findings reported in *Engineering Their Futures: The Educational and Workplace Experiences of Female Engineers*. In addition, featured guests from Rowan University's School of Engineering and the Society for Women Engineers of New Jersey shared strategies and accomplishments of women in the engineering fields.

- **Health Care:** The Council convened an Advisory Committee and engaged the Center for Women and Work to research the growing nursing shortage both nationally and in New Jersey. Nursing is a heavily female-dominated field. Consequently, the shortage has implications for women's experiences in the health care labor force and for exploring the feasibility of attracting more men to this field. In December 2003, the Council issued a report of its findings and recommendations in *Healthcare Workforce Outlook: The Nursing Shortage in New Jersey and the United States: Suggestions for Future Research and Policy*. The report offered policy recommendations and proposed research agendas that included:
 - Researching the basis for the shortage in nursing faculty and find ways to build capacity for educators in nursing;

- Exploring strategies for developing and supporting career ladders within the nursing field;
- Researching the experiences of male nurses—the factors that led to their selecting nursing as a profession and their experiences within the profession. Develop strategies to recruit males, as well as minorities who are also under-represented, to nursing; and,
- Researching the issue of “work and family balance” as it affects retention in nursing and developing improvement strategies to lessen its adverse impact on retention.

Currently, the Council, in partnership with CWW, is conducting original research to understand the experiences of male and female nurses in the climate of the labor shortage. In addition, this research is one of the first studies that investigated the experience of being a male nurse, highlighting stereotypes and obstacles that men face in the nursing profession, along with suggesting best practices and recommendations to improve the recruitment and retainment of nurses, and in particular male nurses, in the occupation.

Distance Learning

The USDOL awarded a competitive grant to New Jersey for the Women in the 21st Century Distance Learning Pilot Project. The unique presence of the Council in New Jersey was instrumental in the State’s winning this grant. The objective of this demonstration project is to examine whether online learning, which has proved effective in increasing the skills and education of college educated individuals, could also be an effective skills delivery mechanism for single working mothers. The workforce goal was to use online learning to raise women’s skills sufficiently so that they can be placed in higher-level occupations and command higher wages. The pilot was implemented in 2002 through NJDOL One-Stop Career Centers and was evaluated by CWW. The Council assumed the oversight role for the evaluation process.

Five WIBs representing seven counties participated in the demonstration program. Through the local One-Stop Career Centers, program participants were enrolled in online learning courses they selected. The One-Stop Career Centers provided laptops, technical support, educational assistance, and in some instances facilitated peer support groups. Of the 128 women who participated in the project, 117 completed the coursework.

- An evaluation report entitled: *Findings from the Field: Early Findings of the New Jersey On-line Learning Project for Single Working-Poor Mothers* was prepared by CWW. The report provides a guide to local areas on lessons learned and effective strategies for designing distance learning projects.
- New Jersey intends to expand on this project, which also serves as a national model. In addition, the Sloan Foundation is encouraging other states to initiate similar efforts.

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Afterword

Dear Colleagues:

There are many lessons to be drawn from the last two years of the SETC's activities, as there are, indeed, from the last dozen years of the Commission's existence. Most important is the wisdom of creating partnerships between the public and private sectors. It has been a hallmark of the Commission, and later on of the WIA-created state and local WIBs, that a dialogue between the public and private sectors concerning workforce issues is of inestimable value. This value has been made manifest in the series of policy measures reflected in this report that we think will decisively influence the future of New Jersey's workforce.

Another lesson is that bureaucratic change is possible when there is clear leadership from the Governor and the Legislature. In the case of workforce policy, what was clearly a back burner issue has now become an important priority for New Jersey. This is precisely because the Governor and the Legislature embraced the idea that workforce development is economic development and, therefore, essential to the well-being of our State.

32 The capacity of different departments and agencies, at both the State and local levels, to work together when an important purpose is at stake is still another lesson. It is perhaps the unique characteristics of workforce policy that made this possible: that a quality workforce development system simultaneously meets the needs of economic expansion and growth, as well as the value of social justice and equality.

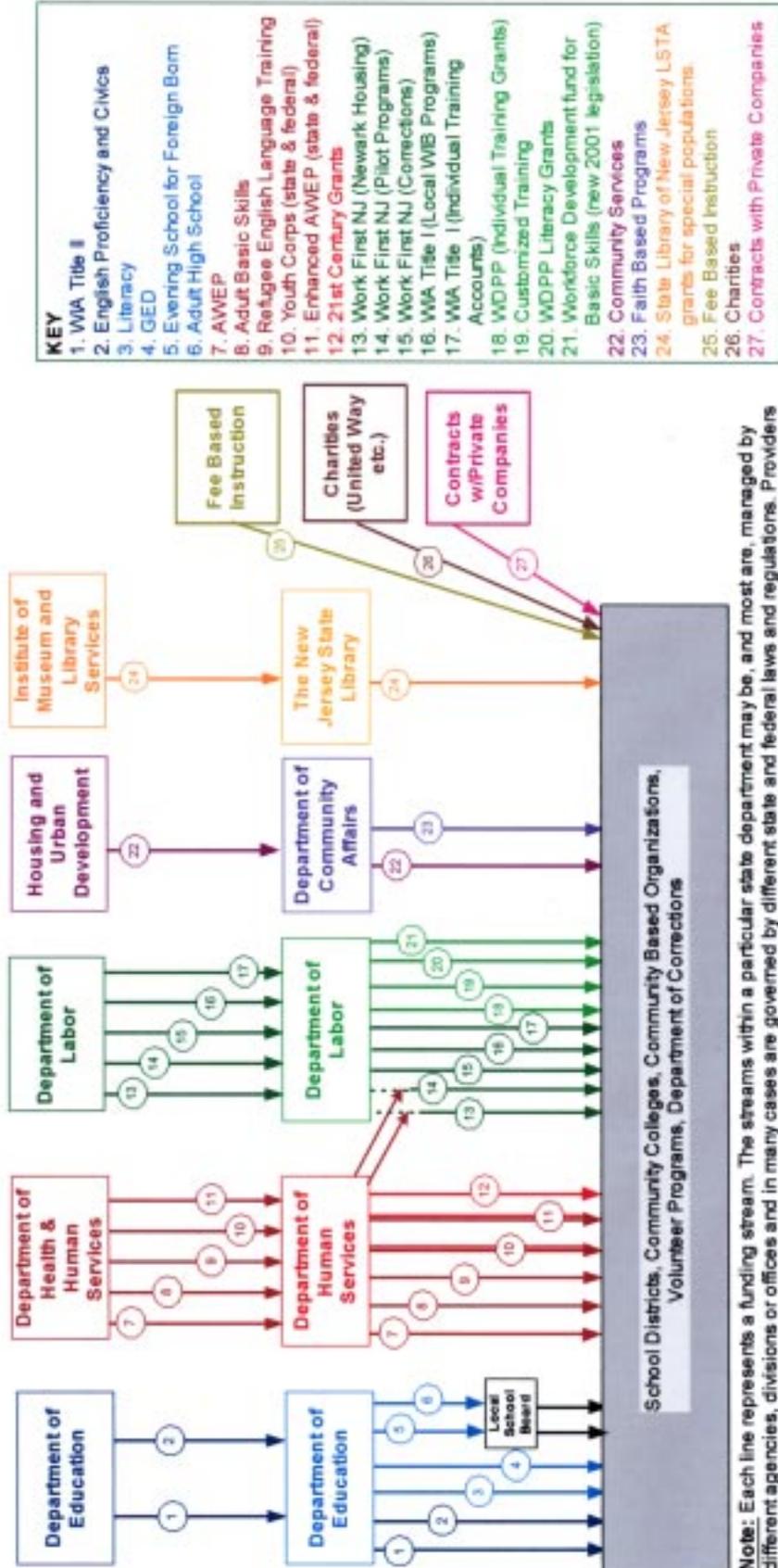
And lastly, we have learned that simply agreeing on a policy direction does not mean that any real change has occurred. This last notion should alert us to the danger of underestimating the complexities of implementation. Unless the policies and the vision sketched out in this report are implemented with rigor and sensitivity, all that we have achieved will be lost. However, we should be confident as we move forward – confident because the inclusiveness of the policy-making process helped established a genuine consensus that should sustain our efforts to create a workforce development system that will be the envy of the nation.



Henry Plotkin, Executive Director
State Employment and Training Commission

Funding for Adult Literacy and Basic Education

F E D E R A L S T A T E P R O V I D E R S



Note: Each line represents a funding stream. The streams within a particular state department may be, and most are, managed by different agencies, divisions or offices and in many cases are governed by different state and federal laws and regulations. Providers can apply for grants and receive funding from any one or more of the funding streams. Most receive funding from multiple sources which means different application procedures, deadlines, reporting requirements and different student eligibility criteria for each grant.

Note: Each department is represented by a color. Darker shades represent federal funds and lighter shades represent state funds.

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The Committees of the SETC

DISABILITY ISSUES COMMITTEE

Thomas Jennings, Chair

Vito DeSantis, Commission for the Blind and Visually Impaired

Harriet Findlay, JFK-Johnson Rehabilitation

Nicholas Gacos, Colorado Café Associates

Alice Hunnicutt, Statewide Parent Advocacy Network and the State Rehab Council

Jody Levinson, Johnson & Johnson Health Care Systems

Sarah Mitchell, NJ Protection & Advocacy, Inc.

Henry Plotkin, State Employment and Training Commission

Tamara Thomas, Department of Labor

COUNCIL ON GENDER PARITY IN LABOR AND EDUCATION

Dianne Mills McKay, Chair

Members

Christine Amalfe, Gibbons, Del Deo, Dolan, Griffinger & Vecchione

Theresa Brown, Freeholders Office of Burlington County

Laurel Brennan, New Jersey State AFL-CIO

Velvet Miller, My Parent's Concierge

Patricia Palmeri, WISE Women's Center, Essex County College

John Tesoriero, Commission on Science and Technology

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Marie Barry, Department of Education

Alma Joseph, Department of Human Services

Barbara Lee, School of Management and Labor Relations

Rutgers, The State University of New Jersey

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Angela Bethea, Commission on Higher Education

Virginia Pasqualini, Department of Labor

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Ana Cruz, Perth Amboy Adult School

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Thomas Henry, Sea Isle City, NJ

Honorable Albert Kroll, Commissioner, Department of Labor

Honorable Susan Bass Levin, Commissioner, Department of Community Affairs

Honorable William Librera, Commissioner, Department of Education

Donald Loff, PaineWebber

Caryl Mackin-Wagner, Focus on Literacy

Jeanne Oswald, Acting Executive Director, Commission on Higher Education

Henry Plotkin, State Employment and Training Commission

Enrico Prata, James Caldwell High School

Julio Sabater, Universal Communication-Workforce Advantage

Barry Semple, New Jersey Association for Life Long Learning

Honorable Samuel Thompson, Assemblyman, District 13

Honorable William D. Watley, Secretary/CEO, Commerce and Economic Growth Commission

Nicholas Yovnello, Council of NJ State College Locals

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Gary Altman, Department of Labor

Marie Barry, Department of Education

Dian Bates, Department of Education

Hal Beder, Rutgers, The State University of New Jersey

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Tom Blatner, Janus Solutions

Kathi Brady, Monmouth County Department of Human Services

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Michael Cantwell, Plumbers & Pipefitters Union, Local #9

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Keith DaCosta, Strategic Healthcare Solutions
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George Krause, Department of Labor
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Dee Miller, Legal Services
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Carol Novrit, Morris County Division of Temporary Assistance
Brian Peters, Department of Labor
Debbie Rago, Department of Labor
Nils Richardson, ACCSES NJ
Arnie Richter, Maher and Maher
Dante Rieti, Cumberland/Salem Workforce Investment Board
Julio Sabater, Universal Communication-Workforce Advantage
Maura Sanders, Legal Services of New Jersey
Marybeth Schaedel, Department of Human Services
Tapas Sen, Retired, AT&T
Maryellen Tango, Municipal Welfare Association
Tamara Primas-Thomas, Department of Labor
Virgin Velez, Mercer County One-Stop Career Center
Robin Widing, The Widing Group
Diane Zompa, State Employment and Training Commission