

NJ STATE EMPLOYMENT AND TRAINING COMMISSION

Commission Meeting
November 17, 2020



HOUSEKEEPING: QUESTIONS, ATTENDANCE AND MUTING

Please use the CHAT feature to ask questions of the presenters. Priority will be given to Commission members questions, and we will try to address all questions during the meeting. Any remaining questions will be forwarded for further consideration after the meeting ends.

If you haven't done so already, please introduce yourself in the CHAT – enter your name and affiliation – for attendance purposes.

Please be considerate and mute your phone and/or computer microphone when others are speaking.



AGENDA: TUESDAY, NOVEMBER 17, 2020

- Welcome and Chairman's Update – **Dennis M. Bone, Chairman**
- NJ Workforce Evaluation: WIOA Title I and Title II Integration
 - NJ Evaluation Efforts – **Lesley Hirsch, Asst. Commissioner, NJDOL Office of Research and Evaluation**
 - Integration of Title I and Title II Services in NJ – **Laurie Harrington, Asst. Director of Research and Evaluation, and Brittney Donovan, Research Assistant, Heldrich Center**
- SETC Policy Actions – **Sheryl Hutchison, Deputy Executive Director**
 - Draft Policy #2020-02: NJ Local WDB Certification Process 2020-2022
 - Update to Policy #2015-01 Local WDB Member Appointments and Process
- Public Comment and Wrap Up

CHAIRMAN'S UPDATE: DENNIS M. BONE

NJ DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT

Lesley Hirsch

Assistant Commissioner

Office of Research and Evaluation

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Evaluation Capacity Building in 2019-20

- Formed an evaluation working group
- Developed a three-year evaluation plan
- Participated in USDOL's Evaluation Peer Learning Cohort (EvalPLC)
- Undertook the Title II study



Coming in 2021

- Integrating continuous improvement and evaluation
- Building out the evaluation unit
- Conducting a random control trial (RCT) of RESEA Services
- Consulting on the Opioid Recovery and National Dislocated Workers' Grants
- Supporting the SETC Performance Committee's local capacity-building efforts
- Undertaking a feasibility study on adoption of enhanced wage records
- Mounting a PY2020 WIOA Evaluation (TBD)



PY2020 WIOA Evaluation

- Initially conceived to measure impact of adult education services
- Modified to focus on ways our system can better help adult education graduates achieve positive employment outcomes
- Builds on the foundation set by SCALES and Dr. Jubanyik's efforts to date
- Benefits from a national best practice review and an grasp of real-world conditions in New Jersey

HELDRICH CENTER FOR WORKFORCE DEVELOPMENT

Laurie Harrington

Assistant Director of
Research and Evaluation

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Brittney Donovan

Research Project Assistant

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INTEGRATION OF TITLE I AND TITLE II SERVICES IN NEW JERSEY

* PRELIMINARY FINDINGS *

November 2020

Laurie M. Harrington

Brittney Donovan

Jessica Starace

Nathan Satish

RESEARCH QUESTIONS

- 1. What are the most promising strategies to Title I and Title II services integration in local New Jersey workforce development areas and literacy consortia and what are the key components needed for those integration strategies to be implemented statewide?***
- 2. What are the most common challenges to integrating Title I and Title II programs in New Jersey?***
- 3. How has the COVID-19 public health crisis impacted local Title I and Title II service integration strategies and what do local areas need in order to implement them during the current COVID-19 public health circumstances?***
- 4. What programmatic or policy changes are needed, at the local and State levels, to facilitate better integration of Title I and Title II services in New Jersey to make a more seamless service delivery system for the consumer and achieve improved educational and employment outcomes?***

METHODOLOGY

- Literature Review
- Eight structured interviews with Adult Literacy Education experts in NJ and NY
 - Dr. Eliza Belzer, Rutgers University
 - Dr. Danielle Jubanynik, NJ Department of Labor
 - Seetha Vaidyanathan, NJ Department of Labor
 - Ellen Baxt, LaGuardia Community College, NYC
 - Ira Yankwitt, Adult Literacy Center, NYC
 - Martin Murphy, NY Regional Adult Education Director, NYC
 - Paul Jurmo, Basic Skills Education Consultant
 - Stacie Evans, Director for Language and Literacy Programs, CUNY

QUESTIONS FOR THE EXPERTS:

- Please tell us what you know about Title I and Title II integration?
- Please describe any promising or best practices in Title I and Title II integration that you have seen.
- What have traditionally been the roadblocks to integration?
- What are state level policy changes that could facilitate better integration between the two service areas? What are local level policy changes that could be made?
- What are measures of good integration between the two service areas? How should it be measured?
- Describe our proposed forms of integration: is this a good way to look at integration between Title I and Title II? How you think about it differently?
- Can you refer us to any literature/ organizations/ experts in the field to contribute to our literature review?

METHODOLOGY

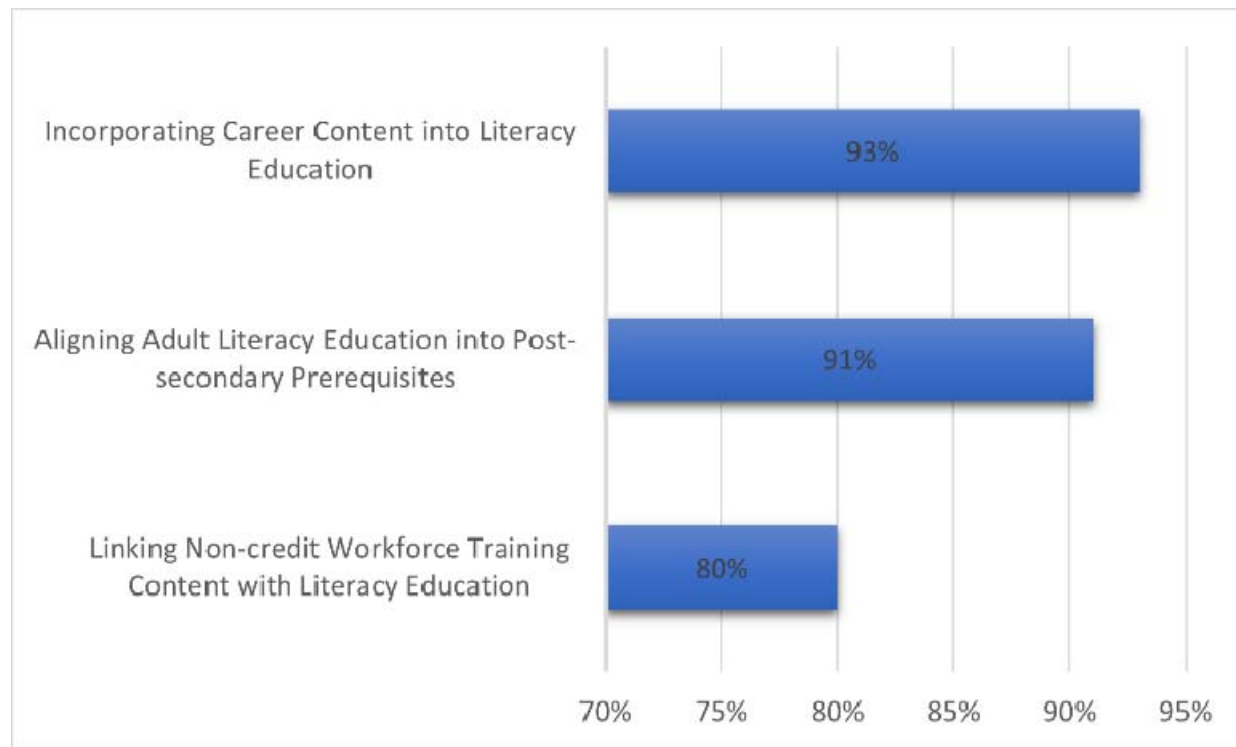
- Survey of Workforce Development and Adult Literacy staff in every WDB area and Literacy Consortia in NJ (n = 31)
- 10 screening pre-interviews with local Title I and Title II staff throughout New Jersey
- Five in-depth interviews with local staff for *Promising Practices from the Field*

Research Question #1

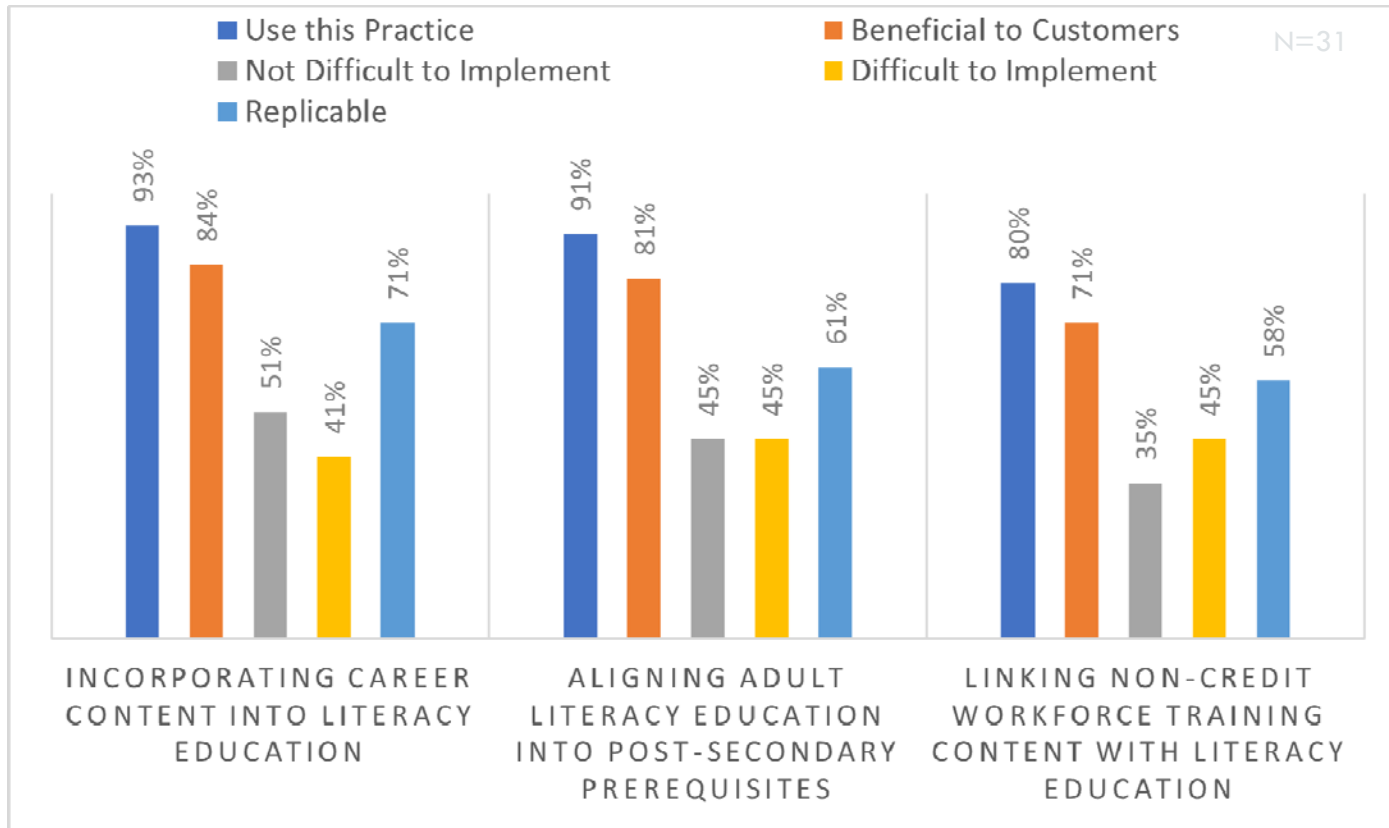
What are the most promising strategies to Title I and Title II services integration in local New Jersey workforce development areas and literacy consortia and what are the key components needed for those integration strategies to be implemented statewide?

- Finding 1. Respondents report a high degree of Title I and Title II integration.
 - 94% report Title I and Title II are integrated
 - 65% “a great deal”
 - 68% say integration is a big priority

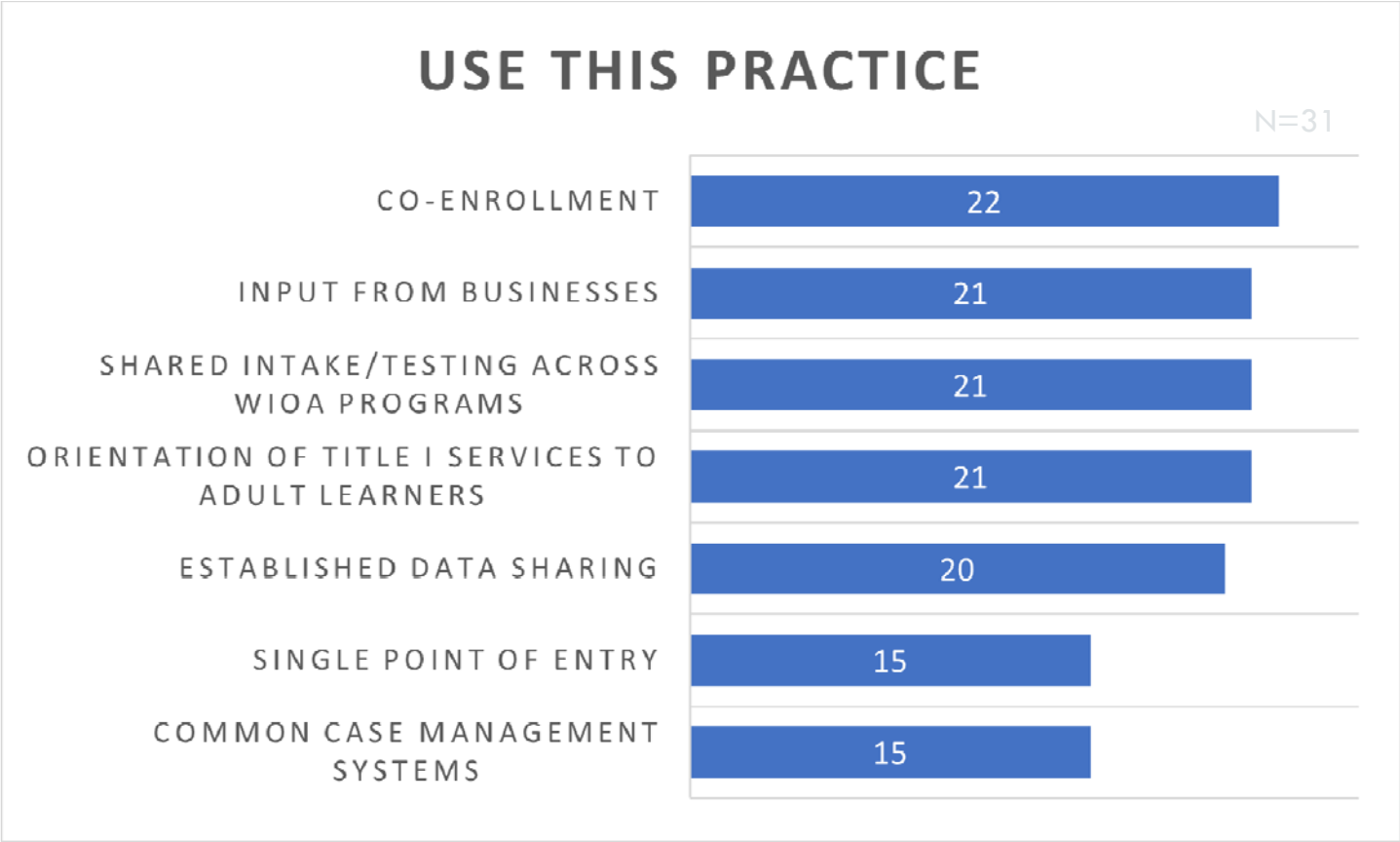
- **Finding 2. Large majorities of local areas are integrating Title I and Title II.**



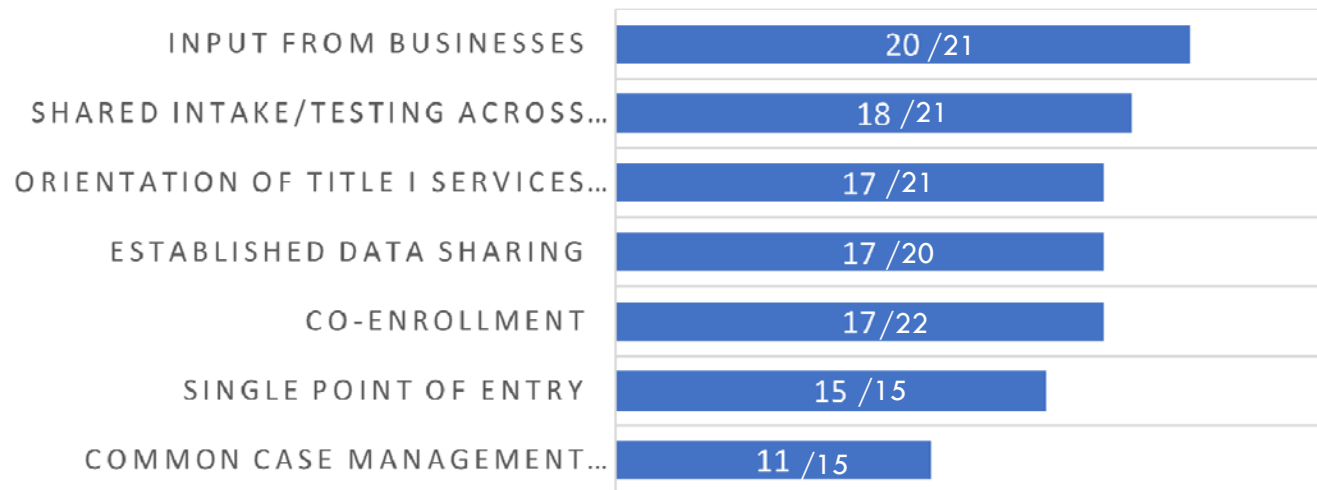
- Finding 3. Title I and Title II integration is seen as beneficial.



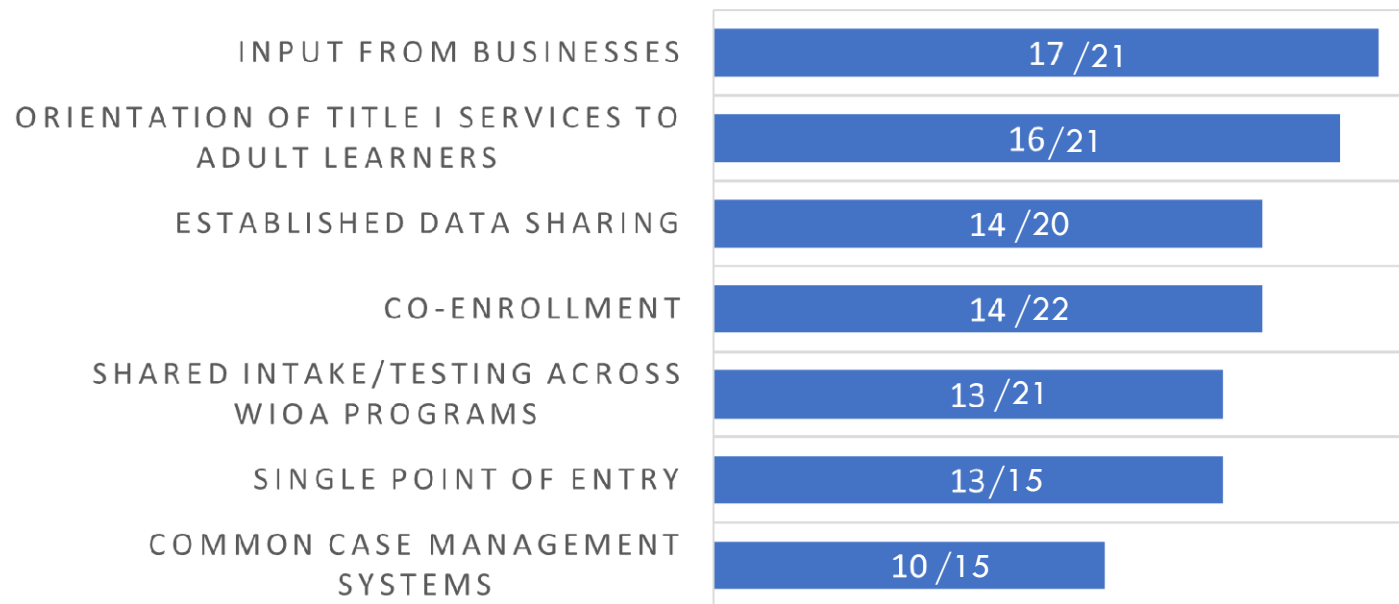
Finding 4. The most common practices to integrating services are:



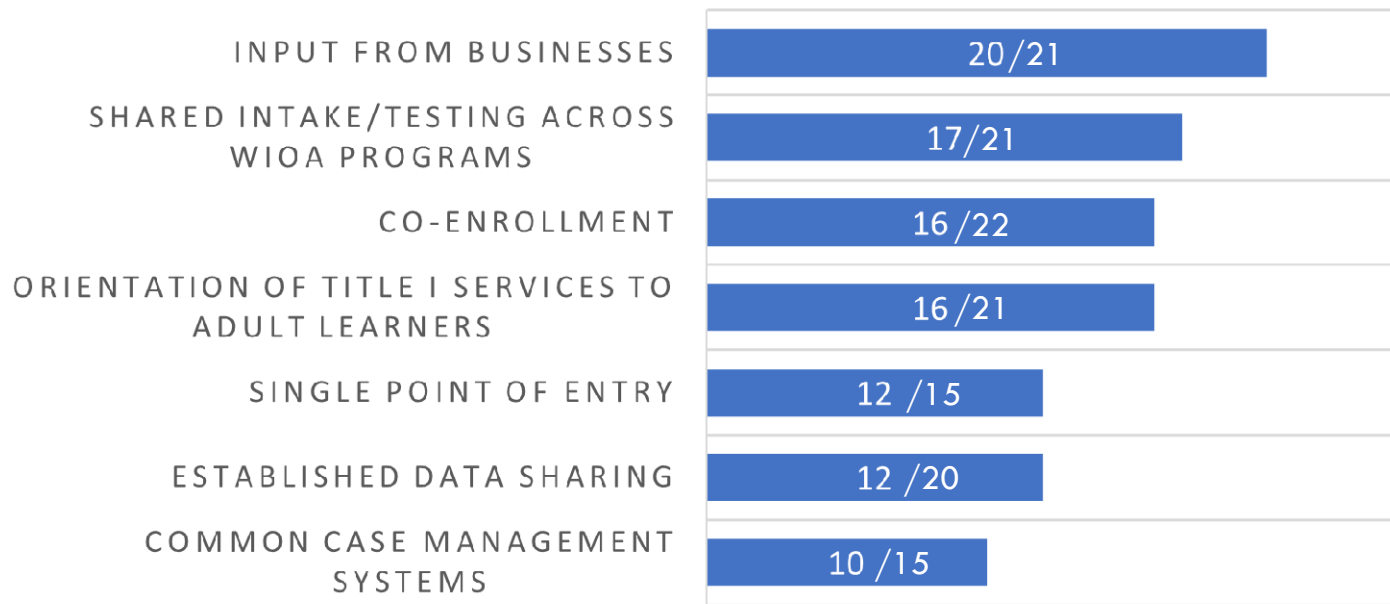
OF THOSE WHO USE THIS PRACTICE: HOW MANY SAID IT CONTRIBUTES TO EFFECTIVE SERVICE DELIVERY



OF THOSE WHO USE THIS PRACTICE: NOT DIFFICULT TO IMPLEMENT

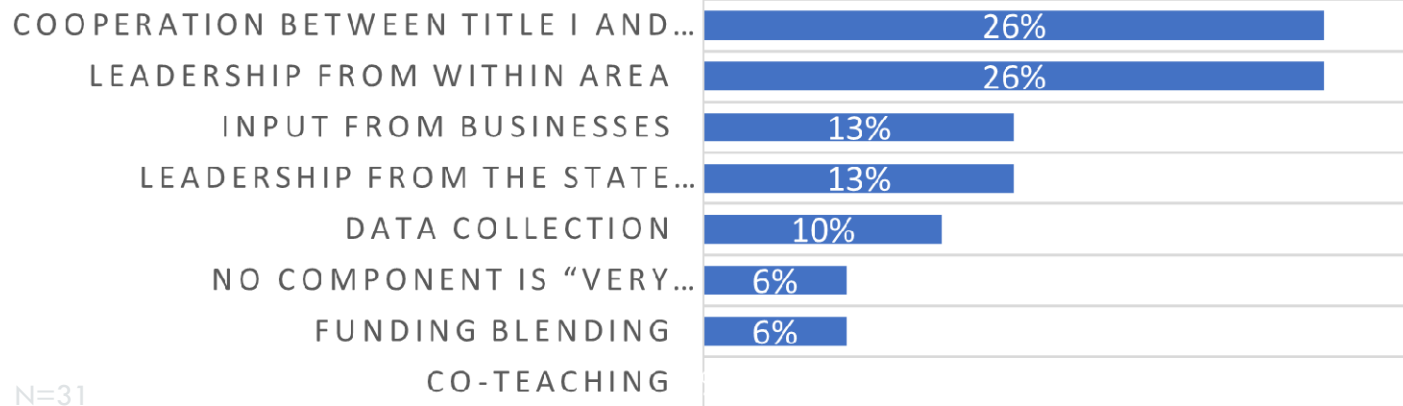


OF THOSE WHO USE THIS PRACTICE: IS IT REPLICABLE? (YES)



- Finding 5. Communication between Title I and Title II is happening regularly and it is considered important. When evaluating integration implementation overall, communication and leadership are most important, and not viewed as big challenges.
 - 89% Literacy staff are members of their local WDB
 - 89% Literacy staff attend WDB meetings regularly
 - 97% of respondents say communication between the two sets of staff are very important
 - 77% say staff communicate regularly on policy-related issues
 - 81% say staff communicate regularly on operations-related issues

MOST IMPORTANT STRATEGIC COMPONENT WHEN ESTABLISHING SUCCESSFUL INTEGRATION PRACTICES

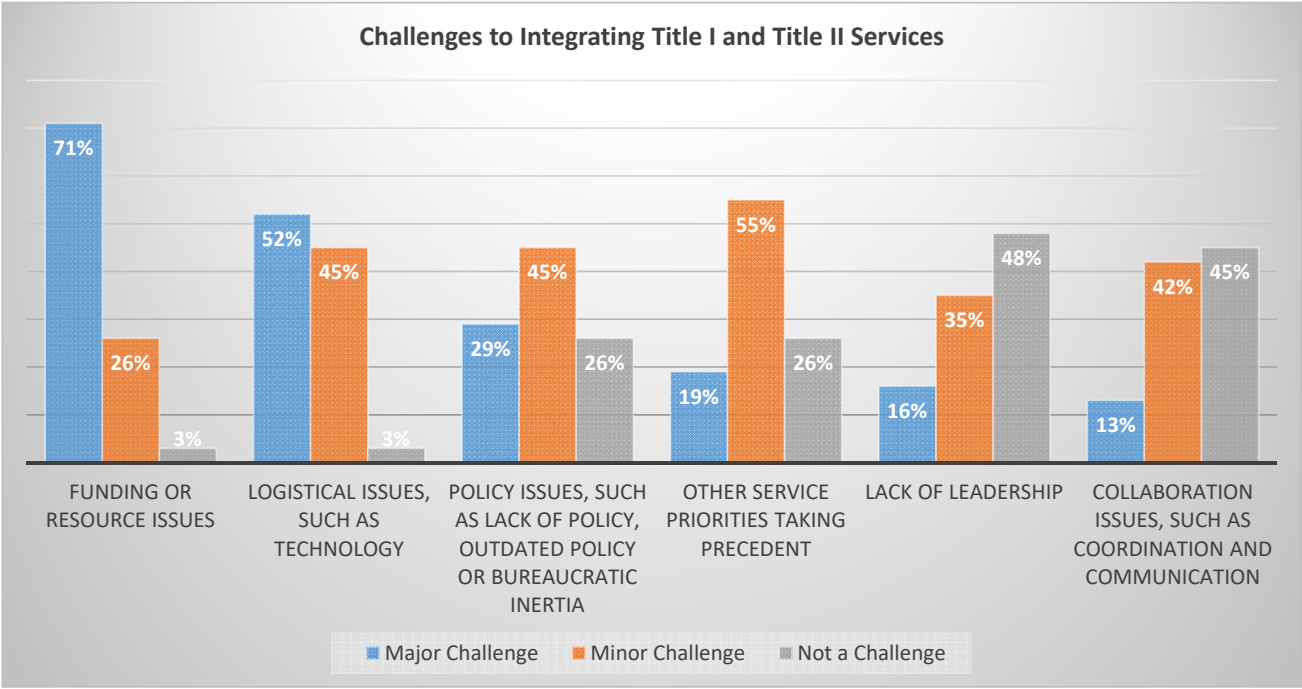


N=31

Research Question #2

What are the most common challenges to integrating Title I and Title II programs in New Jersey?

Finding 6. Resource issues and logistical issues are challenges to Title I and Title II integration.



Research Question #3

How has the COVID-19 public health crisis impacted local Title I and Title II service integration strategies and what do local areas need in order to implement them during the current COVID-19 public health circumstances?

- Finding 7. COVID-19 has negatively impacted integration of services.
 - Social distancing
 - Technology
 - Stress-related participation decline
 - Professional development

Research Question #4

What programmatic or policy changes are needed, at the local and State levels, to facilitate better integration of Title I and Title II services in New Jersey to make a more seamless service delivery system for the consumer and achieve improved educational and employment outcomes?

- NJDOL should examine the quantitative data to provide evidence (or not) on workforce outcomes for those utilizing integrated services.

- NJDOL should provide support for professional development needed for local area Title I staff and Title II staff on virtual learning platforms and the ability to deliver services virtually.

- Local areas should find ways to connect their customers to supports in the communities to help alleviate stress brought on from COVID-related challenges to learning and work.

- Local WDBs should increase emphasis and effort into business engagement for soliciting input into adult learning programs and for raising awareness about opportunities to collaborate for integrated learning that teaches basic skills and work readiness skills needed by local employers

- SETC should consider convening a regular forum of local staff to share best practices and promote strategies on how best to integrate services, especially in light of fewer resources.

STATE EMPLOYMENT AND TRAINING COMMISSION

Draft SETC Policy #2020-02
Local WDB Certification Process
for 2020-2022

STATE EMPLOYMENT AND TRAINING COMMISSION

Update to SETC Policy #2015-01

Local WDB Members and
Appointments Process

QUESTIONS FOR PRESENTERS

Audio lines will be open, or you can use the CHAT feature to ask questions of our presenters.

We will try to address all questions during the meeting; any remaining questions will be forwarded for further consideration after the meeting ends.



PUBLIC COMMENT AND FINAL QUESTIONS

Audio lines will be open for public comment.

Please also use the CHAT feature to ask any final questions.





THANK YOU

Next Commission Meeting:

2021 Calendar to be announced

*Online GoTo Meetings will continue:
Links to be Provided*