

NJ STATE EMPLOYMENT AND TRAINING COMMISSION

Commission Meeting

June 1, 2022



SETC Commission Meeting

HOUSEKEEPING: Attendance, Questions and Muting

Please introduce yourself in the CHAT feature – enter your Name and Affiliation – for attendance purposes.

Use the CHAT feature to ask questions of the presenters.

Priority will be given to Commission members' questions. We will try to address all questions during the meeting. Any remaining questions will be forwarded for further consideration after the meeting ends.

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



SETC Agenda: Wednesday, June 1, 2022

- Welcome – **Dennis M. Bone**, SETC Chairman
- Minutes Approval: April 6, 2022– **Chairman Bone**
- Chairman’s Report – **Chairman Bone**
 - Building a Bridge from Adult Education to Community College, **Gary Altman**, NJ SETC
- Local Workforce Development Board Certification: **Hosea Johnson**, Governance Committee
- Process Evaluation: Integration of WIOA Title I and Title II (workforce development and adult education)
 - Background – **Gary Altman**, NJ SETC
 - Introduction and Response – **Hugh Bailey**, Assistant Commissioner, NJDOL
 - Presentation – **Laurie Harrington**, Assistant Director, Heldrich Center, Rutgers University
- Public Comment and Adjournment

Chairman's Report: Dennis M. Bone

Workforce Partnerships - Update

Building a Bridge from Adult Education to Community College

Gary Altman, NJ SETC

Building a Bridge from Adult Education to Community College

- Past Summer *Movement Along Career Pathways towards Family Sustaining Wages* registered 180 people all interested in improving literacy-related options
- SCALES (State Council for Adult Literacy Education Services) and NJCCC (New Jersey Council of County Colleges) have developed a coordination concept paper
- Small workgroup is looking at how to match sectors in the NJCCC career pathway program with IET occupational programs in literacy programs
- Focus on developing pilot that builds off contextualized IET programs in widely used sectors/common skills/occupational demand
- Build team pragmatically with representatives from colleges' workforce/literacy programs, WDB staff, OSHE, and others as appropriate

Hosea Johnson

Governance Committee

Recommendations

Local Workforce Development Board Certifications

- Required by WIOA and NJ administrative code
- Delays caused by pandemic and staffing resources/impacts some of remaining reviews – slated for next meeting
- Focus on membership and local Board efforts regarding oversight of local system
- 3 areas discussed
- Questions regarding major charities functioning with multiple business-like efforts
- Will be reaching out to federal partners for further discussion
- Communications have been shared with areas with outstanding certifications

Local Workforce Development Board Certifications

- 3 areas for consideration:
 - Bergen County
 - Greater Raritan
 - Monmouth County
- Single vote to be held with subsequent abstentions recorded
- Certifications shall be forwarded to directors and chairs as large physical meetings are still not being scheduled

Process Evaluation: Integration of WIOA Title I and Title II

Gary Altman

NJ SETC

Background

State Evaluation Responsibilities include...

- Stem from federal requirements (section 682.200 of WIOA) *...conduct evaluations of activities...to promote continuous improvement, research and test innovative services and strategies. And achieve high levels of performance and outcomes*
- States must annually prepare and submit to the State WDB (NJ SETC) and Local WDBs and make available to the public
- States must cooperate with federal reporting
- States may:
 - Conduct evaluations that jointly examine title I and other core programs (title I-IV)
 - Conduct evaluations like those performed at the federal level
 - Conduct evaluations over multiple years/longitudinal involving multiple phases/tasks

Process Evaluation: Integration of WIOA Title I and Title II

Hugh Bailey

Assistant Commissioner, NJDOL

Laurie Harrington

Assistant Director, Heldrich Center

Brittney Donovan

Research Assistant, Heldrich Center



HELDRICH CENTER
FOR WORKFORCE DEVELOPMENT

A Process Evaluation of the Integration of Title I Workforce Development and Title II Adult Literacy Services Under WIOA

June 1, 2022

Laurie M. Harrington, Assistant Director of Research and Evaluation
Brittney Donovan, Research Assistant

BACKGROUND

RESEARCH QUESTIONS

Research Questions

- What are the most promising strategies to WIOA 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?
- What are the most common challenges to integrating WIOA Title I and Title II programs in New Jersey?
- How has the COVID-19 public health crisis affected local WIOA 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?
- What programmatic or policy changes are needed, at the local and state levels, to facilitate better integration of WIOA 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

Background Research

- Literature Review, including a review of state WIOA plans and annual WIOA narratives from 18 local areas
- Telephone and In-person Interviews with literacy and workforce development experts
- Preliminary interviews with 10 local Title I and Title II practitioners

Exploratory Research

- Online survey of WDB Directors and Adult Literacy Consortium Leads
- Interviews with 5 staff persons from three local areas

WORKING DEFINITION OF SERVICE DELIVERY

Working Definition of Service Integration

- **Curricular** –refers to the specific content to be learned and the learning environment
- **Service Delivery** – refers to the various actions taken by people in their efforts to deliver a range of services to the constituents eligible to participate

Curricular

- Align content of adult education with post-secondary program prerequisites.
- Link non-credit workforce training with literacy education and high school equivalency requirements.
- Incorporate career content (e.g., work-related vocabulary, resume writing, work concepts and scenarios) into literacy education.

Service Delivery

- Aligning administrative processes
- Creating common infrastructure
- Establishing guidelines to engage appropriate stakeholders in development of work-based learning activities

FINDINGS

Evidence of Curricular Integration Occurring in More than 80% of Local New Jersey Areas Survey

Table 1: Summarized Local Area Perspectives on Curricular Integration Across Title I and Title II in New Jersey

Form of Curricular Integration	Reported as Occurring in Local Areas	Perceived as Beneficial to Customers	Perceived as Difficult to Do	Perceived as Being Replicable in Other Areas
Align content of adult literacy education with post-secondary program prerequisites	91%	81%	45%	61%
Link non-credit workforce training with adult literacy education and high school equivalency requirements	80%	81%	45%	58%
Incorporate career content into adult literacy education	93%	84%	41%	71%

Evidence of Integrated Service Delivery

Table 2: Strategic Ways of Integrating Service Delivery by Category (examples of tactics)

Aligning Administrative Processes	Creating Common Infrastructure	Establishing Guidelines to Engage Stakeholders
Engage in strategic planning to improve customer service	Single point of entry for all WIOA services	Involve business/industry in design or delivery of services
Co-enrollment in Title I and Title II services	Common case management system (co-enrolled people)	Co-teaching by workforce developers and adult educators
Shared intake testing across WIOA programs	Established data sharing policies between Title I and II	Leadership from the state that supports local efforts

Ways that Title II Consortia Work with WDB Staff

Table 3: Ways that Title II Consortia Work with WDB Staff

Engage as a member of their local WDB	89%
Attend local WDB meetings on a regular basis	89%
Participate in the local WDB's literacy subcommittee	97%
Engage in formal communication – arrange meetings between local Title II staff and WDB staff	81%
Engage in strategic planning on ways to improve customer service in the local area	81%
Engage in informal communication – occasional email and phone conversations	71%
Participate in a WDB subcommittee (other than a literacy subcommittee) that addresses adult literacy and educational issues	68%
Sponsor events together	58%

Strategic Components to Establishing Successful Integrated, “Very Important”

Table 4: Strategic Components to Establishing Successful Integration, Rated as “Very Important”

Cooperation between Title I and Title II service staff	90%
Leadership from within your local area	87%
Data collection	77%
Input from business, industry, and nonprofit organizations	71%
Leadership from the state WDB/state	65%
Funding blending	48%
Co-teaching	29%

Local Area Acknowledgements of Using Common Practices to Integrate Title I and Title II Services

Table 5: Local Area Acknowledgements of Using Common Practices to Integrate Title I and Title II Services

Most Commonly Used Integrative Practices	Yes, Use this Practice	No, Don't Use this Practice	Unsure
Co-enrollment in Title I and Title II services	71%	10%	19%
Orientation/introduction of Title I services to all adult learners in Title II programs	68%	16%	16%
Shared intake assessment/testing across WIOA programs	68%	19%	19%
Input from business, industry, and nonprofit organizations	68%	16%	16%
Established data sharing policies between Title I and Title II	65%	19%	16%
Common case management for individuals who are enrolled in Title I and Title II	48%	16%	35%
Single point of entry for all WIOA services	48%	39%	13%

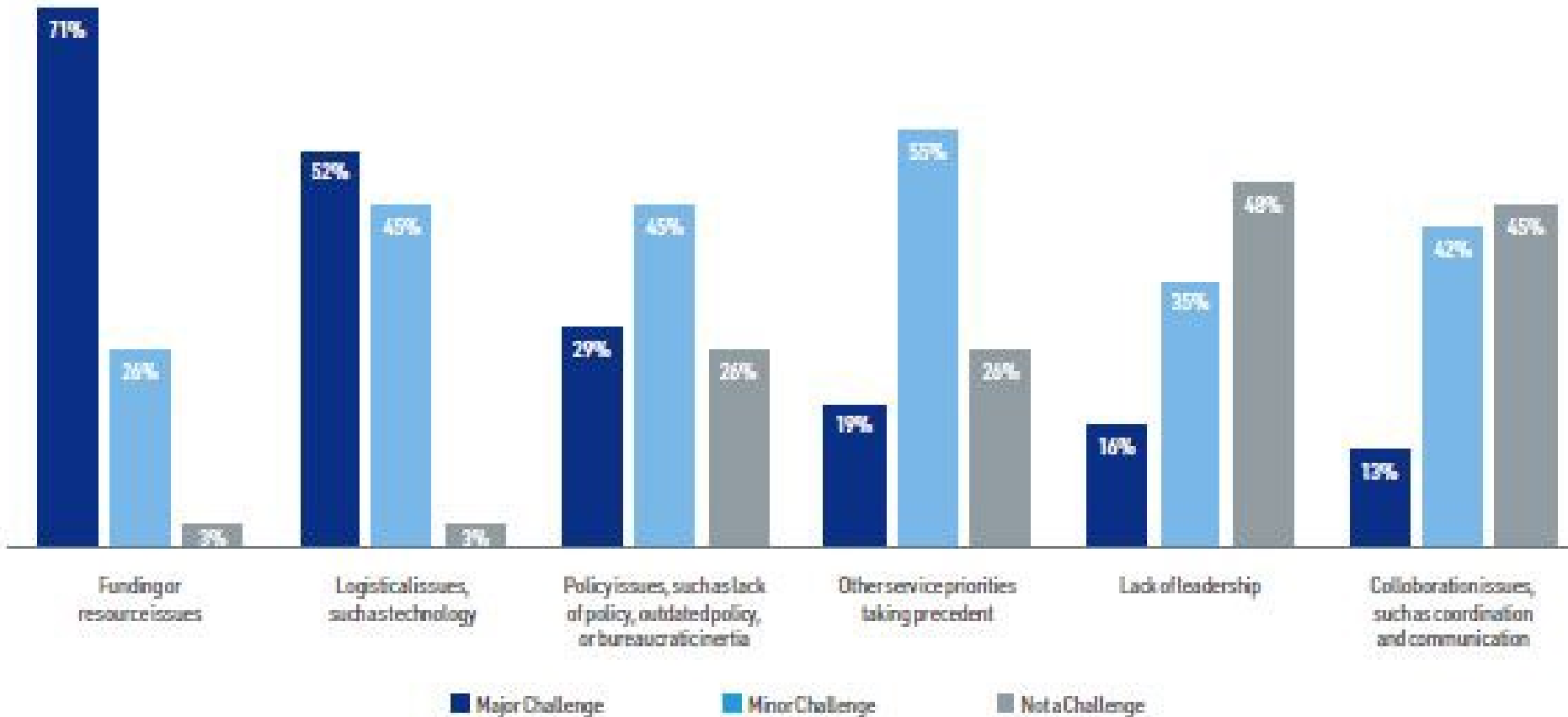
Local Area Perceptions about Effectiveness, Difficulty, and Replicability

Table 6: Local Area Perceptions about the Effectiveness, Difficulty, and Replicability of the Integrative Practices that they Indicated Using

Integrative Practice Being Used	Percentage Using the Practice	Said it Contributes "a Lot" or "Some" to Effective Service Delivery	Said it is "Not too Difficult" or "Not at All Difficult" to Implement	Said it is Replicable in Other Local Areas
Co-enrollment	71%	77%	64%	73%
Orientation of Title I services to adult learners	68%	81%	76%	76%
Shared intake testing across WIOA programs	68%	86%	62%	81%
Input from business	68%	95%	81%	95%
Established data sharing	65%	85%	85%	60%
Common case management systems	48%	73%	66%	67%
Single point of entry	48%	100%	86%	80%

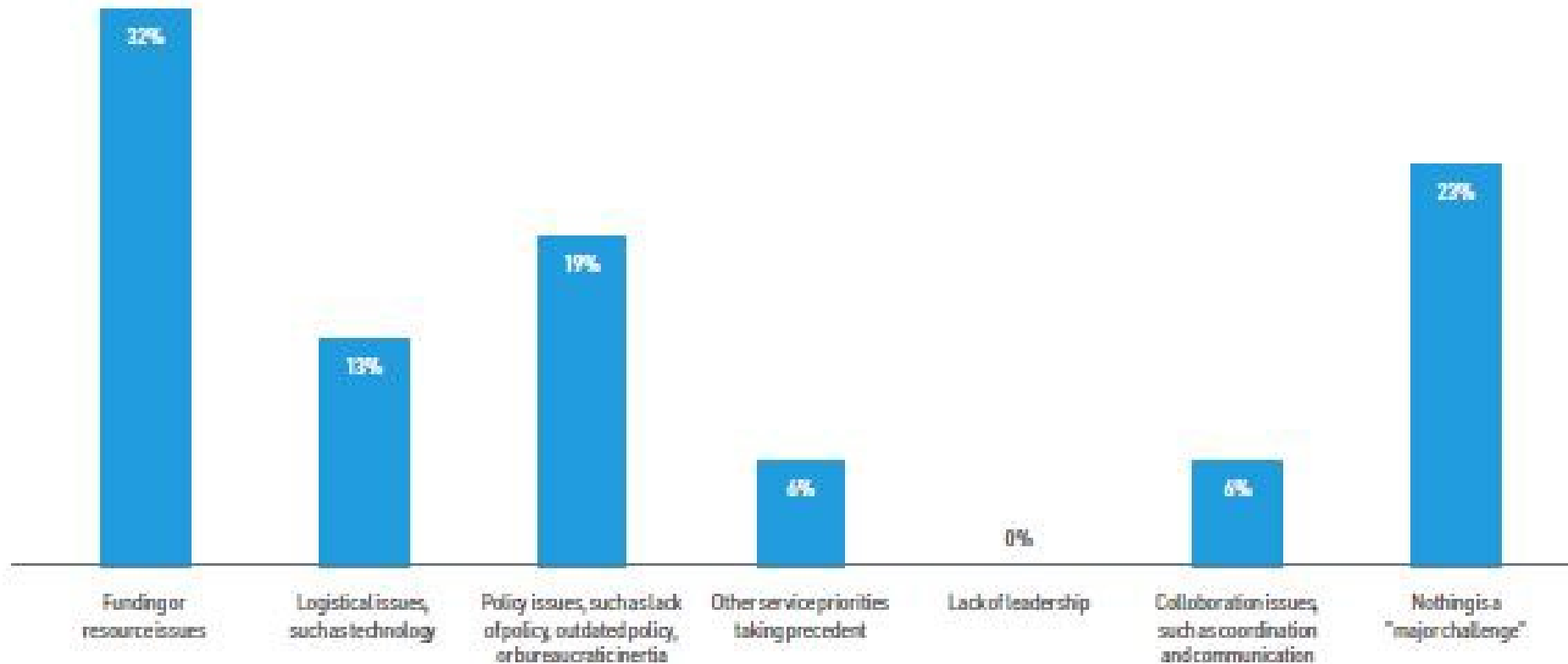
Common Challenges to Integrating WIOA Title I and Title II in NJ

Figure 1: Challenges to Integrating Title I and Title II Services



Biggest Challenges to Integrating Title I and Title II Services

Figure 2: Biggest Challenges to Integrating Title I and Title II Services



Impact of COVID-19 on Service Integration Practices During Program Year 2019 in New Jersey

- Lack of personal touch
- Intake and testing
- Technological barriers
- Stress and anxiety
- Lack of hands-on learning opportunities

RECOMMENDATIONS

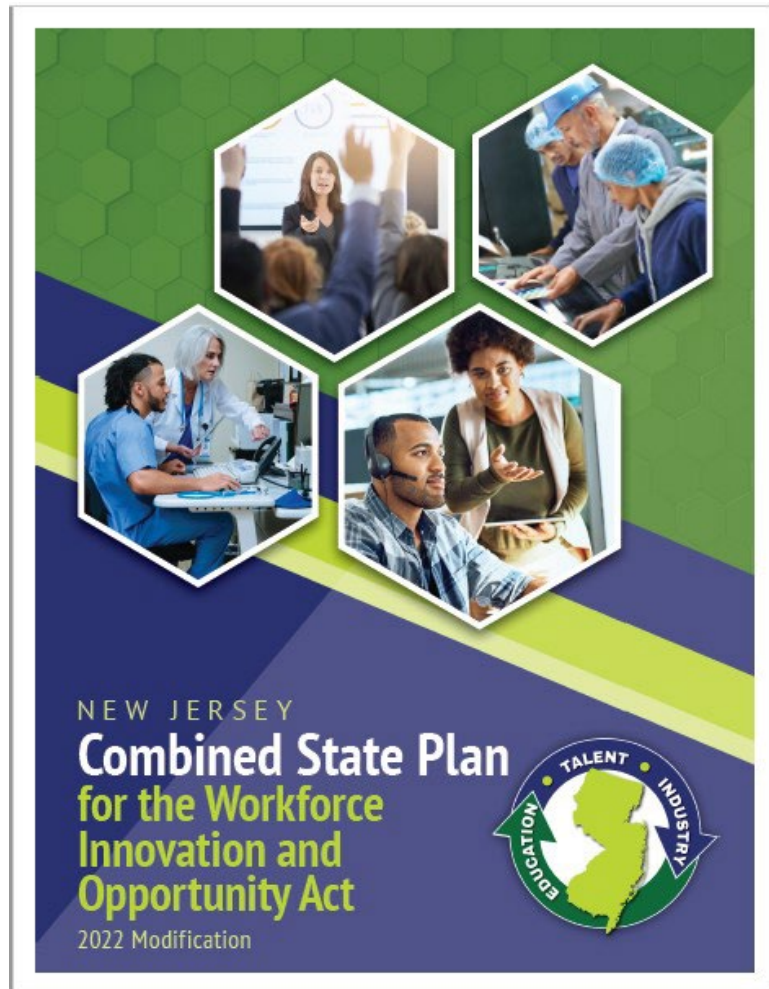
Recommendations

- **Recommendation #1.** NJDOL should examine the quantitative data to search for evidence of workforce-related outcomes that resulted in local areas utilizing integrated services and for tracking participants through the WIOA system.
- **Recommendation #2.** NJDOL should invest in the professional development of staff for vital skill sets, including service delivery in virtual settings and strategic planning.

Recommendations

- **Recommendation #3.** Statewide, more emphasis and effort should be directed toward increasing engagement of business/industry to obtain their input into programming for both adult literacy education and workforce development to ensure that relevant skills are being developed and training programs are being funneled into workplace opportunities.
- **Recommendation #4.** There is a role for SETC and its subcommittee, SCALES, to play in facilitating the sharing among local areas of useful tactics for integrating WIOA service delivery, engaging the business community, finding ways to braid funding, and other promising strategies that emerge in local area operations.

State Plan Modification 2022



Plan modification is posted on
the NJ SETC website:

www.NJSETC.net

Accepting comments through
mid-June:

SETC@dol.nj.gov

Attn: Modified State Plan

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:

Wed, September 21, 2022

10am - 12pm

Online GoTo Meeting

<https://global.gotomeeting.com/join/394439821>