

NEW JERSEY'S

Unified Workforce Investment Plan

New Jersey's Talent Connection

JULY 2012 to JUNE 2017

D R A F T



Public Comment Instructions

Public Comment on the
DRAFT New Jersey's Unified Workforce Investment Plan,
New Jersey's Talent Connection, July 2012 – June 2017,
must be submitted **in writing**
to the New Jersey State Employment and Training Commission
by 4 pm on September 5, 2012.

Mail to:

New Jersey State Employment and Training Commission
One John Fitch Way
PO Box 940
Trenton, NJ 08625-0940

E-Mail to:

Susan.Vetterl@dol.state.nj.us



Public Forums

The New Jersey State Employment and Training Commission (SETC)
and the New Jersey Department of Labor and Workforce Development (LWD)
present the following Public Forums regarding the
DRAFT New Jersey Unified Workforce Investment Plan

| Date | Location | Time |
|----------------------------|--|-----------------|
| Thursday, August 30, 2012 | NORTHERN REGION Morris County Public Safety Training Academy Classroom 139 500 West Hanover Avenue Parsippany, NJ 07054 Directions: http://www.morrisacademy.org/directions.asp | 9:30a to 11:30a |
| Thursday, August 30, 2012 | CENTRAL REGION Monmouth County Fire Academy Auditorium 1027 Highway 33 East Freehold, NJ 07728 Directions: http://www.monmouthcountyfireacademy.org/Pages/Contact.htm | 2:30p to 4:30p |
| Tuesday, September 4, 2012 | SOUTHERN REGION NJ Department of Labor and Workforce Development Auditorium – 13 th Floor One John Fitch Way Trenton, NJ 08625 Directions: http://lwd.dol.state.nj.us/labor/aboutlwd/directn/Directions.html | 2:00p to 4:00p |

The purpose of the Public Forums is to discuss the NJ Unified Workforce Investment Plan and receive public comment regarding the Plan. Representatives from the SETC and LWD will be available to provide information on the Plan.

A copy of the draft NJ Unified Workforce Investment Plan is available on the SETC website, nisetc.net.

To request special needs assistance, contact Susan Vetterl at 609-633-0605 no later than 12 noon on Tuesday, August 28, 2012.



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A. State Vision and Priorities

Describe the governor's vision for a statewide workforce investment system. Provide a summary articulating the governor's vision for utilizing the resources of the workforce investment system in support of the state's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available. (WIA §112(a) and (b)(4)(A-C).)

New Jersey's greatest competitive economic advantage is a highly skilled workforce that has traditionally driven economic growth. Increasingly in a global, knowledge-based economy, New Jersey residents must possess the skills that will enable them to obtain jobs and have productive careers. This Unified Workforce Investment Plan outlines an ambitious effort to transform the State's workforce system into an innovative and dynamic talent development engine that will fuel the State's 21st Century success in a global economy.

Technological change, global trade and the Great Recession of 2008-2009 have challenged long-standing approaches to delivering services to jobseekers and employers. To respond to the twin challenges of long term unemployment and a shortage of skilled workers in some industries and occupations, New Jersey is transforming its traditional workforce development programs into a comprehensive talent development system, responsive to the evolving skill needs of employers in key industry sectors and grounded in an understanding of effective job search and skill development strategies which can connect New Jersey's talent to the labor market.

In the past two years, the State has made significant progress towards this vision. The State has strengthened services through its One-Stop Career Centers and partner programs. The State has launched the *Jobs4Jersey.com* website, which harnesses cutting-edge technology to help New Jerseyans quickly connect to jobs, training, education and job search resources. In addition, the State has set the foundation for innovation and transformation through the newly-created industry-focused Talent Networks (TNs), managed by universities, industry associations and non-profit organizations, and connecting jobseekers, employers, educational institutions and workforce programs in new, creative ways.

The Changing Labor Market

To inform the development of this Plan, New Jersey conducted an analysis of labor market data, conducted a survey of employers and solicited feedback from employers and other stakeholders. The analysis identified three key findings that guided the development of this Plan.

Finding 1. Seven key industries form the foundation for the state economy and labor market

New Jersey has a complex labor market strongly impacted by rapidly changing technology, a diverse workforce, and employers that require workers that possess a wide range of job skills – from entry-level trainees to world-class specialists. Although all employers share an interest in jobseekers with certain basic skills, most sectors place special value on applicants with a mix of skills and experience closely related to their specific industry. Six industry sectors, which together employ half of the labor force and pay two-thirds of the wages statewide, form the



foundation of the State's economy. The seventh industry, Hospitality, Tourism & Retail also provides a significant number of jobs to state residents.

Finding 2. Labor markets in New Jersey encompass regions, not limited by traditional state and local boundaries.

As the most densely-populated state in the nation, New Jersey has a significant number of adult residents who work in counties or states other than their own. Employers expect to draw upon talent from a wide area beyond their immediate communities, and jobseekers should not limit their search for employment to a few neighboring municipalities.

Finding 3. The skill requirements of employers are constantly changing and evolving.

Nearly all jobs require that workers have basic skills and workplace readiness skills: The skill requirements for today's jobs are constantly changing as employers adjust to innovations in technology and increased global competition. To adapt, workers of all types must acquire more abstract cognitive and advanced social networking skills, as well as greater breadth and depth of business, technology, and job-specific technical skills. Even jobseekers pursuing the simplest entry-level jobs must realize that what passes for "basic" skills in the 21st Century will require greater knowledge and adaptability than in the past. The fact is that successful job applicants must demonstrate to potential employers that they possess the kind of day-to-day skills that permit them to function in any organization or workplace culture. These include the ability to arrive at work on time, dress and speak appropriately, and interact with co-workers. Only then can a jobseeker have the opportunity to prove that they possess the knowledge and abilities to succeed in the specific job in question.

A significant majority of jobs require that workers to possess the following skills: Teamwork, communication, problem solving / critical thinking, technology: Research conducted in cooperation with New Jersey employers has identified the specific higher-level skills that job applicants must demonstrate once their basic workplace readiness skills have been mastered. These essential competencies include:

- Adaptability Skills, such as critical thinking and problem solving skills.
- Information & Communications Skills, ranging from teamwork and cultural awareness with co-workers...to sharing knowledge and analysis in written and spoken form.
- Business Skills, including project management, customer service, and ability to work in a virtual (electronic) environment.
- Interdisciplinary skills which show that a worker has an understanding of how the technical aspects of a job relate to the employer's business priorities and goals.
- Science/Technology/Engineering/Mathematics (STEM) Skills reflecting basic technical knowledge relevant to the job and to future training.

Workers must acquire "transferable skills" that can be useful as they leave work in one industry for opportunities in another sector: To ensure the portability of these skills, New Jersey colleges



and training providers must offer more credentials in key skill areas that new employers will recognize as workers and jobseekers move through their careers.

Building a Talent Development Engine

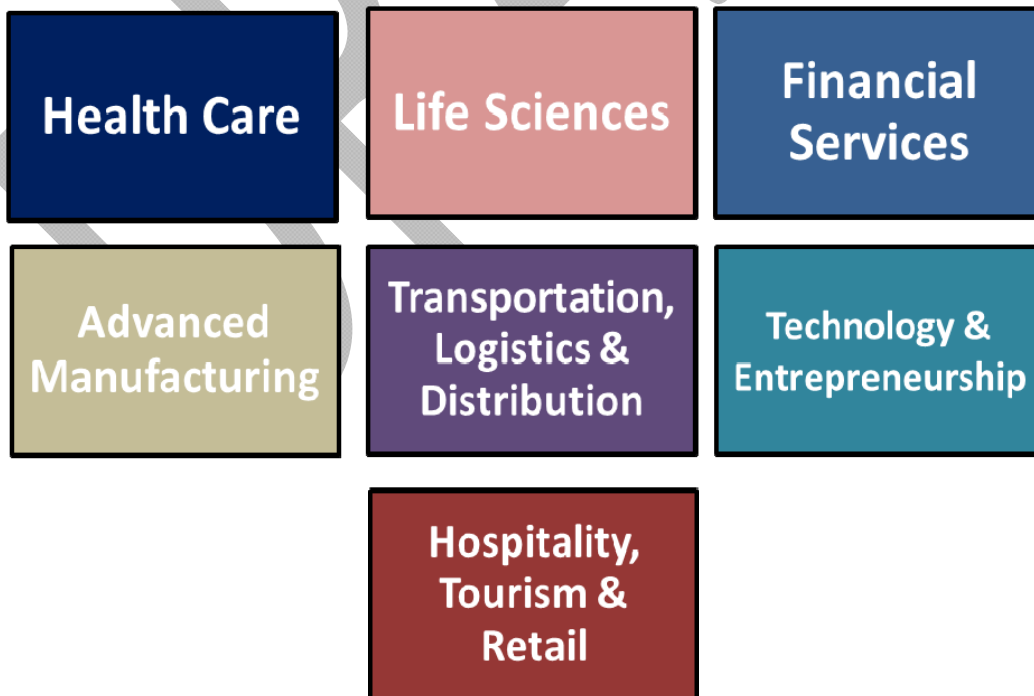
This Plan responds to these core challenges and findings and is grounded in four core values. These four core values are the organizing principle for this Plan and will guide all future strategic and program decisions.

Core Value 1. Driving Investments Based on Industry Needs

Any successful effort to assist jobseekers must begin with an understanding of the workforce and skill needs of employers. New Jersey has identified seven industries that provide the foundation for the State's economy and labor market. New Jersey has begun to focus talent development efforts on these seven industries and will continue to expand this initiative. Under the leadership of the State Employment and Training Commission (SETC), Talent Advisory Councils (TACs) will be convened for each key industry consisting of 16-20 employers. The feedback from these councils will be combined with cutting-edge labor market information to inform the development of Talent Development Strategies that will serve as a detailed roadmap for further efforts.

The State will also continue the innovative Talent Network initiative that has created strong industry-specific partnerships in seven key industries.

Figure A-1: Seven Key Industries



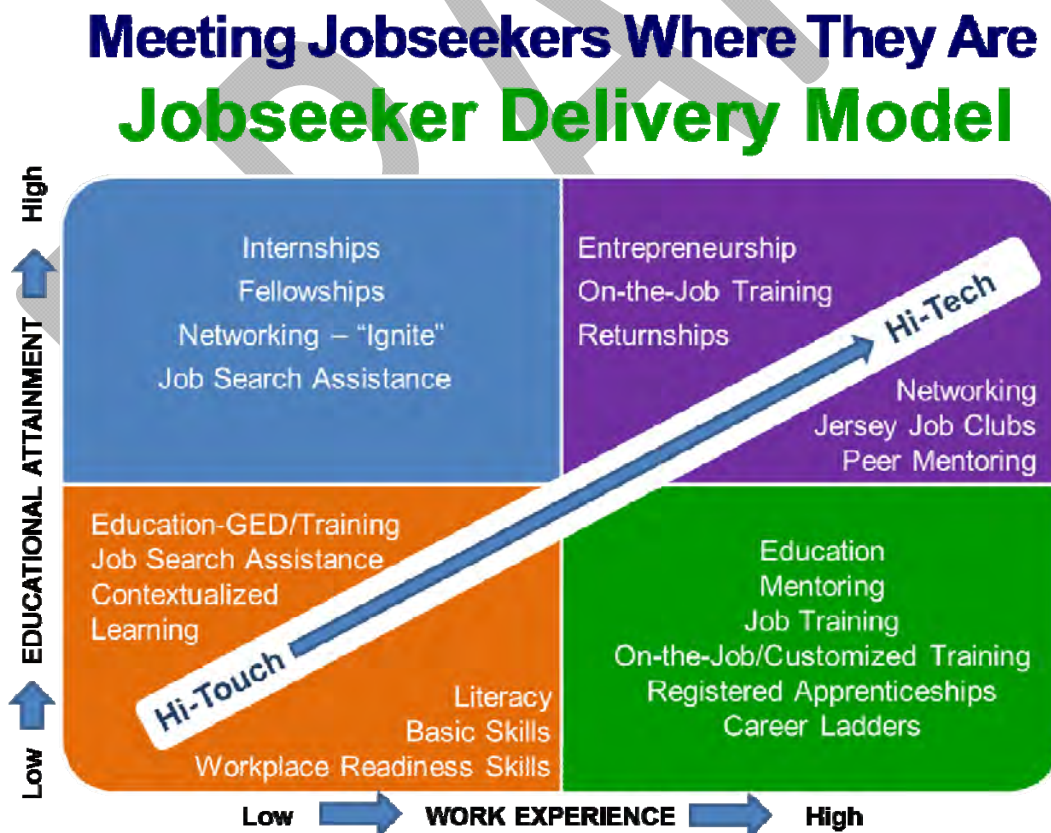


Finally, the State recognizes that economic activity is not constrained by county or city boundaries. The State will work with local Workforce Investment Boards and other local government partners to encourage and support planning efforts focused on the State's three primary labor markets: North Jersey, Central Jersey and South Jersey.

Core Value 2. Meeting Jobseekers Where They Are

New Jersey recognizes that jobseekers have diverse needs. As a result, the State will continue to expand the reach of re-employment services based on broader partnerships between the State's One-Stop Career Centers, libraries, community colleges and community and faith-based organizations. All of these partners provide access points to the broader workforce development system. In the next year, New Jersey will conduct a comprehensive review and evaluation of the State's delivery of services to jobseekers and will develop a plan for strengthening and modernizing the One-Stop Career Center system. New Jersey will continue to recognize that jobseekers will need different services depending on their level of education and level of work experience. New Jersey has created a menu of re-employment services for jobseekers that meet jobseekers where they are in their careers and job search efforts.

Figure A-2: Jobseeker Delivery Model





New Jersey will continue to use technology in new and creative ways to provide additional services to jobseekers and employers. The State will build on the State's *Jobs4Jersey.com* websites, support the State's existing online tools, including OnRamp, NJCAN.org, and NJTopps.org and identify areas where new tools and resources are needed. Such tools allow jobseekers to receive services on their own and provide a critical set of resources and tools for jobseekers who need additional, in-depth services from staff members.

Finally, New Jersey will launch new professional development efforts to ensure that all workforce development staff are prepared to assist jobseekers to navigate the current labor market and to provide relevant services to employers.

Core Value 3. Equipping the Workforce for Employment

Jobseekers must possess basic skills, literacy and workforce readiness skills in order to secure and retain employment. In addition, training programs must be aligned with industry needs to ensure that jobseekers can obtain the skills they need to obtain employment. New Jersey will strengthen basic skills and literacy efforts based upon a statewide Adult Literacy analysis, successes and expert recommendations. The State will establish work readiness credentials as a baseline for basic skills and literacy competencies in specific industry sectors. Finally, New Jersey will use training resources to support the development of stackable credential models that use sector information to develop new curricula for demand occupations in each key industry.

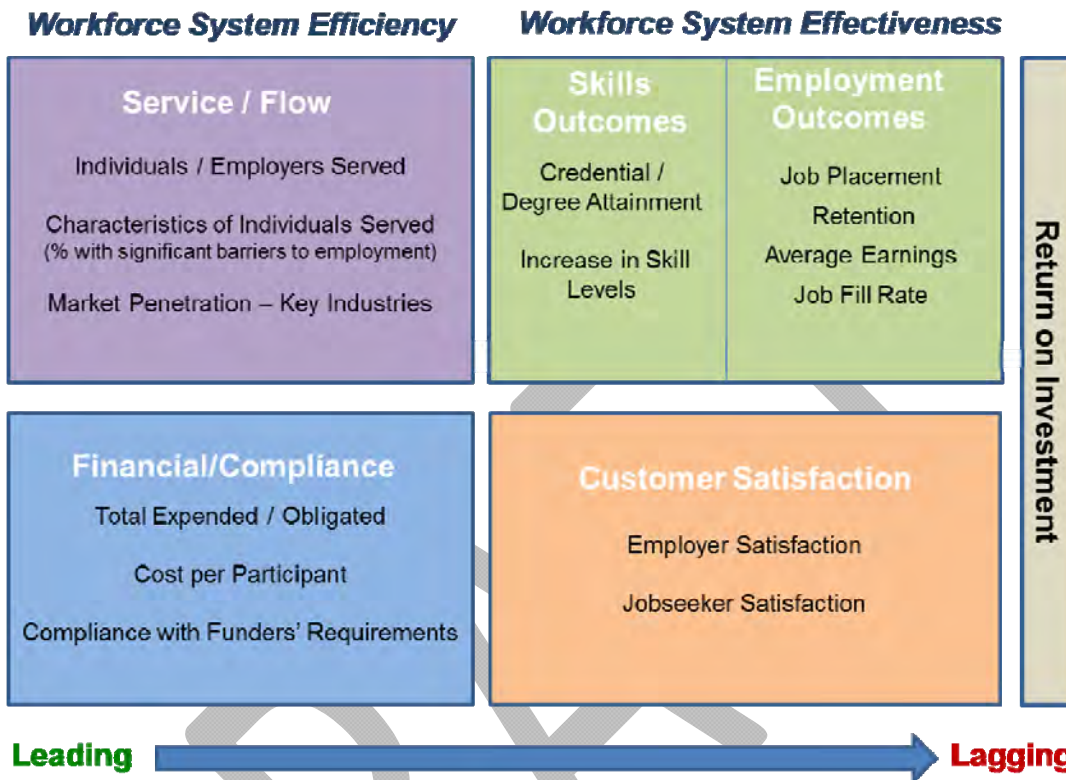
Core Value 4. Increasing System Accountability

To truly ensure that the workforce development system is responsive to the needs of jobseekers and employers and that it produces results, New Jersey will prioritize the development of an enhanced set of performance metrics and processes that will increase accountability and transparency, and improve customer service. Following a balanced scorecard model, New Jersey will implement a broader set of performance metrics for every workforce development program. The State will develop dashboards to report these metrics on a quarterly basis to the public, to policy makers and to program managers. Finally, New Jersey will commit to conducting rigorous, independent evaluations of workforce programs.



Figure A-3: Balanced Scorecard

Balanced Scorecard: Performance Accountability Model



New Jersey has established four key talent connection priorities that will inform the implementation of strategies and programs.

1. **High Unemployment:** Persons with disabilities, veterans and youth are all experiencing higher than average levels of unemployment. In addition, a significant number of New Jersey residents have experienced long spells of unemployment. The Plan is focused on assisting these individuals to obtain the tools and skills they need to find a job and a productive career.
2. **System Integration:** New Jersey's current workforce system includes a large number of interconnected programs, spanning four separate state departments. Many of these programs are funded by the federal government. New Jersey is committed to strengthening coordination between these programs in order to maximize the leveraging of resources and streamline services for jobseekers and employers.
3. **Quicker Connections:** New Jersey is committed to connecting jobseekers and employers in a more efficient way that minimizes the amount of time individuals are unemployed and minimizes the amount of time it takes for an employer to hire a new employee.



4. Stronger Partnerships: New Jersey's talent development system is not limited to any single program or service delivery system. As a result, the State will work to build stronger connections between workforce development programs, economic development initiatives, Unemployment Insurance, Temporary Assistance for Needy Families (TANF) and General Assistance (GA), educational institutions at the secondary and postsecondary levels, training providers, community organizations and libraries.

Through these values and priorities, New Jersey has identified the following strategic actions that will be implemented over the next three to five years.

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Figure A-4: Strategic Actions for New Jersey's Talent Connection

STRATEGIC ACTIONS for New Jersey's Talent Connection

| Core Value 1: Driving Investments Based on Industry Needs | | Draft Plan Section |
|---|---|-------------------------------------|
| Focus workforce investments on the needs of the State's seven key industries | 1.1 ESTABLISH TALENT ADVISORY COUNCILS (TACs): Establish industry Talent Advisory Councils (TACs) for the seven Key Industry Sectors. TACs will consist of 16-20 employers, representing companies of different sizes, sub-industries and from different regions of the state. TACs will each meet twice a year to provide input on the workforce needs and challenges faced by employers and get relevant dashboards/reports/updates from the State on workforce development efforts. | Section D Section E Section H |
| | 1.2 CREATE TALENT DEVELOPMENT STRATEGIES: Create statewide Talent Development Strategies for each industry every two years to guide investments and support collaboration. Primary workforce challenges will be identified based on an analysis of economic and labor market data, meetings with the TACs and surveys of employers. Strategies will be developed based on input from state partners, WIBs, educational institutions and other key stakeholders to provide a roadmap for aligning workforce investments with industry needs. | Section D |
| | 1.3 CONTINUE AND EXPAND THE TALENT NETWORKS: Continue to support the efforts of the State's six Talent Networks, industry-focused partnerships connecting employers, jobseekers, workforce programs, educational institutions and training providers. Establish a seventh Talent Network for the Hospitality, Tourism & Retail industry. | Section D |
| | 1.4 EXPAND INDUSTRY-FOCUSED SERVICES FOR JOBSEEKERS AND EMPLOYERS: Review best practices in New Jersey and other states to identify steps to take to integrate an industry-focus into workforce development services. Provide professional development, through the Talent Networks, to state and local staff in the workforce needs of key industries to encourage the development of industry-experts in One-Stop Career Centers and other partner agencies. | Section B Section J |



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| Strengthen services to businesses, with a focus on small- to mid-sized employers in key industries | 1.5 STRENGTHEN PARTNERSHIPS BETWEEN TALENT NETWORKS AND EMPLOYER SERVICES: Combine traditional labor market information resources with ongoing input from industry leaders to ensure that LWD business services reflect the workforce needs of the fast-changing New Jersey economy. Develop online tools to share information on employers receiving services. | Section H |
| | 1.6 EXPAND EFFORTS TO ASSIST EMPLOYERS IN LARGE SCALE HIRING EFFORTS: Building on the experience working with Revel, develop a model for state and local collaboration in assisting employers in recruiting, hiring and training a significant number of individuals. Connect efforts to Talent Networks and Business Action Center efforts. | Section F |
| Support regional planning and collaboration among local partners to be responsive to the State's labor markets | 1.7 IMPLEMENT REGIONAL PLANNING FOLLOWING SUBMISSION OF STATE PLAN: Local Workforce Investment Boards (local WIBs) will work together to develop regional plans for South, Central and North Jersey based on State Plan recommendations. | Section C Section E Section F |
| | 1.8 EXPLORE STRATEGIES TO DEVELOP REGIONAL PARTNERSHIPS: The SETC will work with LWD to develop ways to encourage and support regional partnerships between local WIBs. | Section C Section E |
| Closely monitor economic and demographic trends in the State to ensure that programs and policies are responsive to current customer needs | 1.9 CREATE QUARTERLY ECONOMIC DASHBOARD / REPORT: Create a quarterly economic dashboard / report, as part of the LWD's current Labor Market Views publication series, to be distributed to all workforce system partners, posted online and presented at the SETC meetings. | Section D |
| | 1.10 CREATE QUARTERLY JOBSEEKER NEEDS DASHBOARD / REPORT: Develop a quarterly jobseeker profile dashboard and report, as part of the LWD's current Labor Market Views publication series, to be distributed to all workforce system partners, posted online and presented at the SETC meetings. Report will include standard metrics, such as characteristics of UI recipients and workforce program customers and will include analysis of special topics, including profiles of target populations. | Section D |



| Core Value 2: Meeting Jobseekers Where They Are | | Draft Plan Section |
|---|---|--|
| Strengthen Delivery of In-Person Services to Jobseekers | 2.1 CONDUCT A ONE YEAR ASSESSMENT OF ONE-STOP CAREER CENTERS TO DEVELOP A LONG RANGE PLAN FOR SERVICE DELIVERY: Assess One-Stop Career Centers and develop a comprehensive strategy for how best to deliver employment services to jobseekers. Conduct a rigorous independent evaluation of One-Stop services. Launch year-long re-envisioning of the physical presence of workforce service delivery. Develop a plan for re-branding One-Stop Career Centers as America's Job Centers, in accordance with guidance from USDOL. | Section B Section G |
| | 2.2 CREATE A NETWORK OF ACCESS POINTS TO EXPAND THE REACH OF THE ONE-STOP CAREER CENTERS: Identify libraries, community colleges, community organizations and faith-based organizations that are interested in becoming access points for jobseekers. Train staff to help jobseekers with on line services available at <i>Jobs4Jersey.com</i> and to become familiar with the One-Stop Career Center services. Deliver job search workshops to broader populations at Access Point locations. | Section B Section G Section I Section J |
| Strengthen career guidance information and resources as a foundation for employment services | 2.3 INTEGRATE NEW JERSEY'S CAREER GUIDANCE RESOURCES: Build on the existing partnership between LWD and DOE to create a single online resource for high school students, students in postsecondary education and jobseekers at all stages of their careers. | Section B |
| | 2.4 CREATE A STRATEGY TO PROVIDE CAREER INFORMATION ABOUT EACH OF THE STATE'S KEY INDUSTRIES: Talent Networks and LWD labor market information staff will develop online and print materials to inform jobseekers of career opportunities and career pathways in each of the State's seven key industries. Information will be guided by input from the industry Talent Advisory Councils (TACs). Share information with education and higher education. | Section D |



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| <p>Establish networking as a foundational and essential job search tool</p> | <p>2.5 LAUNCH JERSEY JOB CLUBS: Implement Jersey Job Clubs in One-Stop Career Centers to provide specialized employment readiness services for quicker re-employment. Fully implement seven sector-specific virtual Jersey Job Clubs.</p> | <p>Section B</p> |
| <p>Strengthen online workforce services to jobseekers and employers</p> | <p>2.6 COORDINATE AND CONSOLIDATE VIRTUAL TALENT DEVELOPMENT SERVICES: Establish a staff team at LWD responsible for the continued development and implementation of <i>Jobs4Jersey.com</i> and all on-line tools available to jobseekers and employers. Team will work with other state agencies. Team will assess the effectiveness of existing tools on a regular basis, develop plans for additional tools based on jobseeker and employer needs, provide training to staff in the use of tools and implement new tools and improvements to existing tools as needed.</p> | <p>Section G</p> |
| | <p>2.7 EXPAND ONRAMP TO INCLUDE VOLUNTEER OPPORTUNITIES: <i>Jobs4Jersey.com's</i> OnRamp tool is a state-of-the-art skills-based matching system. Expand existing functionality of OnRamp to match jobseekers to skill-based volunteer opportunities.</p> | <p>Section B</p> |
| | <p>2.8 DEVELOP ABILITY OF ONRAMP TO SUGGEST RE-EMPLOYMENT STRATEGIES BASED ON RESUMES: Enhance the current OnRamp system to suggest programs/education opportunities tailored to the individual, that may lead to re-employment based on an individual's resume, as compared to other resumes in the OnRamp talent bank.</p> | <p>Section G</p> |
| <p>Invest in the skills of workforce system staff through enhanced professional development</p> | <p>2.9 EXPAND PROFESSIONAL DEVELOPMENT OFFERINGS: Provide consistent and constant professional development for One-Stop Career Center staff. Provide training to staff to facilitate comprehensive services that are consistent and programmatically compliant. Continue to build on current LWD Leadership Series, Project Management and Change Management training courses for state and local staff. Develop internal capacity in process improvement methodologies. Continue to build customer focused skills for state and local staff through jointly funded and attended workshops and training sessions. Continue grant writing, communications and facilitation workshops to build capacity.</p> | <p>Section B Section G Section J</p> |



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| | 2.10 DEVELOP JOBS4JERSEY UNIVERSITY, A SHARED ONLINE PORTAL FOR PROFESSIONAL DEVELOPMENT RESOURCES: Implement the portal to include success stories and best practices and to encourage sharing between state and local area partners built upon <i>Building Bridges</i> , LWD's workforce system newsletter. Provide online and in-person training to workforce system staff. | Section B Section J |
| | 2.11 CREATE A STANDARD SET OF JOBSEEKERS WORKSHOPS: Train staff to deliver a standard set of jobseeker "workshops" to improve group services. | Section J |
| | 2.12 TRAIN STAFF IN THE USE OF PROGRAM DASHBOARD REVIEWS: Build on LWD's standard dashboard format and training on new Balanced Scorecard metrics to ensure that there are consistent operational definitions, dashboard review process and dashboard development skills. | Section J |
| | 2.13 ORGANIZE AN ANNUAL TALENT DEVELOPMENT CONFERENCE: Convene all partners in the workforce development system, including state and local staff, libraries, community colleges, community and faith-based organizations in an annual working conference to share and build 21 st Century skills to connect jobseekers to employers. | Section J |
| Improve and expand partnerships and collaborations | 2.14 DEVELOP A STAKEHOLDER COMMUNICATIONS PLAN: Create stakeholder management and communications plan for broader partnerships through improved communication with partners and use technology to manage targeted lists of employers. Conduct regular listening sessions with broader stakeholder audience and provide vision and strategy guidance for these agencies. | Section D Section G Section I Section J |
| | 2.15 DRIVE CAPACITY BUILDING FOR STAKEHOLDERS: Develop a strategy to foster opportunities for partners to interact and communicate with LWD and each other, to understand workforce performance accountability, and enable development of consortiums to address workforce needs. | Section E Section G Section I |
| Strengthen services for special populations | 2.16 IMPLEMENT <i>EMPLOYMENT FIRST</i> THROUGHOUT ALL PROGRAMS FOR INDIVIDUALS WITH DISABILITIES: Meet <i>Employment First</i> goals by aligning funding for services for persons with disabilities to transition to community integrated employment. | Section I |



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| | 2.17 DEVELOP A STRATEGY FOR IMPROVING SERVICES TO INDIVIDUALS RECEIVING OTHER STATE AND FEDERAL BENEFITS: LWD and DHS will continue to work together to review current service delivery model for GA, TANF and SNAP recipients. Evaluate existing services, review best practices in other states and develop a plan for re-envisioning these services to connect recipients to and prepare them for employment, with a focus on industry-specific efforts. | Section H |
| | 2.18 CREATE TALENT ADVOCATES TO CONNECT SERVICES FOR SPECIAL POPULATIONS TO INDUSTRY SPECIFIC EFFORTS: Ensure that industry specific Talent Development Strategies and programs support services to special populations by designating existing staff as Talent Advocates for each industry. Integrate these efforts with business outreach efforts and with the Talent Networks. | Section I |
| | 2.19 ASSIST THE LONG TERM UNEMPLOYED: Develop strategies to provide targeted services for long-term unemployed individuals, including individuals receiving or exhausting Unemployment Insurance benefits. | Section G |
| | 2.20 IMPLEMENT A SHARED YOUTH VISION TO STRENGTHEN SERVICES TO IN-SCHOOL AND OUT-OF-SCHOOL YOUTH: Implement Shared Youth Vision for New Jersey to improve youth employment outcomes through cross-agency collaboration. | Section E Section G Section H |
| | 2.21 CONTINUE TO IMPLEMENT SERVICES FOR VETERANS: Implement "Basic Training and Joint Operations Strategy" to improve employment outcomes for veterans of all ages. | Section G |



| Core Value 3: Equipping the Workforce for Employment | | Draft Plan Section |
|--|---|--|
| Strengthen literacy and basic skills programs | 3.1 DEVELOP A STATEWIDE LITERACY STRATEGY: Create a statewide literacy strategy, based on the State Council for Adult Literacy Education Services (SCALES) literacy assessment report, ensures that the State meets its WIA Title II Literacy Goals, and continues to streamline services and ensure the efficient use of resources. Develop three regional literacy strategies. | Section C Section D Section E Section F |
| | 3.2 PILOT EFFORT TO TEACH LITERACY AND BASIC SKILLS IN CONJUNCTION WITH OCCUPATIONAL TRAINING: Work with Talent Networks and educational institutions to identify opportunities to use contextual learning approach to teach literacy and basic skills and occupational skills in combined programs. Explore ways to use existing literacy funds and programs to incent the development of such programs. | Section D Section F Section G Section H |
| Ensure that jobseekers have access to work readiness skills training | 3.3 EXPLORE AND IMPLEMENT WORK READINESS CREDENTIAL OPTIONS MOST RELEVANT TO NEW JERSEY EMPLOYERS: Use the Talent Networks and industry Talent Advisory Councils (TACs) to work with employers to identify the most appropriate nationally-available work readiness credential. Implement the selected credential through One-Stop Career Centers. Work with Talent Networks and industry associations to raise awareness among employers of the value of the credential. | Section G Section H |
| Ensure that all training programs are directly responsive to industry needs and lead to employment opportunities for jobseekers | 3.4 STRENGTHEN THE DEMAND OCCUPATIONS LIST: Limit training investments to occupations on the demand occupations list, in keeping with state law. The list will be developed annually to identify occupations that have a significant undersupply of workers. Demand occupations list will be based on a variety of labor market indicators and input from the industry Talent Advisory Councils (TACs). Local WIBs can seek an exception to the list if there is evidence of local employers committed to hiring graduates. | Section B Section E Section G |



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| | 3.5 ENSURE ACCOUNTABILITY FOR TRAINING PROVIDERS THROUGH THE ELIGIBLE TRAINING PROVIDER LIST (ETPL): State law requires that all providers of state and federally funded workforce services be listed on the ETPL. Finalize regulations (fall 2012) and enforce the performance reporting requirements currently being implemented by LWD and required by state law. The ETPL standards will be established by the SETC, LWD and COEI, based on an analysis of training provider performance data. | Section B Section E Section G |
| | 3.6 PROMOTE THE USE OF THE CONSUMER REPORT CARD TO INFORM TRAINING PROVIDER CHOICE (NJTOPPS.org): The NJTOPPS.org website, when the ETPL is fully implemented, can be a critical tool for any state resident choosing a postsecondary training provider. | Section G |
| | 3.7 EMPHASIZE ON THE JOB TRAINING (OJT) AS AN EFFECTIVE RE-EMPLOYMENT STRATEGY: OJT, which subsidizes the cost of employer's training their new hires, is an effective strategy for preparing jobseekers for employment and provides an incentive for the hiring of unemployed individuals. Investigate WorkFlex as a potential funding option for statewide OJT efforts. | Section B Section E Section G |
| | 3.8 CREATE INDUSTRY-FOCUSED TRAINING AND RE-EMPLOYMENT PARTNERSHIPS: Use state Workforce Development Partnership Program training funds for dislocated workers to support new training programs developed in partnership with multiple employers to address skill and worker shortages in key industries. | Section B Section G |
| Create stackable credential models based on industry demand | 3.9 DEVELOP STACKABLE CREDENTIAL MODELS AS PART OF THE CREATION OF TALENT DEVELOPMENT STRATEGIES FOR KEY INDUSTRIES: Map existing curriculum options available at higher education institutions and other training providers to current industry needs and identify areas where new curriculum is needed to address skill and workforce shortages and is needed to create career pathways for career advancement. | Section G |
| | 3.10 ENCOURAGE CREATION OF NEW CURRICULA TO IMPLEMENT STACKABLE CREDENTIAL MODELS: Use existing training investments, when possible, to fund the implementation of training in stackable credential models. | Section G |



| Core Value 4: Increasing System Accountability | | Draft Plan Section |
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| Develop a common set of workforce system metrics to ensure greater accountability and continuous improvement | 4.1 IMPLEMENT BALANCED SCORECARD METRICS: Finalize the operational definitions of the Balanced Scorecard Metrics identified by the SETC's Performance Committee in Year 1 of this Plan. Begin developing Balanced Scorecard Metrics for all workforce programs. Pilot full implementation of new system-wide measures in Year 2. | Section E Section F Section K |
| | 4.2 INVESTIGATE UNIVERSAL REGISTRATION FOR WAGNER-PEYSER AND WORKFORCE INVESTMENT ACT PARTICIPANTS: SETC Performance Committee to work with LWD to explore the implications of having unified performance metrics for the two primary One-Stop Career Center programs. SETC to make a final recommendation of future approach in Year 1 of this Plan. | Section I Section K |
| Ensure that new metrics are disseminated to various audiences and that they drive program and policy decisions | 4.3 DEVELOP INTEGRATED PERFORMANCE ACCOUNTABILITY DASHBOARDS: Create a high level workforce system performance dashboard and dashboard review process for review at SETC meetings, meetings of state and local staff and made available to the public online. Develop more detailed dashboards and regular review process that will include monthly and quarterly updates to performance metrics (as appropriate). Distribute dashboards to relevant partners. Provide training in the use of dashboards to drive performance improvements. | Section E Section F |
| Ensure accountability among local workforce delivery partners | 4.4 IMPLEMENT WIB CERTIFICATION POLICY: SETC will continue to build system capacity through implementation of the WIB certification process, culminating in local WIB applications for re-certification to the Governor. | Section B Section C Section H |
| | 4.5 ENSURE COMPLIANCE OF LOCAL WIB AREAS WITH PERFORMANCE ACCOUNTABILITY POLICY: SETC and LWD will continue to oversee the achievement of negotiated performance goals for local WIB areas and provide technical assistance as needed. | Section K |



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| Conduct formal evaluations of workforce programs | 4.6 | CONDUCT A RIGOROUS, INDEPENDENT EVALUATION OF ONE-STOP CAREER CENTERS: Evaluate services provided to jobseekers and employers at One-Stop Career Centers. | Section B Section F |
| | 4.7 | DEVELOP A PLAN TO CONDUCT RIGOROUS, INDEPENDENT EVALUATIONS OF OTHER PROGRAMS ON A REGULAR AND ROTATING BASIS: Work with SETC Performance Committee and state departments to identify key workforce programs to be evaluated, identify appropriate funding levels for evaluations and use RFPs to select qualified outside entities to conduct evaluations. | Section K |
| Expand data-driven funding alignment and leveraging of resources | 4.8 | CONTINUE AND EXPAND STRATEGIC GRANT MANAGEMENT DASHBOARDS FOR PORTFOLIO EVALUATION AND MANAGEMENT: Build on strategic grant management dashboards and portfolio management processes to provide integrated performance management system to ensure funding is distributed based on New Jersey's employer needs and demographic data. | Section F Section K Section L |

DRAFT



1. What are the state's economic development goals for attracting, retaining and growing business and industry within the state? (§112(a) and (b)(4)(A-C).)

New Jersey has long been recognized as a state rich in talent and educational opportunities. In fact, New Jersey's skilled workforce has long been the state's most important competitive advantage for economic growth.

New Jersey's workforce assets include:

- Roughly 4.6 million people in the labor pool, with approximately 1.7 million individuals with college degrees
- Sixth in the nation for managerial, professional and technical jobs
- Seventh in the nation in the number of Ph.D. scientists and engineers per 1,000 workers reflecting the State's thriving intellectual community
- Among the top 10 states for the attainment of bachelor degrees in the population ages 25-44
- Sixth in the nation for residents with an advanced degree
- World-class colleges and universities that not only educate but have the potential to invest in research and development with private sector partners
- 57 universities, colleges and technical schools
- 75,000+ degrees awarded annually

In 2010, Governor Christie created the Partnership for Action, the centerpiece for the Administration's economic development agenda. Led by Lt. Governor Kim Guadagno, it serves as the starting point for all initiatives, policies and efforts related to growing New Jersey's economy and creating quality, sustainable jobs.

Leveraging New Jersey's inherent strengths and resources, building on successes and institutionalizing a commitment to attract and retain businesses, the Partnership for Action includes:

- The NJ Business Action Center (NJ BAC): the State's central resource for businesses, including specialized advocacy services focusing on business retention and attraction.
- The Economic Development Authority (EDA): the State's bank for business, providing capital for project development and offering incentive programs to attract and retain business.
- Choose New Jersey (CNJ): a public/private partnership created to encourage and nurture economic growth throughout New Jersey, including a focus on making the State's cities engines for growth and opportunity.



The New Jersey Department of Labor and Workforce Development (LWD), through expanded business outreach efforts and through the Talent Networks, is a critical resource and partner to the Partnership for Action. This Unified Workforce Investment Plan, with its focus on Core Value 1, *Driving Investments Based on Industry Needs*, will further ensure that the state workforce development system is an important partner in economic development efforts.

2. Given that a skilled workforce is a key to the economic success of every business, what is the governor's vision for maximizing and leveraging the broad array of Federal and state resources available for workforce investment flowing through the state's cabinet agencies and/or education agencies in order to ensure a skilled workforce for the state's business and industry? (§112(a) and (b)(4)(A-C).)

New Jersey will use the focus on the State's key industries to ensure that all workforce development investments are aligned with the needs of employers. This sector focus will be guided by Talent Advisory Councils, supported by the Talent Networks and rooted in the overarching work of the SETC. Talent Development Strategies for each industry will form the framework for future action and coordination. In addition, the State will use its workforce development investments to encourage and support efforts of secondary and postsecondary education to respond to the changing needs of employers in key industries.

3. Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the governor's vision for ensuring a continuum of education and training opportunities that support a skilled workforce? (§112(a) and (b)(4)(A-C).)

The ongoing input from the Talent Advisory Councils, when combined with cutting-edge labor market analysis, will be used to identify high priority workforce and skill challenges in each industry. This analysis will form the foundation for Talent Development Strategies that guide future education and training efforts. The State's career and technical education programs and higher education efforts are also aligned with the needs of employers, ensuring a strong foundation for further collaboration.

4. What is the governor's vision for bringing together the key players in workforce development including business and industry, economic development, education, and the workforce system to continuously identify the workforce challenges facing the state and to develop innovative strategies and solutions that effectively leverage resources to address those challenges? (§112(b)(10).)

In order to fully build a skilled workforce in the state, New Jersey's education, workforce development, economic development, community development and human services programs must work closely with educational institutions, community organizations, libraries and other stakeholders to develop an innovative and dynamic talent development engine that will fuel the state's 21st Century success in a global economy. In order to accomplish this, New Jersey's efforts must be driven by the needs of employers.

The SETC provides a strong forum for the wide variety of stakeholders to come together with business representatives to implement this Plan and to make the changes needed to respond to changing economic conditions. The Talent Advisory Councils will provide a further forum for



input from employers. The State's Talent Networks play a critical role in facilitating and piloting innovative strategies and programs to connect jobseekers and employers in new ways.

5. What is the governor's vision for ensuring that every youth has the opportunity to develop and achieve career goals through education and workforce training, including youth most in need, such as youth who are: out of school, homeless, in foster care or aging out of foster care, offenders, children of incarcerated parents, migrant and seasonal farmworker youth, have disabilities, or are other youth at risk? (§112(a).)

New Jersey has developed a comprehensive strategy that will connect secondary education, community organizations, workforce development programs and other stakeholders to assist youth to successfully navigate the labor market and to obtain the skills they need for employment. New Jersey's Shared Vision for Youth includes strategies to focus on career awareness, pilot innovative programs, such as pre-apprenticeship programs that create pathways to employment.

6. Describe the governor's vision for how it will ensure that older individuals receive workforce training that will prepare them to reenter the labor market and become a workforce solution for employers. (§112 (b)(17)(A)(iv).)

New Jersey's older residents are a critical part of the workforce. Most have extensive work histories and transferable skills that can allow them to continue to live self-sufficient lives and to contribute to the economic health of the State. The State is committed to ensuring that all older individuals have access to services that support their efforts. New Jersey is currently working to strengthen the Senior Community Services Employment Program (SCSEP), the most significant workforce program focused exclusively on workers over the age of 55. Furthermore, older jobseekers will be connected to state and regional networks through the expansion of Jersey Job Clubs, and boost their literacy, English-language skills, and computer competencies.

The State's *Jobs4Jersey.com* website, with its focus on identifying how an individual's skills can be transferable to a wide variety of job openings, is a critical resource for older individuals. Those individuals who do not possess necessary computer / internet skills will be able to access *Jobs4Jersey.com* at One-Stop Career Centers or other access points, such as libraries, community colleges and non-profit organizations.



B. One-Stop Delivery System

New Jersey is re-envisioning the services it provides in its One-Stop Career Centers through rigorous evaluation of whether investments are aligned with industry needs, how well current services are equipping the workforce for employment, how best to meet jobseekers where they are and how to meaningfully increase system accountability.

New Jersey envisions providing comprehensive services to jobseekers and employers through the rebranded America's Job Centers that will:

1. Align Talent Advisory Councils and Talent Networks for the seven key industry sectors to ensure workforce investments are aligned with identified industry needs based on economic and labor market analysis,
2. Complement jobseeker case management and employer job order tracking through utilization of *Job4Jersey.com*, which provides technologically enhanced matching of employee skills with employment opportunities more efficiently and effectively,
3. Provide jobseeker training that is relevant to existing employment opportunities for which employers partner to create and/or endorse,
4. Establish broader partnerships with other agencies that leverage resources to provide workforce services in venues throughout the community outside of traditional job centers, and
5. Manage job centers in accordance with meaningful performance metrics to identify professional development opportunities for staff and ensure uniform and best services are delivered to jobseekers and employers.

The complete draft plan for American Job Center Branding in New Jersey can be found in the Appendices of this document.

1. *Describe the state's comprehensive vision of an integrated service delivery system, including the role each program incorporated in the Unified Plan in the delivery of services through that system.*

In answering this question, if the Unified Plan includes WIA title I and Wagner-Peyser Act and/or Veterans Programs:

- a. *Identify how the state will use WIA title I funds to leverage other Federal, state, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the statewide workforce investment system? (§112(b)(10).)*

As the State Plan focuses more on targeted sectors and Talent Networks, it will expand both the participation of businesses and employees, maximizing whenever possible their particular resources. Acknowledging that businesses and employees can be partners and not merely consumers is a shift in vision that should benefit all partners in the service delivery system.



The newly created unit of Special Projects and Initiatives within Workforce Grant and Program Management (WGPM) is looking to a five-year strategy for building its capacity to develop new funding resources, developing public-private partnerships, expanding its state and local partnerships around subgroups with special barriers to job placement, and to pilot innovative projects. Building program capacity through staffing, implementing policies, changing long-standing practices, and training in subject matter expertise will lead to additional resources for clients most in need.

State Workforce Development Program (WDP) funds and partnerships with the Talent Networks will be leveraged to train jobseekers in a manner that ensures readily available employment opportunities by greater use of On-the-Job Training (OJT) instead of traditional Individual Training Accounts (ITA). OJT requires employers' selection and employment of those jobseekers approved for such training, thus providing employers a workforce with the exact skills and training desired. Both jobseekers and employers positively participate in New Jersey's talent development system exchange through the use of OJT. This is a more effective strategy to align ITA with economic or labor market needs.

The State will also engage in employer-focused training developed in partnership with the Talent Networks to address specific industry demand. Through broader partnerships with community colleges and other accredited training providers, these customized training programs are steadily becoming feeder programs to skilled trades' employment in New Jersey. Closer ties with the New Jersey Business and Industry Association recently led to the development of a training program for fabricated metal manufacturing employers. Unlike the traditional ITA-based training where participants enter a labor demand occupational training program in the hopes of finding a job upon completion, the model used with the fabricated metal manufacturing training brought together employers, education, and the State's talent development system in an innovative program that offers a promise of employment to participants who successfully complete the training program.

Employers participating in this training model prescreened and approved participants and helped develop the training content with a local community college. New Jersey plans to expand on the successful model by partnering with the Talent Networks for similarly designed training programs in other key industries. To better facilitate this leveraging of resources and partnerships, the Demand Occupations List will be reduced to more accurately align the talent development system with specific economic and labor market needs.

Further, WIA Title I funds will be leveraged through the local WIBs to facilitate the consolidation of job center staff performing the business outreach function under central leadership. LWD Business Services Representatives, Temporary Assistance for Needy Families (TANF)/General Assistance (GA) On-the-Job Training Contract Writers, and Local Veterans Employment Representatives (LVERs) will work in a coordinated fashion that avoids duplication of effort and that benefits employers and jobseekers by more effectively and efficiently addressing the needs of both for the ultimate matching of appropriate jobseeker skills with existing employment opportunities.

- b. What strategies are in place to address the national strategic direction discussed in Part II of this guidance, the governor's priorities, and the workforce development issues identified through the analysis of the state's economy and labor market? (§112(a) and 112(b)(4)(D).)*



As set forth in Section A, demonstrated through the Core Values and operational priorities, New Jersey is directly aligned with the national strategic vision established by the Employment and Training Association.

In 2010, the Governor created the Partnership for Action, the centerpiece for the Administration's economic development agenda. Led by the Lt. Governor, it serves as the starting point for all initiatives, policies and efforts related to growing New Jersey's economy and creating quality, sustainable jobs. The New Jersey Partnership for Action is a three-legged stool consisting of interconnected and highly focused organizational elements: the Business Action Center, the New Jersey Economic Development Authority and Choose New Jersey, Inc. The Partnership is the hub for all economic development activity in New Jersey. It is accomplishing the goals of attracting new business and helping existing businesses thrive by:

- Focusing on relationship-building and person-to-person outreach
- Promoting the State's incentives and resources
- Developing pro-growth policies
- Assisting businesses in navigating state government and programs.

The New Jersey Department of Labor and Workforce Development (LWD) works closely with the Lt. Governor's Business Action Center to provide human capital solutions for businesses looking to move to, expand, or reaffirm their commitment to New Jersey. Workforce Field Services in LWD have assembled a team of qualified and motivated One-Stop-stationed Business Services Representatives that partner with the Business Action Center to satisfy the workforce needs of business. Efforts include comprehensive needs assessments, identification and pre-screening of human capital, recruitment events, analysis and application of employer hiring incentives such as On-the-Job Training, Customized Training for Incumbent Workers, and Work Opportunity Tax Credit.

Another strategy that the State Employment and Training Commission (SETC) established, in collaboration with LWD, is Talent Advisory Councils (TACs) and Talent Networks for the seven key industry sectors. New Jersey has partnered with the TACs and Talent Networks to ensure workforce investments are aligned with identified industry needs based on economic and labor market analysis. The State's talent development system must be informed by the demands of employers. New Jersey has identified seven strategic industries that are critical to the future of the State:

- (1) Advanced Manufacturing
- (2) Financial Services
- (3) Health Care
- (4) Life Sciences
- (5) Technology & Entrepreneurship
- (6) Transportation, Logistics, & Distribution
- (7) Hospitality, Tourism & Retail



Talent Networks have been established for each of these key industries to connect employers, jobseekers, One-Stop Career Centers, and educational institutions in order to achieve the common goal of helping jobseekers develop relevant skills leading to employment, helping employers find qualified employees, and ensuring that New Jerseyans have access to training and educational opportunities that lead to existing employment opportunities.

The mission of each Talent Network is to:

- Support the efforts of the workforce development system and educational institutions to prepare workers for opportunities in key industry sectors;
 - Serve as the primary workforce contact for the industry sectors;
 - Encourage networking between jobseekers, employers, education institutions/training providers; and
 - Coordinate with the Talent Advisory Councils to obtain regular feedback on the workforce needs of employers in order to guide future workforce development efforts.
- c. *Based on the state's economic and labor market analysis, what strategies has the State implemented or does the state plan to implement to identify and target industries and occupations within the state that are high growth, high demand, and vital to the state's economy? (§112(a) and 112(b)(4)(A).) The state may want to consider:*
- *Industries projected to add a substantial number of new jobs to the economy;*
 - *Industries that have a significant impact on the overall economy;*
 - *Industries that impact the growth of other industries;*
 - *Industries that are being transformed by technology and innovation that require new skill sets for workers; or*
 - *Industries that are new and emerging and are expected to grow.*

As described in Section 1(b) above, New Jersey's original six Talent Networks encompassed industry clusters that collectively employed half of the State's labor force and which represented two-thirds of the wages paid. These initial sectors — Advanced Manufacturing, Financial Services, Health Care, Life Sciences, Technology & Entrepreneurship, and Transportation, Logistics & Distribution (TLD) — will soon be joined by a seventh cluster focused on employment opportunities in Hospitality, Tourism & Retail.

Talent Networks build sector-specific partnerships between employers from the targeted sectors and schools, colleges, training providers, workforce development staff, government policy makers, labor organizations and community organizations statewide. The sectors chosen for the Talent Network program were those whose employment and financial impact on the overall New Jersey economy had been significant in the recent past and/or held substantial promise for significant innovation and employment growth in the coming decade.

Some of the economic trends and projections that influenced LWD's choice of the target sectors included the following:



- New Jersey sectors that saw dramatic increases in employment share during the past two decades were Education/Health Services (15.8% in 2011 vs. 10.0% in 1990), and Professional and Business Services (15.6% in 2011 vs. 12.1% in 1990).
- During 2011, Transportation, Logistics & Distribution employed 353,107 workers in New Jersey [11.0% of the State's private sector workers — a higher percentage than for the nation (8.8%)]. Total wages for the TLD cluster represented 13.2% of New Jersey's total wages, and TLD contributed 48.6 billion current dollars to the State's Gross Domestic Product (GDP) in 2009.
- The Health Care cluster contributed approximately \$34 billion, or about seven percent, to the GDP of the State in 2009 (U.S. Department of Commerce, Bureau of Economic Analysis (BEA)). In 2011, employers in the Health Care industry, which include hospitals, ambulatory care facilities, and nursing and residential care facilities, paid over \$5.5 billion in total wages. Most recent data show the sector employs over 427,000 people in NJ. In fact, since 1990, over 171,000 jobs have been added in health care industries, while the remainder of the private sector has increased by fewer than 7,000 net new jobs. The sector continues to expand and evolve, creating supplementary construction and support jobs along the way.
- The Financial Services sector is a driving force in the State's economy, contributing almost \$42 billion to the State's GDP in 2010 (BEA). Although it accounted for only 5.3% of total nonfarm employment in New Jersey (2011), its payroll totalled almost \$4.4 billion.
- New Jersey's Life Sciences cluster employed 122,442 workers in 2011. While its jobholders accounted for only about 3.8% of the State's employment, the total annual wages were estimated to be \$14.7 billion for that year. This cluster also had significant positive ripple effects that helped support jobs in other unrelated industries such as transportation and construction. For example, in 2010, it contributed \$4.8 billion toward the State's exportation of manufacturing goods, while it spent over \$1.5 billion on construction projects, creating 5,365 construction jobs.
- In 2009, companies in the Advanced Manufacturing group contributed over \$17 billion to the GDP of the State. In 2011, employers paid nearly \$2.7 billion in total wages.
- Employment in the Technology cluster accounted for 312,715 jobs in 2011, or about 10% of the State's private sector employment. The top five industry groups in terms of employment were: computer systems design and related services (64,067 jobs), management and technical consulting services (37,519), architectural and engineering services (36,061), scientific research and development services (31,211) and pharmaceutical and medicine manufacturing (29,930). In 2010 the annual average wage for the technology cluster was \$100,074, a figure nearly twice that of the statewide annual average (\$55,742) for all industries.
- The Hospitality, Tourism & Retail cluster encompasses almost 25% of the State's private sector employment base. Hospitality, Tourism & Retail represented \$43.4 billion or 8.9% of New Jersey's GDP in 2010.

The performance of sectors engaged in the Talent Network initiative will influence the investment of LWD funds in the future as choices are made about where training and employment services are most likely to create high-quality jobs.



- d. *What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partners (K-12, community colleges,* and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries' workforce challenges? (§112(b)(8).)*

The Talent Network initiative will engage leading employers from key New Jersey sectors in a series of Talent Advisory Councils that will provide regular feedback on the workforce needs of employers in order to ensure that LWD and its partners in education stay up to date on fast-changing skills needs of the State's most dynamic industries. The ongoing consultations with industries will also help the State's *Jobs4Jersey.com* online resource stay current. Talent Networks also partnered with community colleges that have curriculum in their industries.

Additionally, several strategies are in place at the New Jersey Department of Education (DOE) to develop ongoing and sustained strategic partnerships. The Career and Technical Education Partnership (CTEP) grant is a comprehensive statewide initiative to address implementation of 16 Career Clusters and related Career and Technical Student Organizations (CTSOs). Funded from both federal and State funds, this grant focuses on the systemic statewide planning and implementation of activities related to the career and technical education (CTE) programs in identified Career Clusters. The CTEP priorities include:

- Identification and/or development of resources and sample curriculum to assist New Jersey secondary school districts and postsecondary CTE programs in developing quality CTE programs of study,
- Creating a statewide model, including curriculum aligned to the Common Core State Standards for Technical Subjects, for at least one new CTE program of study,
- Delivery of high-quality professional development for secondary school districts and/or postsecondary CTE programs, and
- Administration and leadership of the CTSO to ensure activities are aligned to New Jersey Core Curriculum Content Standards and industry standards.

Each CTEP grant is required to have a Career Cluster Advisory Committee comprised of representatives from business, industry, workforce development, secondary and postsecondary educators to provide guidance and recommendations regarding the grantee's program of work and priorities. Career Cluster Advisory Committees collaborate and coordinate with existing Talent Networks established by LWD. Also, LWD will integrate New Jersey's career guidance resources building on the existing partnership between LWD and DOE to create a single online resource for high school students, students in postsecondary education and jobseekers at all stages of their careers.

With the establishment of seven Key Industry Sectors in New Jersey, these specific industry sectors will be the focus in the development of new CTE programs of study, and the enhancement of existing CTE programs. Accordingly, DOE will support and encourage the implementation of CTE programs of study using the Career Clusters model, but with increased, targeted focus wherever possible on these seven key industry sectors. Additionally, the creation of Talent Networks that will assist employers searching for qualified candidates by leveraging their experience, understanding of the ever-changing job market, and their access to New



Jersey's training providers and educational leaders has provided enhanced opportunities for collaboration with LWD to connect CTE with workforce and economic development through focusing on development of rigorous CTE programs of study in these seven key industry sectors.

Each CTE program submitted for initial approval and re-approval to DOE is required to collaborate with the local WIB to review labor market demand for the program. This helps provide guidance to school districts in understanding alignment of CTE programs to current and projected labor market demands. Within the application, districts are also required to list and describe business/labor partnerships and postsecondary connections, including articulation of agreements and apprenticeship sponsors. Additionally, districts must have advisory committees for each program offered that have required representatives from the following:

- Business/Industry/Labor with expertise in the CTE program
- CTE teacher(s) of the CTE program
- School Counselor
- Postsecondary Institution
- District Representative for Special Populations
- Parent
- Student

Additional representatives can also be included on the committee, but are not required. They can include teachers in relevant academic areas and school administrators such as department chairpersons. Advisory committees are required to meet at least twice a year.

Lastly, through a partnership with the School of Public Health in the University of Medicine and Dentistry of New Jersey, the University conducts health and safety trainings for teachers to ensure students are being taught in safe environments. As a result of the partnership, students and teachers gain knowledge regarding workplace safety in all workplace environments, which is a critical piece to becoming career ready. Further, this helps to keep students safe in all CTE programs, as it is aligned to labor laws and regulations.

e. What state strategies are in place to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries? (§112(b)(4)(A) and 112(b)(17)(A)(i).)

Employer engagement in the Talent Networks and Talent Advisory Councils will serve as an early warning system for LWD, allowing for prompt feedback from some of its leading "customers." In addition, the State Employment and Training Commission and LWD are implementing a wide-ranging system of performance metrics that will give jobseekers, employers, and workforce development staff more ways to respond to and comment promptly on the successes and shortcomings of LWD services.

Online resources will also allow LWD and its customers to communicate about the changing skill needs of employers and the best options for obtaining relevant training. For example, the State's Eligible Training Provider List (ETPL) serves as a "consumer report card" that shows



which training institutions throughout New Jersey prepare their students for long-term success in their chosen field and which have trouble proving the value of their instruction.

The Demand Occupations List on the LWD website also offers useful information about current job openings, trends and projections in employment and labor supply, and other current indicators of the labor market. The list can help career counselors and their clients find relevant skills training programs and identify occupations experiencing a shortage of qualified candidates. Finally, career awareness information for high school students, teachers and counselors is available from NJCAN (New Jersey Career Assistance Navigator) — a no-cost resource made available through the joint efforts of LWD and the New Jersey Department of Education.

Any decisions over the investment of Workforce Development Partnership funds in training will be guided by LWD's commitment to aligning its employment services with the specific skill needs and job openings reported by New Jersey employers.

- f. *What workforce strategies does the state have to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as part of the state's economic strategy? (§112(b)(4)(A) and 112(b)(17)(A)(i).)*

Many of the State's programs and incentives particularly target the small- to medium-sized business. A few examples include customized training, OJT incentives, and small incentive grants for registered apprenticeships in manufacturing jobs.

In addition, for many years the Entrepreneurial Training Program for the Unemployed (ETPU) has been a model for small business development in the State of New Jersey and across the country. Through legislative changes and authorization, New Jersey was one of the first states to launch Self-Employment Assistance (SEA), and did so through a statewide network of community colleges. With an eye to the future and an understanding of the economic factors affecting small businesses, the Workforce Grant and Program Management brought the Small Business Resource Centers into the State Plan in State Fiscal Year 2012. With availability of new federal SEA funding, New Jersey is well positioned to see that small businesses have access to training resources, a well-prepared workforce, and improved access to capital.

Entrepreneurial efforts in the State have been also encouraged through LWD partnerships with community colleges through programs like People 2 Business (P2B), in which professional jobseekers are matched with entrepreneurs to provide needed start-up expertise for the entrepreneurs and volunteer and/or employment opportunities for the professional jobseekers. LWD also collaborates with the Department of Children and Families by participating in its Division on Women's Entrepreneurial Conferences, at which LWD provides information about the services of the talent development system that may benefit their workforce needs.

New Jersey's recent implementation of the employer module of *Jobs4Jersey.com* allows small and medium-sized businesses to post employment opportunities and search more than 80,000 resumes contained in the online system for appropriately skilled jobseekers to meet their individualized business needs, thus expanding their reach to more skilled jobseekers.



Further, the Talent Networks have been a vehicle for LWD to partner with small business to accommodate market need. This partnership recently led to the development of a customized training program for fabricated metal manufacturing employers. Unlike the traditional ITA based training where participants enter a labor demand occupational training program in the hopes of finding a job upon completion, the model used with the fabricated metal manufacturing training brought together employers, education, and the State's talent development system in an innovative program that offers a promise of employment to participants who successfully complete the training program. Employers participating in this training model prescreened and approved participants and helped develop the training content with a local community college. Over the next three years, New Jersey plans to expand on this successful model by partnering with the Talent Networks for similarly-designed training programs in other key industries.

- g. How are the funds reserved for statewide activities used to incent the entities that make up the state's workforce investment system at the state and local levels to achieve the governor's vision and address the national strategic direction identified in Part I of this guidance? (§112(a).)*

The five percent of WIA funds reserved for statewide activities are used for administrative costs such as salaries and are insufficient for use to incent the entities that make up the State's talent development system at the state and local levels to achieve the Governor's vision and address the national strategic direction identified in the State Plan Guidance.

- h. Describe the state's strategies to promote collaboration between the workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and have significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment. (§112(b)(18)(A).)*

In order to support and implement a Shared Vision for Youth across State and local agencies, the SETC, in collaboration with LWD, has developed a diverse team to assist in strengthening cross-agency efforts in serving youth. In March 2011, these efforts were launched as a broad-based and inter-departmental Youth Workgroup met to plan a statewide strategy. The first meeting focused on an update of federal and state-level efforts to date, clearly defining the mission and parameters of the Workgroup, and setting the agenda for a collaborative approach to addressing the needs of youth. Among the high-priority issues that the Workgroup identified as critical issues included housing for youth as they leave the program, health and wellness concerns, employment and career training opportunities, and transportation issues. These efforts will include:

- Strengthened partnerships,
- Shared resources,
- Set timeframes,
- Common youth policy,
- Development of a statewide referral and tracking system, and
- Development of a consistent "Needs Assessment Tool" to accurately depict youth needs.



In order to improve the outcomes for youth, so every teen achieves to their fullest potential, New Jersey must shift its focus away from outcomes that result from difficulties in youth lives and turn attention to early intervention and effective prevention. By adopting a common process, built around the needs of youth, and by dividing the challenges among the partners the State can bring this vision into reality.

The current efforts undertaken by LWD can be identified in four categories. The categories include:

- Responses to federal activities such as participating in a series of regional team meetings to discuss strategies for a unified approach to serving today's youth
- Collaborative and developmental activities
- Forums and workgroups

In addition to launching the Shared Vision for Youth Workgroup, LWD is tracking progress in the areas of state leader involvement, partnership development, resource mapping, leveraged funding, establishment of operating procedures, overcoming barriers, cross-agency tracking of participants, and progress toward goals. A comprehensive "Needs Assessment" survey that will be distributed to One-Stop Career Centers throughout New Jersey will identify local youth services and indicate areas with potential barriers and gaps and serve as one of the first steps in expanding the services to youth.

The SETC dedicated resources to hiring a professional staff person to support this Shared Vision for Youth and the statewide YIC beginning in the third quarter of 2012. This person will not only seek to review and create policies that will assist youth, especially those with significant barriers, but will also create closer working relationships with both the NJ Youth Corps and the U.S. Department of Labor (USDOL) Job Corps in Edison, NJ. In addition, that person will staff the SETC's Youth Investment Council (YIC). LWD successfully piloted the Jobs for America's Graduates program in three urban areas with State funds through a partnership with the Department of Education.

- Describe the state's strategies to identify state laws, regulations, policies that impede successful achievement of workforce development goals and strategies to change or modify them. (§112(b)(2).)*

In keeping with the Governor's ongoing efforts to streamline government by eliminating red tape, LWD continuously evaluates its talent development system services for such opportunities. Some of the strategies to accomplish that included in this five-year plan include removing barriers to customized training and literacy training by changing State regulations to make the process easier for businesses to utilize these opportunities.

Additionally, the State Employment and Training Commission recently enacted a Performance Accountability Policy designed to ensure that performance outcomes are achieved. The policy implements progressive corrective actions for local areas not meeting performance measures for two years in a row. The SETC has established a Performance Committee to continuously evaluate the State's talent development system in order to identify system gaps and promptly develop policy to address system insufficiencies. The SETC is presently engaged in a local Workforce Investment Board (WIB) certification process to support system-wide compliance and performance accountability of the WIBs.



- j. *Describe how the state will take advantage of the flexibility provisions in WIA for waivers and the option to obtain approval as a workflex state pursuant to §189(i) and §192.*

New Jersey is requesting waivers as part of the Unified Workforce Investment Plan.

2. *Describe the actions the state has taken to ensure an integrated One-Stop service delivery system statewide. (§§112(b)(14) and 121.)*
 - a. *What state policies and procedures are in place to ensure the quality of service delivery through One-Stop Career Centers such as development of minimum guidelines for operating comprehensive One-Stop Career Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Career Centers? (§112(b)(14).)*

LWD management is engaged in a rigorous evaluation of current operating procedures as the first step in developing new comprehensive procedures for all job center staff (state and local) to facilitate consistent and programmatically compliant service delivery. Ongoing professional development of job center staff will be provided on the comprehensive procedures, as well as general customer service techniques, project management, mental health management and certified job development.

LWD will conduct a one-year assessment of New Jersey's One-Stop Career Centers to develop a long-range plan for service delivery. This will include an assessment of One-Stop Career Centers and the development of a comprehensive strategy for how best to deliver employment services to jobseekers. A rigorous independent evaluation of One-Stop services will be conducted.

Job center staff professional development training will be conducted through several methods including joint training of LWD and professional associations. Some of the envisioned training will be WIA 101 and program financial management. Additionally, professional development training for job center staff will be conducted online on Jobs4Jersey University. This training platform will be an additional module of *Jobs4Jersey.com* to enhance job readiness skills of jobseekers and it will be open to and utilized by job center staff on some prescribed basis.

In addition, LWD will launch a year-long re-envisioning of the physical presence of workforce service delivery. This will culminate in the development of a plan for re-branding One-Stop Career Centers as America's Job Centers, in accordance with guidance from USDOL.

- b. *What policies or guidance has the state issued to support maximum integration of service delivery through the One-Stop delivery system for both business customers and individual customers? (§112(b)(14).)*

The New Jersey Department of Labor and Workforce Development implemented a unified One-Stop customer complaint procedure in June 2012 that is designed to make it easier for customers to navigate the One-Stop system, especially when they want to report or rectify an issue. Historically, the complaint procedure was disjointed and the customer was confused when issues arose. A goal of the complaint procedure is to convey to staff that customers do not



identify them as State or county workers. During the first year of this five-year plan, staff will be encouraged to begin thinking of themselves as One-Stop Career Center employees.

Complete service integration continues to be elusive, but maximizing integration of service delivery will continue to advance over the next several years. One promising practice that has been successfully implemented in a subset of New Jersey's Workforce Investment Board areas is the functional alignment of State and county staff by job duties and physical location. Functional alignment has provided staff coverage depth, smoothed out customer flow bottlenecks, improved worker morale, and improved service delivery.

Better serving the business customer through the realignment of OJT contract writers and Local Veterans Employment Representatives will improve customer service, create synergies, and avoid duplication of effort.

To assist the One-Stop delivery system with business customers, the State Employment and Training Commission leveraged State funds to the local areas over the past two years for the purpose of business development. Each local area had the ability to decide their need, their action plans, and how they would expend the funding to reach their business development goals. Because of that funding, the local areas have created a base from which they are able to continue to build relationships and service delivery with business customers in their area.

- c. What actions has the state taken to promote identifying One-Stop infrastructure costs and developing models or strategies for local use that support integration? (§112(b)(14).)*

The State will continue to fine-tune the existing One-Stop infrastructure model that relies on co-located partners to pay their direct costs and shoulder indirect costs based on square footage, number of customers served, and dual enrolling customers when appropriate.

The State Employment and Training Commission has initiated a procedure for local WIB recertification. As a part of that process, the State is gaining access to local WIB and One-Stop budgets which identify One-Stop infrastructure costs. Through that process, best practice models will be developed and promoted to all local WIBs to support local integration and the leveraging of funds.

- d. How does the state use the funds reserved for statewide activities pursuant to §§129(b)(2)(B) and 134(a)(2)(B)(v) to assist in the establishment and operation of One-Stop delivery systems? (§112(b)(14).)*

The State is developing a cost-sharing model that relies heavily upon the guide established by the USDOL. Given the policy for full integration, LWD will require each workforce area to supply a plan that cuts across services and providers. This plan should outline all services available in the One-Stop and indicate what proportion is provided by and charged to an applicable grant.

Recognizing the disparate elements included in such a venture, the State also has determined the need to form a "team" that would include representation from each of the areas that could be part of a cost-plan; e.g., building, program, and fiscal. This effort will also provide a clearer picture of how each area is moving toward full integration. Staff will review each plan submitted and determine if it reflects integration.



- e. *How does the state ensure the full spectrum of assets in the One-Stop delivery system support human capital solutions for businesses and individual customers broadly? (§112(b)(14)).*

Although services may be tailored for specific subsets of One-Stop customers, the One-Stop Career Centers offer value-added services to all job-seekers and employers. OnRamp at *Jobs4Jersey.com* provides a broad spectrum of employers and jobseekers with the ability to find each other. Training decisions are made based on Demand Occupations List, Talent Advisory Councils' input, creating an eligible training provider list, and informed customer choice. This helps to ensure that jobseekers are being prepared for labor demand occupations with the skill sets that employers need.

DRAFT



C. Plan Development and Implementation

New Jersey's re-engineering of the State's workforce system is predicated on collaboration and the priority of broader partnerships internal and external to the workforce system. This planning process was rooted in New Jersey's Innovative Vision for Talent Development, outlined by the system's established Core Values for Talent Development and unified through the standardized operational priorities. This planning process was the key to launching a workforce system dedicated to reducing the systemic barriers and ensuring that the talent needs of employers and training needs of jobseekers are synchronized to benefit the State's workforce and economic future.

The commitment to evolutionary collaboration, defined as shared planning, decision making and resources, has set a newly energized path on which to re-build New Jersey's Talent Development System. Under the leadership of the State Employment and Training Commission (SETC) Planning Committee, more than six state agencies and 10 business and industry groups, in conjunction with the myriad of other named workforce partners, set forth the foundation for a strategic planning process that began with the creation of this Plan and has been created to be used as the architecture for transforming the State's traditional approaches to a "21st Century Talent Development Engine".

The process and plan were predicated on the alignment with the established Talent Development Core Values. The values listed below were used as the unifying principles by which policy, program and performance standards were created or revised. The Core Values include:

- Core Value 1. *Driving Investments Based on Industry Need*
- Core Value 2. *Meeting Jobseekers Where They Are*
- Core Value 3. *Equipping the Workforce for Employment*
- Core Value 4. *Increasing System Accountability*

1. Describe the methods used for joint planning and coordination of the programs and activities included in the Unified Plan. (WIA §501(c)(3)(A).)

The authorizing statutes for many of the programs that may be included in a Unified Plan required that the State Plan be developed in consultation with various public and private entities, as well as members of the general public. Some statutes also require formal public hearings. Depending on the programs that a state chooses to include in its Unified Plan, it may be possible for the state to satisfy many of these consultation requirements through a single set of processes.

Joint Planning efforts were led by the SETC in collaboration with the Plan's lead partner, LWD. Leadership endorsement and oversight were critical factors in the effective engagement of all required and voluntary workforce partners in this process. A leadership Steering Committee was formed to provide visionary guidance, plan development oversight and systemic integration of pieces from each partner agency and stakeholder. The Committee met weekly to ensure adherence to plan framework, aggressive timelines and agency buy in to the overall talent development strategy. The Steering Committee members will be migrated to the SETC's



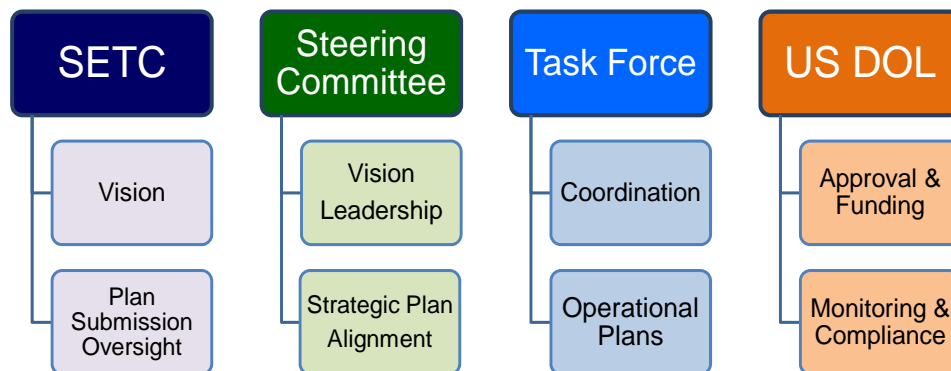
Planning Committee to provide continued plan oversight, revision and benchmarking over the next five years.

Required and voluntary plan partners appointed a leadership level team member to the Unified State Plan Taskforce. Members of this taskforce, led by an LWD project manager, supported the coordination of contents of the plan from their respective agencies. Weekly meetings focused on assessing work progress, emerging issues, solution finding challenges and integrating ideas and agency activities cohesively. This team was responsible for the creation of the plan's foundational draft.

Figure C-1 represents the Steering Committee and leadership structure for the planning process. Figure C-2 outlines the Taskforce partner agencies, identified leadership contacts and SETC plan partners.

Figure C-1: Unified Plan Roles and Responsibilities

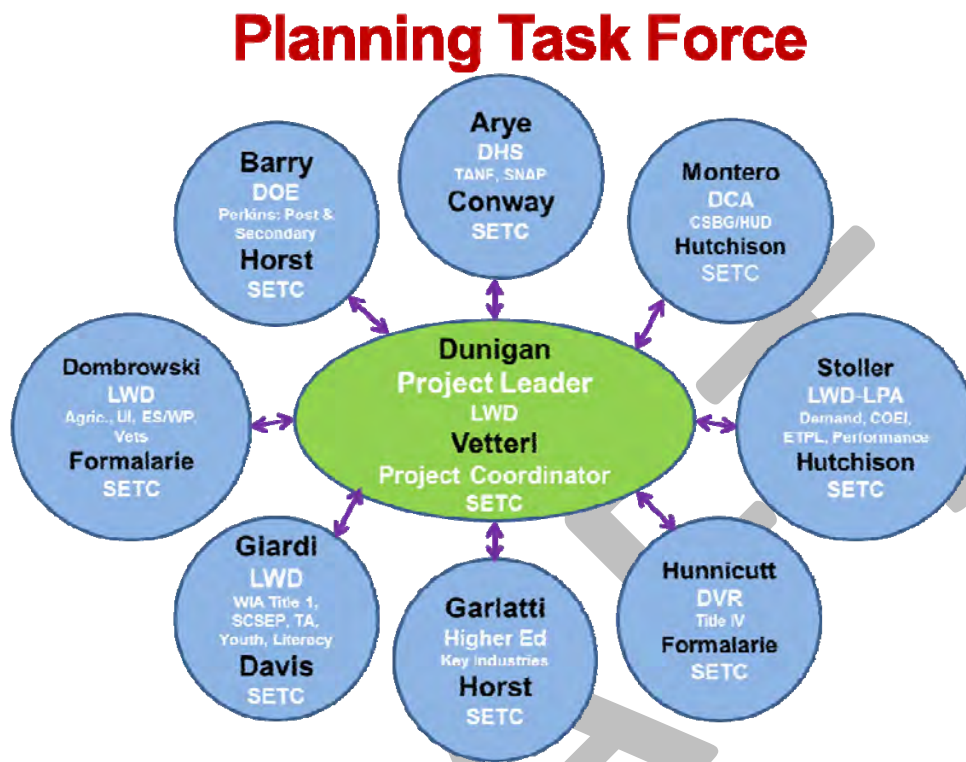
New Jersey Unified Workforce Investment Plan Roles & Responsibilities



Everyone plays a critical role in the success of this initiative



Figure C-2: Planning Task Force



The Key Planning Processes (outlined in Figure C-3) indicate the key timing, engagement benchmarks and targeted stakeholders in the development of New Jersey’s Unified Workforce Investment Plan. This Plan, while comprehensive in its inclusion, was seen as the first step in the evolution of the State’s workforce system and as such established a framework to continue the strategic benchmarking and oversight of the key plan elements, through the leadership of the SETC Planning Committee.

Figure C-3: Key Planning Processes

New Jersey Unified Workforce Investment Plan: Key Planning Processes

| Timeframe | Key Planning Tasks | Key Outcomes |
|------------|---|--|
| March 2012 | Planning Committee | <ul style="list-style-type: none"> ◆ Chairs Appointed (3/13/2012) ◆ Project Team Assembled (3/31/12) |
| April 2012 | Leadership Engagement and Communication Plan Framework | <ul style="list-style-type: none"> ◆ Executive Briefing (4/24/12) ◆ Leadership Letter (4/25/12) ◆ Steering Committee (SC) Established ◆ Cross Agency Taskforce (TF) ◆ Project Plan Developed ◆ Innovation Development Vision, Core Values, System Priorities |



| | | |
|-------------------------|---|---|
| May 2012 | Partner Engagement Kickoff Meeting (5/22/12) Weekly Taskforce Meetings | <ul style="list-style-type: none"> ◆ Unified Vision and Values established ◆ Submission deadlines established ◆ Alignment of Vision/Core Values and plan elements |
| June – July 2012 | Stakeholder Engagement Briefings/Focus Groups: 15 Employer Workforce Survey | <ul style="list-style-type: none"> ◆ Input: Vision, Values, Plan 30 Commission Members 15 Business Associations 2 Economic Development Orgs 19 NJ Community Colleges 17 Local WIB Chairs 17 Local WIB Directors 50 One-Stop Operator/Managers State Library Association ◆ 54 Employers Surveyed |
| August 2012 | Commission Meeting – Plan Presentation | <ul style="list-style-type: none"> ◆ Draft Approval: Post for Public Comment |
| August – September 2011 | 30-Day Public Comment Period | <ul style="list-style-type: none"> ◆ Websites: SETC, LWD, Partners ◆ 3 Regional Public Comment Forums |
| September 11, 2012 | Final Plan Presentation Commission Meeting | <ul style="list-style-type: none"> ◆ Approval: Submission of NJ Unified Workforce Investment Plan |
| September 15, 2012 | Plan Submission | <ul style="list-style-type: none"> ◆ Submit of NJ Unified Workforce Investment Plan to USDOL |

2. Describe the process used by the state to provide an opportunity for public comment and participation for each of the programs covered in the Unified Plan.

In addition, if the Unified Plan includes:

- a. WIA Title I and Wagner-Peyser Act and/or Veterans Programs, describe the process used by the state, consistent with section 111(g) of WIA, to provide an opportunity for public comment, including comments by representatives of business and representatives of labor organizations, and input into development of the Plan, prior to submission of the Plan.*

A public comment period (August-September 2012) preceded final approval of the plan by the SETC in September 2012. The Draft Plan was made available electronically through website posting, or hard copy as requested. The Plan's public comment notice was sent to the internal and external stakeholder groups listed in the Appendices of this Plan.

In addition, three facilitated regional public comment forums were held during the weeks of August 27 and September 3, 2012. The public comment forum invitation was sent to the same statewide audience to solicit in-person feedback through the in-person regional meetings.



The public forums, held in three regions of the State, were structured around two-hour time blocks; 30 minutes of plan highlights provided by plan experts with the remaining time for feedback, comments and questions. Written comments were submitted by attendees at these sessions. Public comment was also submitted by e-mail and letters. A Public Comment Summary is provided in the Appendices of this Plan.

b. AEFLA, describe the process that will be used for public participation and comment with respect to the AEFLA portion of the Unified Plan. (§224(b)(9).)

New Jersey's State Council for Adult Literacy Education Services (SCALES), a sub-committee of the SETC, is legislatively empowered as the policy and planning committee for adult education in the State. During the past 12 months, SCALES conducted a comprehensive assessment of the State's adult literacy system and a final report with system recommendations is due in September 2012. As part of that assessment and planning process, public forums and focus groups were conducted statewide with all workforce stakeholders. Input solicited from these public meetings has been incorporated into the report's recommendations and are the umbrella under which the AEFLA policy, program and performance revisions have been created and included in this Plan. The public notice and comment processes for AEFLA will be the same as described previously in this section for other programs and populations. Adult Education will notify any all partners of the Unified Workforce Investment Plan of the AEFLA revisions and partners shall have an opportunity to review and comment on all portions of the planned revision.

The AEFLA process is as follows:

The Adult Education and Family Literacy Program submits notification of the specific program and policy changes and their impact on the Unified Workforce Investment Plan to the SETC and the State Council for Adult Literacy Education Services (SCALES). The SETC includes the notification of changes and impact on its website with a notice for soliciting written comments from the public. These comments will go to LWD for its consideration and response. SCALES and the SETC will also have the opportunity to respond in writing to the proposed amendments/revisions. If no opposing comments or feasible recommendations are submitted, the proposed amendments/revisions will be deemed acceptable and then become part of the general Plan.

c. TANF, the state shall make available to the public a summary of any Plan or Plan amendment submitted by the state under this section. With respect to the TANF plan design, the state should describe how local governments and private sector organizations have been consulted regarding the plan and design of welfare services in the state so that the services are provided in a manner appropriate to local populations; and have had at least 45 days to submit comments on the plan and the design of such services. (§402(c).)

During the preparation of the Federal Fiscal Year 2012 renewal of the New Jersey Temporary Assistance for Needy Families (TANF) State Plan, the Department of Human Services solicited comments from the public and private sectors. The draft TANF State Plan renewal was made available to agencies such as the County Human Services Directors, County Human Services Advisory Council, County Welfare Agency (CWA) Directors and staff (including Income Maintenance Administrative Supervisors, Case Management Supervisors and Social Service Administrative Supervisors), New Jersey Coalition Against Sexual Assault, New Jersey



Coalition for Battered Women, the Anti-Poverty Network, Child Care Resource and Referral (CCRR) Agencies, Legal Services of New Jersey, Advocates for Children of New Jersey, and the New Jersey Departments of Labor and Workforce Development, Health and Senior Services, Community Affairs, Education, and Children and Families. Prior to finalization, a 45-day period was extended for the purpose of obtaining public comment regarding the TANF State Plan renewal. A public notice was issued via e-mail to the public and private agencies above informing them that the Draft TANF State Plan would be posted on the Department of Human Services web site for a 45-day public comment period.

- d. CSBG, provide evidence that the public participation requirements were met, including documents which confirms that a legislative public hearing on the State Plan was conducted as required by subsection 675(b) and that the Plan was also made available for public inspection and review as required by subsection 675(d)(2).*

The Joint Budget Oversight Committee held its public meeting on the CSBG Plan on Thursday, September 29, 2011 at 10:00 A.M. in Committee Room 3, First Floor, State House Annex, Trenton, NJ. The CSBG Plan was approved on October 31, 2011. The Public Hearing Notice for the CSBG Plan can be found in the Appendices of this Unified Workforce Investment Plan.

- 3. Describe the types of activities and outcomes that were conducted to meet the consultation requirement. Demonstrate, as appropriate, how comments were considered in the Plan development process including specific information on how the various WIA agency and program partners were involved in developing the Unified State Plan.*

The following agencies, groups, or individuals must be consulted if the Unified Plan includes:

- a. WIA title I, Wagner-Peyser Act, or Veterans Programs: (§112(b)(1) and 112(b)(9))*
- The governor of the state*
 - State board*
 - Local chief elected officials*
 - Business community*
 - Labor organizations*

The following agencies, groups and individuals should also be consulted for WIA title I, Wagner-Peyser, or Veterans Programs: local boards and youth councils, educators, vocational rehabilitation agencies, service providers, welfare agencies, faith and community-based organizations and the state employment security agency.

In addition, describe the role of the state board and local boards in planning and coordination in the Unified Plan (§501(c)(3).)

NOTE: While WIA only requires the involvement of state board and local boards in the planning and coordination of the programs and activities authorized under title I, the intent of the Unified Plan approach is to enable all the relevant parties in an area, if they so choose, to come together more readily to coordinate their activities in the best interests of the population to be served. However coordination is achieved, nothing in the Unified Plan or in WIA itself permits a Board or any other entity to alter the decisions made by another program grantee in accord with that grantee's statutes.



In a time of significant economic transition, New Jersey recognizes that is imperative, now more than ever, that the State be focused on leveraging the resources of all workforce partners. Based in the sector strategy model of workforce development, a myriad of stakeholders were sought out to develop a comprehensive understanding of where the system is and where it needs to go over the next three to five years.

New Jersey undertook a comprehensive unified planning approach, building on the broader partnership model for workforce currently utilized by the SETC and LWD. The required and voluntary collaborations enabled the Plan to accomplish a blending and integration of the Innovative Workforce Vision and Core Values across agencies, to expand the ability of the workforce system as a whole to meet the needs of jobseekers and employers.

An emphasis on the transition to key sector alignment for New Jersey's workforce system is evidenced by the numerous business briefings conducted with business and industry associations, economic development constituents, community colleges and local workforce investment board volunteers and staff. Additional planning input was solicited by the LWD Office of Labor Planning and Analysis.

This was the first in a series of employer surveys targeted to more comprehensively understanding the needs of employers in the key industries in New Jersey. A fourteen percent response rate was generated from this online survey. Figure C-4 outlines the stakeholder groups and their contributions to the development of the strategy and the execution of the Plan.

Figure C-4: Partner/Stakeholder Groups

| Partner/Stakeholder Group | Method of Engagement | Outcome |
|--|--|---|
| State Employment and Training Commission (State WIB) | Leadership Plan Writing & Development | Creation & Submission of NJ Unified Workforce Investment Plan |
| Department of Labor and Workforce Development (LWD) | | |
| Department of Education – Career and Technical Education | Plan Writing & Development | Integration of Vision and Core Values |
| Department of Human Services | | |
| Office of Secretary of Higher Education | | |
| Department of Community Affairs | | |
| LWD Division of Vocational Rehabilitation Services | | |
| LWD Unemployment Insurance | | |
| Governor's Policy Office | Executive Briefing | Alignment with State Development Plan |
| Local Elected Officials | Public Meetings | Input and Feedback |
| Local Workforce Investment Boards – 17 | Local Area Briefings Public Meetings Adult Literacy Focus Groups | Input and Feedback |
| Business and Industry Associations - 15 | Business Briefings | Input and Feedback |
| Employers | Survey: Workforce Needs | Assessment of Workforce Needs |



In addition, to expand engagement of partners and stakeholders in the Plan's development, New Jersey electronically sent out the notice of the Draft New Jersey Unified Workforce Investment Plan to the stakeholders listed in the Appendices of this Plan.

From the commencement of this process, the importance and expertise that the Local Workforce Investment Boards have in regards to the needs of their respective areas jobseekers and employers was viewed as critical to New Jersey's workforce innovations. It was also recognized that due to the compact planning timeline and the continuing service demands of the local areas, local WIBs would not be required to create a written plan for the initial submission. Local WIBs were engaged as the primary stakeholder focus groups for this process.

The SETC and LWD conducted six meetings with local WIB Chairs, Board Members, and local Youth Investment Council representatives, Executive Directors, One-Stop Operators and Employment Service Managers to create the State's Vision and Core Values for Innovation. This process yielded outcomes that spoke to the need to further develop industry based regional planning across local WIB areas, to capitalize on local expertise, leverage resources and further integrate state and regional planning.

Local WIB regional planning guidance will be created in Year 1 with connect the local area's work with the broader scope of the SETC's statewide Talent Advisory Councils and the strategies of the Talent Networks. Local WIBs will be asked to complete regional plans that link their local areas to their regional and the state sector strategies. This planning will be formally integrated into the second WIB Certification Cycle, commencing in July 2014.

b. AEFLA (§224(d)):

- *Governor of the state (any comments made by the governor must be included in the Plan)*

The Draft Plan was submitted to the Governor's Policy Office, as part of the Unified Workforce Investment Plan for comment in July 2012.

c. Vocational Rehabilitation (§101(a)(21)(A)(ii)(III.):

- *State Rehabilitation Council (include the response of the designated state unit to such input and recommendations)*

The New Jersey State Rehabilitation Council (SRC) provides oversight and advises the Division of Vocational Rehabilitation Services (DVRS) within the Department of Labor and Workforce Development (DSA). The SRC is a partnership of people with disabilities, advocates, and other interested persons who are committed to ensuring through policy development, implementation, and advocacy that New Jersey has a rehabilitation program that is not only comprehensive and consumer-responsive but also effective, efficient, and significantly funded. The SRC is dedicated to ensuring that people with disabilities receive rehabilitation services that result in gainful employment. Representing the myriad of diversity that is New Jersey, council members believe that individuals with disabilities are the "untapped resource" to the business community and assert that disability is a natural part of the human experience that in no way diminishes a person's right to fully participate in all aspects of American life. Members of the SRC in New Jersey believe in a public system of vocational rehabilitation that is responsible and accountable



to those it serves and to those who fund it; they believe that competitive jobs generate tax revenue and enable all individuals, including individuals with disabilities, to spend discretionary income which contributes to the State's economy. The SRC and DVRS jointly develop and review elements of the DVRS State Plan.

The SRC is aware that public input to any state plan brings valuable input and strategies for future implementation of programs. The SRC met with the DVRS director and discussed DVRS input for New Jersey's Unified Workforce Investment Plan in June 2012. The SRC is aware and is in support of the proposed public meetings scheduled to take place in August 2012 for further public input.

Framing the work for DVRS is the Governor's Executive Order establishing New Jersey as the 14th *Employment First* state. The SRC recommends that DVRS embed *Employment First* language throughout the Unified Workforce Investment Plan to develop strategies that promote this initiative. The SRC further supports a unified approach that identifies industry sector strategies that will identify opportunities for New Jersey citizen's with disabilities to have equal opportunities for community integrated employment.

d. CSBG:

- *Low-income individuals*
- *Community organizations*
- *Religious organizations*
- *Representatives of low-income individuals*

In accordance with P. L. 103-252, Human Services Amendments of 1994, section 675(c) (13), states are required to secure from each eligible entity as a condition to its receipt of funding under the CSBG Act, a community action plan. Furthermore, all CSBG agencies submit to DCA a plan for how they will utilize the CSBG funding. DCA consolidated the information into the State CSBG Plan. The proposed CSBG Plan is reviewed by all the CSBG agencies for review prior to going to public review. Comments received on the CSBG Plan are reviewed and incorporated into the CSBG Plan.

The CSBG plans include a community needs assessment; description of the service delivery system targeted to low-income individuals and families in the service area; how linkages will be developed to fill identified gaps in services through information, referral, case management, and follow up; description of how funding under the Act will be coordinated with other public and private resources and a description of outcome measures to be used to monitor success in promoting self-sufficiency, family stability and community revitalization.

As a result, several of the Community Action Agencies (CAAs) provide basic skills/readiness, and/or workforce readiness programs as part of CSBG's Goal 1 aligned with national performance indicators of success. The following are the ones relating to employment, which are included in the CSBG Plan:

- Goal 1: Low-Income People Become More Self-Sufficient
- National Performance Indicator 1.1: Employment



- National Performance Indicator 1.2: Employment Supports

e. TANF:

- *Local governments*
- *Private sector organizations*

During the preparation of the Federal Fiscal Year 2012 renewal of the New Jersey TANF State Plan, the Department of Human Services solicited comments from the public and private sectors. The draft TANF State Plan renewal was made available to agencies such as the County Human Services Directors, County Human Services Advisory Council, County Welfare Agency (CWA) Directors and staff (including Income Maintenance Administrative Supervisors, Case Management Supervisors Battered Women, the Anti-Poverty Network, Child Care Resource and Referral (CCRR) Agencies, Legal Services of New Jersey, Advocates for Children of New Jersey, and the New Jersey Departments of Labor and Workforce Development, Health and Senior Services, Community Affairs, Education, and Children and Families. Prior to finalization, a 30-day period was extended for the purpose of obtaining public comment regarding the TANF State Plan renewal. A public notice was issued via e-mail to the public and private agencies above informing them that the Draft TANF State Plan would be posted on the Department of Human Services website for a 30-day public comment period.

States must consult local governments and private sector organizations regarding the plan and design of services in the state so that services are provided in a manner appropriate to local populations. Local governments and private sector organizations must have had at least 45 days to submit comments on the plan and the design of such services.

As previously stated above, the public comment period for New Jersey's Unified Workforce Investment Plan included both print and/or electronic reviews of the document, as well as three regional public comment forums. Local government representatives, community-based organizations, business and industry associations, and private sector organizations were invited to provide comment on the Plan during that period.



D. Needs Assessment

1. *Many of the programs that may be included in a Unified Plan require a needs assessment. State agencies should fulfill these assessment responsibilities collaboratively or, at a minimum, create a planning process that promotes the sharing of needs assessment information among all agencies involved in preparing the Unified Plan. Sharing of assessment data can create a framework for the coordination and integration of services that are to be provided through the One-Stop delivery system. The state may organize the presentation of assessment data in its Unified Plan in a manner it deems most appropriate and useful for planning, such as on a program-by-program basis, by geographic region, or by special population.*

New Jersey's Talent Development system will be focused on four Core Values:

- Core Value 1. *Driving Investments Based on Industry Needs*
- Core Value 2. *Meeting Jobseekers Where They Are*
- Core Value 3. *Equipping the Workforce for Employment*
- Core Value 4. *Increasing System Accountability*

In order to provide needs assessments that can accurately and effectively guide New Jersey's re-envisioned system, the New Jersey Department of Labor and Workforce Development (LWD), led by the Office of Labor Planning and Analysis (LPA), will annually assess and report on the state of the New Jersey economy. This report will inform the assessment of needs through an update on annual changes in the economic picture; industry mix; labor force data (including demand and supply issues); and demographic changes within the population and labor force.

Through the development of Talent Networks — and using employer intelligence and insight gathered through Talent Advisory Councils in seven key industry clusters — New Jersey will develop vital data and information required to effectively re-evaluate employers' ongoing employment needs. The combination of traditional labor market data and direct feedback from leading employers statewide will help identify skill gaps between the labor force and the workplace requirements of employers in a timely manner, and help guide the choices of programs established to serve different industry sectors and populations within the overall workforce. Additionally, LPA's Performance Accountability unit will collect performance information and other data on workforce development programs that will help guide the State's investments in the most productive and effective workforce programs.

The most recent data clearly show that the Great Recession has caused a significant shift in how Americans think about the global economy. There are also significant changes taking place in the labor markets in terms of technology and skill demand. In order to respond to both the need to re-employ individuals, as well as train workers to qualify for existing and future job opportunities, the programs of LWD must continue to evolve.

The capabilities -- and mobility -- of production and the labor force have become a driving force within the global marketplace. People move more freely, not only from one end of the United States to the other, but between countries as well – sometimes virtually through electronic connections. They take their skills, resources and talents with them wherever they go. New



Jersey must be prepared to stand out as an advantageous place to become educated and employed, as well as do business. In order to build this exceptional reputation, New Jersey must be both responsive to the changing needs of the workforce and employers in the state -- and become more proactive in making programmatic and policy decisions that reflect an accurate understanding of the State's changing labor market.

As technology becomes a ubiquitous part of daily life, there is a growing emphasis on Science/Technology/Engineering/Mathematics (STEM) skills at every level of the workforce. Employers across industry sectors require at a minimum that workers have basic technology and math skills. New Jersey is dedicated to providing a workforce that meets those needs.

Being responsive to all workers and jobseekers requires LWD to address the needs of populations that face special barriers to employment in their job searches. These populations include veterans, people with disabilities and individuals hampered by lower educational achievement. Taking a proactive stance means creating an infrastructure that is fully open to these populations in order to streamline outdated processes and services that are no longer effective. LWD is accountable to *all* of its stakeholders including jobseekers, employers, training providers, educators and government policy makers, and through Core Value 4, *Increasing System Accountability*, uses performance-based metrics to help ensure quality service for all its customers.

By developing a strategy based on key industries throughout the State, which seeks employer feedback at every opportunity through an established, ongoing process, the LWD is better able to focus its energy and resources in those areas determined to be most vital to the workforce and economy. In order to provide a workforce better suited to existing job opportunities, employer feedback is given a great deal of credence when developing future job training curricula. Above all, the need for basic skills, literacy and work readiness has been expressed by employers across industries and it will continue to be a focus for LWD over the next five years.

Describe the educational and job-training needs of individuals in the overall state population and of relevant subgroups of all the programs included in the Unified Plan.

New Jersey's Regional/Industry-Focused Strategy

In order to facilitate the best assessment of workforce needs throughout New Jersey, the LWD has highlighted a systematic, data-driven process that begins with gathering insight into the needs of the employers, determining the capabilities and needs of jobseekers and using cutting-edge technology to identify skills and enhance matching each with relevant educational and training opportunities.

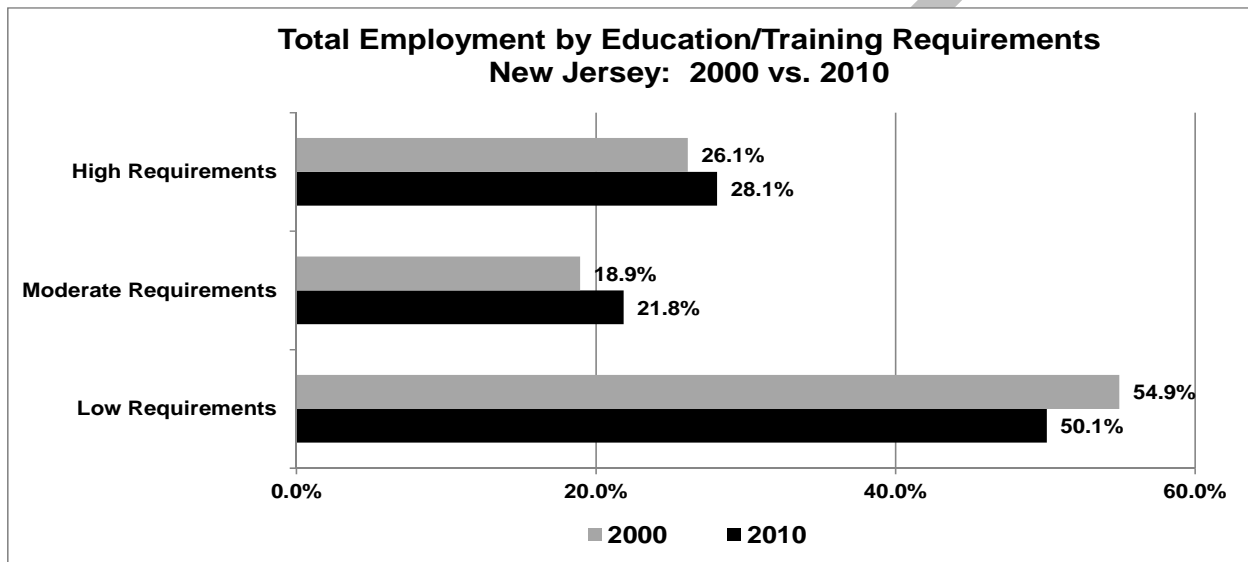
Although small in area, the Garden State comprises three distinct geographic regions. While key industries identified as mainstays of a successful New Jersey economy cross geographical lines, there also is value in viewing the economy through a regional lens. The three regions are North, Central and South, and each has its own specific characteristics in terms of economic viability, workforce composition and labor needs. The State's key industries are Advanced Manufacturing, Financial Services, Health Care, Life Sciences, Technology & Entrepreneurship, Transportation, Logistics & Distribution, and Hospitality, Tourism & Retail. By framing the approach in this way, it is possible to more closely target the needs of both the regions and the key industries within the State.



Needs of the Jobseekers

In recent years, increasing weight has been given by employers in New Jersey to degrees and credentials as a way of filtering through the mountain of resumes often submitted for a single job opening. Education at either the collegiate or vocational level has become a prerequisite for an increasing number of positions, even those that have not historically had those requirements.

Figure D-1: Total Employment by Education/Training Requirements



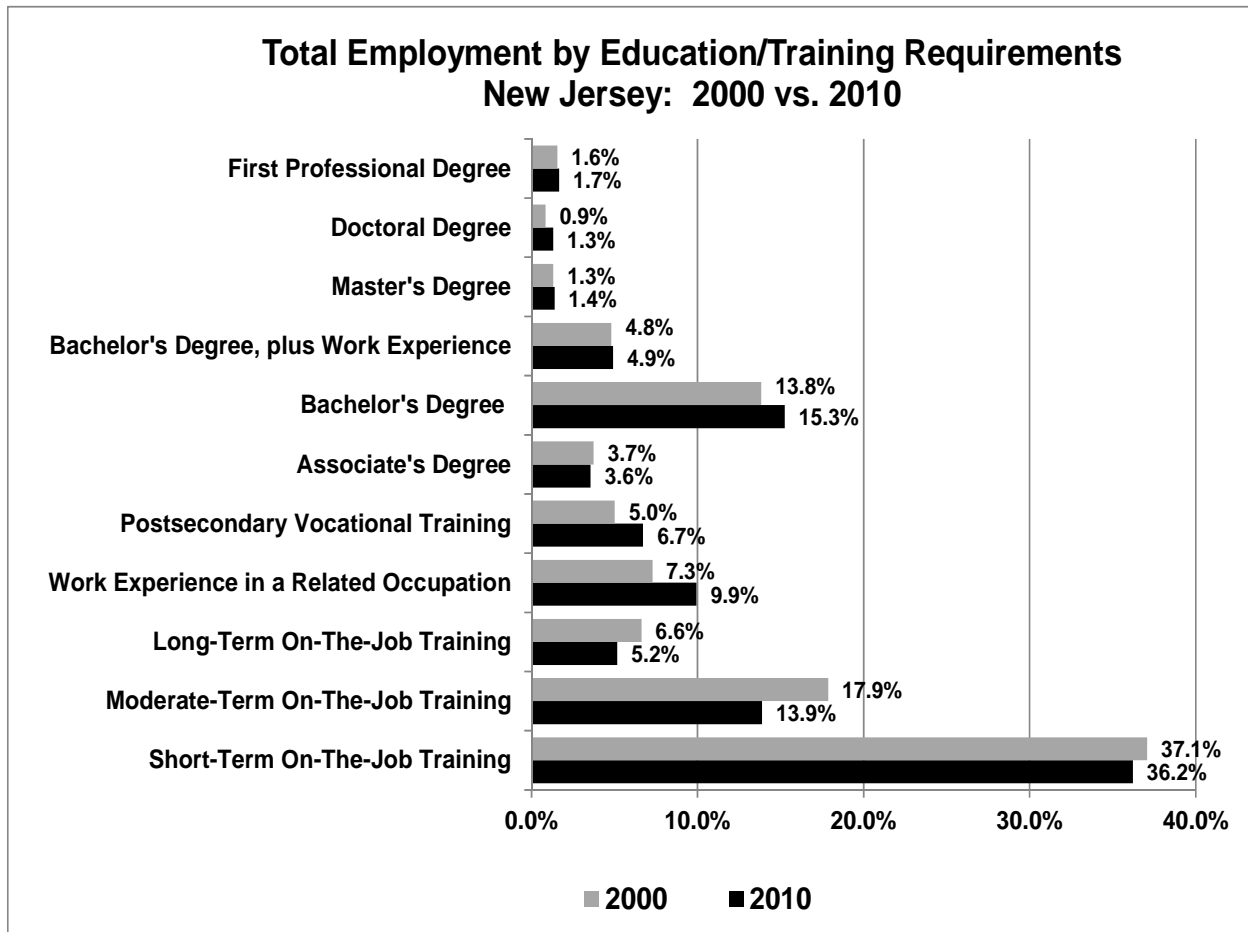
Even in better job markets, limited basic skills can be a barrier to employment for a significant percentage of New Jersey residents. Seventeen percent of adults currently lack Basic Prose Literacy skills.

The 587,700 New Jersey residents without a high school diploma experience a 15.5 percent unemployment rate. Thirty-four percent of jobs require at least some education after high school. In order to advance one grade level, 100-120 hours of instruction is needed. Adding to the lack of efficient literacy programs is the problem of location, as population density and public transportation are not necessarily taken into account when determining program location.

In addition to those with lower levels of formal education, other groups such as youth, veterans and individuals with disabilities have been disproportionately impacted by the recession. The unemployment rate for individuals with disabilities is 19.9 percent, a figure that does not include individuals with disabilities who have never sought employment, but who could be employed with proper support. The unemployment rate is 11.9 percent and 16.6 percent for veterans and youth, respectively.



Figure D-2: Total Employment by Education/Training Requirements, Detailed



In assessing the needs for highly trained workforce development staff, it is clear that training for those assisting jobseekers will be vital to keep these workers' skills current with the technology and processes embraced by employers. With 116,100 job openings in New Jersey posted online, it is clear that the way in which employers are seeking workers more and more is dependent on technology. Jobseekers not looking in the technology space will find themselves at a significant disadvantage in their efforts. Individuals assisting jobseekers in their searches must be aware of the need for technology-based job searches, and also knowledgeable and skilled in implementing such searches using social media (Facebook, LinkedIn, Twitter).

Just as a "high tech" approach to job seeking is becoming the norm, it is alternatively as important that some jobseekers take part in a "high touch" approach. As people grow more used to communicating online, face-to-face communication is becoming a highly valued commodity and a desirable skill in an employee. The soft skills of interpersonal communication and team interaction will grow in importance.



In answering this question, if the Unified Plan includes:

- a. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs, identify the types and availability of workforce investment activities currently in the state. (§112(b)(4)(A-D).)*

The following WIA Title I and Wagner-Peyser Act and/or Veterans Programs are currently available in the State:

Service or Activity Name

Additional Unemployment Benefits While in Training (ABT); Work Search Waiver
Academic Learning
Alternative Work Experience
Assessment - Comprehensive and Specialized Skill Level and Service Needs
Assessment
Assessment Interview, Initial Assessment
Assessment Services - Career Assessment Basic Skills/Life Skills
Bonding Assistance
Career Guidance
Case Management Services (Veterans Only Service)
Case Management Services (Dislocated Worker, Profile Claimant, TANF/GA, Food Stamp)
Comprehensive Guidance and Counseling (Youth Only)
Community Service (Youth Only through NJ Youth Corps)
Counseling - Group Sessions
Counseling - Individual & Career Planning
Disability Assessment and Services
EEO Notification
Employer Outreach
English as a Second Language (ESL) Entrepreneurial Training
Follow Up Services
Individual Employment Plan
Individual Training Grant Information, Eligibility, Referral and Grantwriting
Information on Filing UI Claims, Eligibility for TANF, Financial Aid, Education Programs
Interest Inventory
Job Coaching
Job Development Contact



Job Finding Club
Job Order Taking
Job Referral
Job Search Planning
Job Search Workshop Job Shadowing
Leadership Development Opportunities (Youth Only)
Literacy Test
Literacy Training/ Adult Basic Skills
Math Test
Mentoring
Mobility Training
Occupational Skills Training
Older Worker Program Information, Eligibility, Placement and Follow Up (SCSEP)
On-the-Job Training (OJT)
Orientation (Career Beacon - RO)
Orientation (Other)
Orientation (Rapid Response)
Orientation (Self Employment Program)
Orientation (Trade Act)
Orientation (UI Profiling)
Other reportable services (ES, DVOP, LVER)
Positive Recruitments/ Job Fairs
Post Placement Counseling
Pre-Apprenticeship and Apprenticeship Information and Training
Proficiency Test
Referred to Basic Skills Training
Referred to Job
Referred to Job Corps
Referred to Other Federal and State Programs
Referral to Social Services
Referred to Supportive Services - Non-Partner
Referred to Supportive Services - Partner
Referred to WIA, WDP, Tuition Waiver



Resume Preparation Assistance
Resume Writing Workshop
Self-Employment Workshop
Self-Service - Access to One-Stop Career Center
Self-Service - Employer - Use of Business Resource Center
Self-Service - Job Finding Club - Self Directed
Self-Service - Job Seeking - Other (i.e., newspapers, books)
Self-Service - Resume Writing
Self-Service - Training Provider Information Search - Self Directed
Self-Service Job Matching
Short-term Pre-Vocational Skills to Prepare for Employment or Training
Skills Upgrading and Retraining
Specific Labor Market Information
Summer-Related Employment Opportunities
Summer Youth Employment and Training Programs
Tax Credit Eligibility Determination
Tuition Waiver Eligibility Determination
Tutoring Study Skills Training
Veteran Employment Programs
Veteran Outreach
Vocational Guidance (Other)
Vocational Guidance (VET)
Websites for Job Seekers, Employers, Students, Counselors, Parents
Work-Related/Job Readiness Training
Youth Corps

- b. *AEFLA, objectively assess the adult education and literacy needs of individuals, including an assessment of those most in need and hardest to serve, including low income students, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement (including individuals with limited English proficiency, criminal offenders in correctional institutions and other institutionalized individuals.) (§§224(b)(10) and 225.)*

Overview of Adult Education and Family Literacy Needs

The purpose of New Jersey's Core Value 3, *Equipping the Workforce for Employment*, is ensuring basic skills, literacy and workforce readiness training, as these skills are viewed as critical to the foundation of talent development. Adult literacy will support skill development and credential attainment while providing a continuum of instructional services from basic adult



education and beginning ESL, through transitioning to postsecondary education and career/work readiness.

The following describes and supports the apparent need for Adult Education programs in New Jersey. Need is summarized in terms of projected population growth, documented educational attainment, economic trends, special populations, government assistance clients, incarcerated adults, the unemployed population, geographical distribution of New Jersey residents, immigrants, the disabled, and the elderly.

Literacy Need Areas:

- Adults who dropped out of school prior to high school completion
- Adults with low literacy skills
- Incarcerated adults with low literacy skills
- Foreign-born adults in developing and/or increasing their English language proficiency
- Learning disabled adults with low literacy
- Adults who lack the literacy and workplace readiness skills necessary for gainful employment
- Adults who have a high school diploma or equivalent (GED), with low literacy skills

The goals and expectations for adult literacy education are varied, and include meeting learners' economic, social and personal needs. As with all education, the development of a given adult learner is also connected to the development of the community or state as a whole. For example, increasing adults' basic skills, literacy and workforce readiness are critical to strengthening New Jersey's economy.

Similarly, parents who have stronger literacy skills and more education themselves are better situated to help their children learn. Higher levels of literacy and education are also associated with increases in civic participation. Across these various roles — as parents, citizens and workers — adults need to be able to access information, to articulate ideas and opinions, to solve problems and make decisions, and to continue learning and developing new skills. In keeping with the Equipped for the Future standards, the adult literacy system will provide adults learners with the skills and knowledge necessary to succeed in these roles.

Populations that will Most Benefit from Adult Education/Literacy Programs

Data show that a significant portion of the State's population could benefit from literacy and English language programs. According to the 2010 American Community Survey (ACS):

- 12.5 percent of New Jersey's population ages 5 years and over do not speak English "very well"
- About 12.1 percent of the State's population 18 years and over have not earned a high school diploma

Similar to income and earnings, poverty status also varies by race. Education also affects poverty status. Few college graduates were living below poverty (3.2%) in the State, while the



poverty rate was high among high school graduates (10.1%) and those without a high school diploma (20.5%).

Although the problem of high school non-completion is often associated with New Jersey's large urban areas, there are high levels of non-completion in diverse parts of the State. In fact, the county with the highest percentage (22%) of adults between the ages of 18-65 who have not completed high school is rural.

There are clear associations between level of education and economic status. The overall state median income is \$42,473. This drops to \$21,463 for those with less than a high school diploma (a loss of roughly half the overall median). Those with a high school diploma have a median income of \$31,295 – an increase of roughly \$10,000 compared to those with no diploma. Those with a bachelor's degree earn \$57,081 – nearly double what those with a high school diploma make. The divisions here are clear and compelling – the State will benefit from reducing the number of drop-outs and increasing the number who have completed postsecondary education.

**Figure D-3: Median Earnings by Level of Education for Population
25 Years and Over in New Jersey**
(Source: ACS, 2010)

| | |
|---------------------------------|----------|
| Overall State Median Income | \$42,473 |
| Less than High School | \$21,463 |
| High School (or equiv.) | \$31,295 |
| Some College or Associates | \$40,213 |
| Bachelor's Degree | \$57,081 |
| Graduate or Professional Degree | \$80,417 |

Over one-third (34%) of those without high school diplomas are not in the workforce. Having some college or an Associate's Degree cuts this figure in half, as only 16 percent of adults in this group are not in the labor force. This reinforces the State's goal of having adult learners complete as least one year of postsecondary education or an industry certification.



Figure D-4: Labor Force Participation by Educational Attainment for Population 25 to 64 Years Old in New Jersey

(Source: ACS, 2010)

| Education Level | In the Labor Force | Not in the Labor Force |
|-----------------------------|--------------------|------------------------|
| Less than High School | 65.7% | 34.3% |
| High School Graduate | 77.1% | 22.9% |
| Some College or Associate | 83.1% | 16.9% |
| Bachelor's Degree or Higher | 86.1% | 13.9% |

The associations between level of education and poverty is clear: poverty rate among NJ's population 25 years and over according to educational attainment showed rates of 20.5 percent for those without a high school diploma, 10.1 percent for high school graduates, 6.9 percent for those with some college or an Associate degree and 3.2 percent for college graduates.

The 2010 American Community Survey data shows that 12.1 percent of New Jersey residents 18 and over did not complete high school (this contrasts with the national average of 14.7%). To break the numbers down a bit further, five percent of residents 18 and over completed less than 9th grade and 7.1 percent completed 9th to 12th grade but without a diploma. The numbers for a variety of age groups are listed below. As the data indicated, 9.3 percent of the population in their prime earning years (25 to 44) had less than a high school education.

Figure D-5: Non-completion by Age in New Jersey

(Source: U.S. Census, 2010)

| Age Range | Percentage | Population Number |
|---------------------------------|------------|-------------------|
| 18-24 | 13.3% | 102,053 |
| 25-34 | 9.3% | 232,693 |
| 35-44 | 9.4% | 335,461 |
| 45-64 | 9.5% | 97,701 |
| 65 and over | 22% | 1,109,449 |
| Total Non-completion Population | 13% | 848,318 |

According to the 2010 American Community Survey, New Jersey has been one of the favorite destinations for international immigrants. The State's 21 percent foreign born population was much higher than the national average of 12.9 percent, and ranked New Jersey third among the states. Only California (27.2%) and New York (22.2%) had higher concentrations of foreign born population than New Jersey.

The 2010 ACS revealed that, due partly to the large influx of foreign immigrants, approximately 2.45 million New Jersey residents (29.7%) ages five years and over, speak languages other than English at home. Among them, about 1.03 million (or 12.5% of the total population) do not speak English "very well." In comparison, about 20.6 percent of the nation's total population use foreign languages at home, including 8.7 percent with insufficient English ability.



As a whole, 14.2 percent of adults in the State between the ages of 18 – 64 report speaking English less than very well.

Figure D-6: Speaking English “Less Than Well” in New Jersey
(Sources: American Community Survey, 2010)

| | | |
|---------------------------------|--------|-----------|
| 18 – 64 Years Old | 14.2% | (787,629) |
| —Spanish speakers | 51.3% | |
| —Other Indo-European Languages | 35.6% | |
| —Asian/Pacific Island Languages | 42.0% | |
| —Other Languages | 28.6 % | |
| 65 Years and over | 13.8% | (164,723) |
| —Spanish speakers | 78.1% | |
| —Other Indo-European Languages | 53.3% | |
| —Asian/Pacific Island Languages | 65.7% | |
| —Other Languages | 51.8% | |

Although the above information provides an assessment of the overall literacy needs of the State population, learners are individuals and they come to the system with their own specific needs. All programs are required to assess learners’ skill levels and develop an individual plan for that student based on their needs.

c. SNAP Employment and Training (E&T), explain the method used to:

i. Estimate the number and characteristics of the expected pool of work registrants during the fiscal year;

Characteristics of Work Registrants

Based on a random review of participation data from approximately 29,230 records of NJ Supplemental Nutrition Assistance Program (SNAP) E&T participants in June 2009, the following information was developed: 92 percent of WRs had completed at least one year of high school, while roughly 13 percent were either graduates or had completed GED requirements. About 39 percent of the sample was male, while 38.5 percent were female. The largest percentage of WRs, roughly 51 percent were between 30 and 50 years of age. About 20 percent were over the age of 50 years, and about 29 percent were under the age of 30 years. Approximately 46 percent of the sample group was Black, 51 percent White, 25 percent Hispanic, and three percent Asian or other. The average household size for NPA NJ SNAP cases were 1.8 persons.

Figure D-7: Number of Work Registrants in New Jersey

| | |
|---|--------|
| WRs in the State as of October 1, 2010 | 49,546 |
| Expected new WRs to be added between October 1, 2011 and September 30, 2012 | 15,472 |
| Total WRs in the State between October 1, 2011 and September 30, 2012 | 65,018 |



- ii. *Estimate the number of work registrants the state agency intends to exempt from E&T, along with a discussion of the proposed exemption criteria;*

Exemption Criteria Justification Those applicants meeting established exemption criteria at 10:87-10.2 (b) of the NJ SNAP Manual are exempt from the work registration requirements. When a WR appears to be eligible for exemption from work requirements, the NJ SNAP E&T worker must refer the person back to the NJ SNAP office, with a recommendation for reclassification into exempt status so the base of the eligible (non-exempt WRs) is not artificially inflated. Those WRs for whom participation would be impractical due to current employment are exempt. This includes migrant and seasonal farm workers away from their usual residence and following the work stream. All employment must be reported to the NJ SNAP E&T worker by the WRs in the month it begins.

When a NJ SNAP recipient who is work-registered but exempt from NJ SNAP E&T requirements reports employment, that information must be counted in NJ SNAP E&T monthly reports. Exemptions are subject to reevaluation at the time of re-certification. Therefore, the length of the re-certification period is based on the specific exemption (i.e. incapacitated adult certification period established for no longer than the length of disability).

Figure D-8: Planned Exemption Categories & Number of Work Registrants Expected to be Included in each during the Fiscal Year

| | |
|--|--------|
| Medical Problems | 7,986 |
| Social Problems | 5,418 |
| Temporary Layoff (up to 60 days) | 115 |
| Responsible for care of dependent child/otherwise incapacitated individual | 1,259 |
| Total | 14,778 |

- iii. *Estimate the number of placements into E&T components during the fiscal year;*

An estimated 44,678 individuals will be placed into E&T components during Fiscal Year 2013.

- iv. *Estimate the number of ABAWDs (able-bodied adults without dependents) in the state during the fiscal year;*

New Jersey currently has an approved waiver exempting ABAWDs through September 2012. This will continue in FFY 2013.

- v. *Estimate the number of ABAWDs in both waived and unwaived area of the state during the fiscal year;*

Not applicable.



- vi. *Estimate the average monthly number of ABAWDs included in the state's 15 percent exemption allowance, along with a discussion of how the state intends to apply the exemption;*

Not applicable.

- vii. *Estimate the number of qualifying education/training and workfare opportunities for ABAWDs the state will create during the fiscal year.*

Not applicable.

d. Vocational Rehabilitation:

- i. *Assess the needs of individuals with disabilities in the state, particularly the vocational rehabilitation needs of individuals with the most significant disabilities (including their need for supported employment services), individuals with disabilities who have been unserved or under-served by the vocational rehabilitation program, and individuals with disabilities served through other components of the statewide workforce investment system. (§§101(a)(15)(A)(i)(I-III) and 625(b)(2).)*

Overview of the Vocational Rehabilitation Population

According to the 2010 American Community Survey, 845,000 individuals, or 9.7 percent of the State's residents, self-identify as having at least one type of disability. Nationally, the percentage of individuals with disabilities is higher at 11.9 percent. New Jersey's population with disabilities includes more women (55%) than men (45%). Of the 397,900 individuals who make up the population of 18 – 64 year olds with disabilities, approximately 47 percent are in the labor force, including 146,000 employed and 36,500 unemployed. This makes the unemployment rate for individuals with disabilities 19.9 percent, a figure that does not include individuals with disabilities who have never sought employment but who could be employed with proper support.

While 11.6 percent of New Jersey's general population has less than a high school degree, that number more than doubles for people with disabilities, reaching 24.6 percent. That disparity follows through to the collegiate level, with 35.8 percent of New Jersey's general population having attained a Bachelor's degree or higher, and only 17.5 percent of the population with disabilities reaching the same education level. As stated under D.1.b, education level has a direct correlation to poverty, and this is no less true among the disabled population. Among the general population of New Jersey, 9.1 percent live at 100 percent of the poverty level, but among the disabled population, that number grows to 15.7 percent.

However, individuals with disabilities are faring better in regards to long-term unemployment, with unemployed individuals with disabilities who have been unemployed for 26 weeks or longer at a rate of 36.6 percent. Among unemployed people in the general population, that rate is 47 percent.

New Jersey's individuals with disabilities include 107,400 disabled veterans. Among them, 49,700 reported having a "service connected" disability – a disability that was a result of disease or injury incurred or aggravated during active military service.



The New Jersey Division of Vocational Rehabilitation Services does not rely solely on a diagnosis as a determination of significant disability, but does consider every disability or combination of disabilities, as evaluated during the assessment, for determining eligibility and vocational rehabilitation needs. If the disability, or combination of disabilities, presents impairments that seriously limit at least one functional capacity (such as mobility, communication, self-care, self-direction, inter-personal skills, work tolerance, or work skills), in terms of an employment outcome, and if vocational rehabilitation can be expected to require multiple services over an extended period of time; the person will be considered to be significantly disabled.

Vocational Rehabilitation Services

The New Jersey Division of Vocational Rehabilitation Services (DVRS) serves approximately 30,000 people each year. Out of those, approximately 4,000 individuals are placed in jobs. Those individuals who receive DVRS services must a) have a disability that is a barrier to employment, and b) elect to take advantage of the available services. For each case, the consumer and vocational rehabilitation counselor jointly develop an Individualized Plan for Employment (IPE) that is goal oriented and based on the consumer's need for services leading to employment.

Unserviced/Underserved Populations

There are two racial/ethnic groups that are overrepresented among individuals with disabilities, even when taking into account that they are the two largest groups within New Jersey's overall population.

The majority, 74 percent, of New Jersey's individuals with disabilities are white, although the white share of the State's total population was just about 69 percent. African Americans also were overrepresented among individuals with disabilities, accounting for 13 percent of the State's total population and 15 percent of the State's "disabled" population. The proportions of Hispanics (14%) and Asians (4%) among state residents with disabilities were lower than their corresponding shares of the State's total population (18% and 8% respectively).

Using statistics from a snapshot of past years the number of individuals served from minority groups has hovered around 48 percent of the total number of people served in a year. A further breakdown reveals the following:

- Black – 34%
- Hispanic/Latino – 11%
- Asian – 2%
- Other – 1%

Members of minority groups may require comprehensive vocational rehabilitation services that could include referrals to or collaborations with partner agencies as a routine part of the service delivery system. Some of these services include literacy (provided by the Learning Links in the One-Stop Career Centers), life skills (provided by the various Community Rehabilitation Programs and Centers for Independent Living) and referrals to appropriate community-based organizations.



DVRS has made certain accommodations for members of minority groups that include communications in native or accessible language and cultural sensitivity issues. In an effort to expand the agency's reach, DVRS has also participated in annual conferences that include faith-based and community-based organizations. DVRS has developed relationships with conference participants and has created a system to maintain contact with them to better understand the needs of the specific community.

Bi-lingual DVRS counselors

Based on the population of the local area, there are DVRS counselors who communicate in both Spanish and English to serve the population of people with disabilities with this need. This accommodation extends to all correspondence.

Literature

All promotional literature for the agency has been translated and published in Spanish as well as English.

Hispanic/Latino Outreach

In response to the need for a greater impact on reaching individuals with disabilities within the Hispanic/Latino community, DVRS has contracted with a community rehabilitation program to open an outreach center for communities in which high numbers of people of Hispanic/Latino heritage reside. The objective of this initiative has been to raise awareness of the availability of DVRS services among this group. Recognizing that New Jersey is a diverse state, the local offices make sure that all individuals with disabilities who come in for services are treated with dignity and respect. Whenever possible, the person's language will be accommodated by an informal interpreter or the AT&T language line and there is coordination with community- or faith-based organizations that can best serve them.

- ii. Include state estimates of the number of individuals in the state who are eligible for services under title I of the Rehabilitation Act, the number of such individuals who will receive services provided with funds provided under part B of title I and under part B of title VI (including, if the designated state agency uses an order of selection, estimates of the number of individuals to be served under each priority category within the order), and the costs of the services provided (including, if the designated state agency uses an order of selection, the service costs for each priority category within the order.) (§101(a)(15)(B).)*

DVRS serves 100 percent of the people with disabilities who both qualify for vocational rehabilitation services and who choose to access these services. This number equates to approximately 30,000 individuals annually, although, according to the number of people who self-identify as having disabilities, there is the potential for up to 397,900 individuals to seek out such services.

DVRS invests nearly \$10 million dollars annually, including \$600,000 in Title B part VI funds to provide supported employment to individuals with significant disabilities. DVRS has 140 counselors, each managing approximately 235 cases each, who provide customized services to individuals with disabilities within the vocational rehabilitation system.



- iii. Provide an assessment of the need to establish, develop, or improve community rehabilitation programs within the state. (§101(a)(15)(A)(ii).)

Current State of Community Rehabilitation Programs

According to the U.S. Department of Labor, as of March 2012, only 20.1 percent of people with disabilities participated in the labor force as compared to 69.3 percent of their peers without disabilities. In addition, the nationwide unemployment rate for people with disabilities was 15.2 percent compared to an 8.1 percent unemployment rate for people without disabilities.

While New Jersey boasts 47 percent of its disabled population as being a part of the workforce, it also has a higher rate of unemployment than at the national level at 19.9 percent. It was determined that a proactive approach to promoting competitive employment in the general workforce for people with any type of disability would go a long way toward mending this disparity.

Community Rehabilitation Programs (CRPs) are key to implementing Governor Christie's Executive Order declaring New Jersey to be an *Employment First* state, in which the following are the essential elements:

- Employment is the first and preferred outcome for working-age youth and adults with disabilities, including those with complex and significant disabilities, for whom working in the past has been limited, or has not traditionally occurred;
- Using typical or customized employment techniques to secure membership in the workforce, where employees with disabilities are included on the payroll of a competitive business or industry or are self-employed business owners;
- Where the assigned work tasks offer at least minimum or prevailing wages and benefits and
- Where typical employment opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public.

DVRS finances 28 CRPs with state funds that identify "slot" positions for workers with significant disabilities in segregated settings. With the current level of community rehabilitation programs operating throughout the State the needs of the agency and the individuals with disabilities are being met. There is a stable network of CRPs that offer traditional facility-based services and supported employment. The agency continues to evaluate new Supported Employment (SE) providers. This evaluation is based on:

- Local area need
- Program area expansion
- Emergence of priority specialty areas, like traumatic brain injury (TBI), autism and mental illness
- Continued support of disability-related services

There are other state agencies within New Jersey, in particular the Department of Human Services, Division of Developmental Disabilities and Division of Mental Health and Addiction Services, that provide funding for day programs for individuals who historically have been presumed too disabled to work.



Improving Community Rehabilitation Programs

Over the next three to five years, the critical initiative of *Employment First* will be fully employed. Year 1 assessments will provide data that will assist in developing long-range goals/strategies, which will be put into place in Year 2. Those strategies will create the support mechanisms needed in order to meet the *Employment First* objectives.

The existing CRPs have the skills and knowledge related to the rehabilitation needs of individuals with significant disabilities and can establish initiatives that will provide individuals with disabilities employment opportunities that align with *Employment First*. It is critical that within the next five years New Jersey CRPs develop their programs to align with the LWD Talent Networks that identify industry needs to provide a pipeline of qualified candidates with disabilities who will gain initial employment experience through their programs.

- e. HUD Employment and Training Programs: Address the educational and training needs of public housing residents and other families receiving housing assistance.*

Reminder: this question is a suggestion for incorporating HUD programs into the State Unified Plan. However, following this guidance will not trigger funding for HUD programs.

HUD, under the auspices of the Department of Community Affairs, does not operate any employment and training programs at this time.

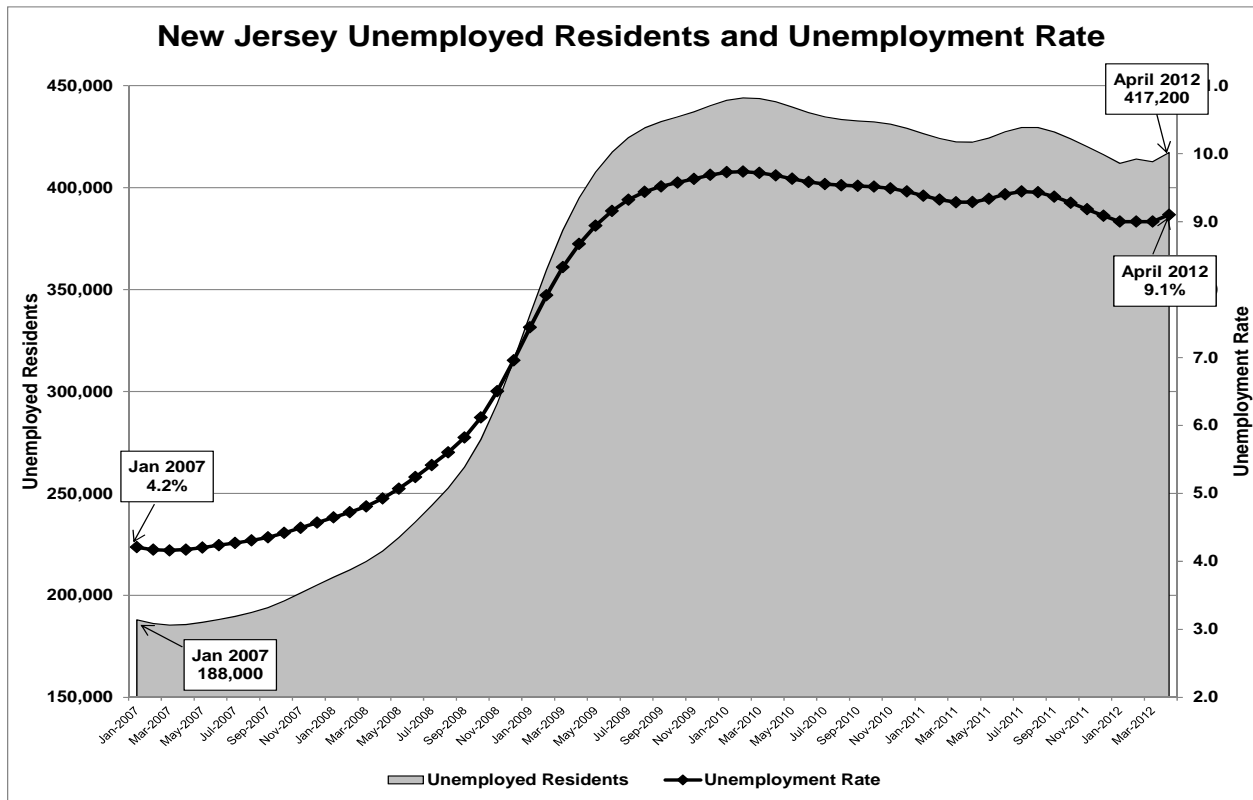
- 2. WIA Title I and Wagner-Peyser Act Economic and Labor Market Analysis (§112(b)(4)): As a foundation for this Plan and to inform the strategic investments and strategies that flow from this Plan, provide a detailed analysis of the state's economy, the labor pool, and the labor market context. Elements of the analysis should include the following:*

New Jersey, like most other states and the nation, continues to recover from the negative effects of the Great Recession, which saw private sector employment in the Garden State fall by nearly 250,000 jobs. Nearly every sector of the State's economy showed dramatic job contraction.

Since reaching its recession-related nadir in February 2010, employment has trended upward. As of April 2012, New Jersey had recovered 71,200 or 28 percent of private sector jobs that were lost. The negative impact of the recession can be seen through an examination of the State's unemployed population and unemployment rate.



Figure D-9: New Jersey Unemployed Residents and Unemployment Rate

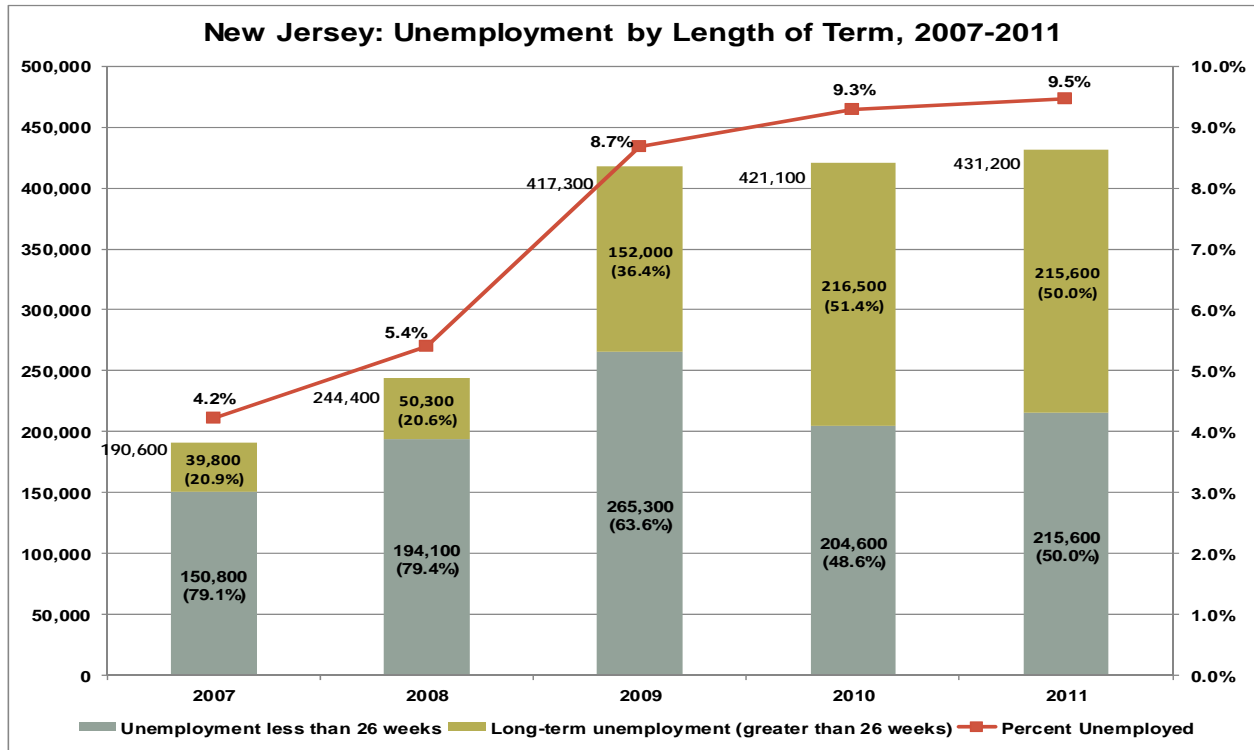


Before the recession began, New Jersey experienced nearly full employment, with an unemployment rate of just over 4 percent. In fact, the State's unemployment rate was under 5 percent for the three years immediately preceding 2008. While the State's economy has been on a continuous, upswing since the fall of 2010, resident unemployment has remained stubbornly high.

The profile of New Jersey's unemployed has changed since the onset of the recession. In 2011, total unemployment was more than two times greater than in 2007 and long-term unemployment was more than five times greater. People also were remaining unemployed longer. Data indicate that just over half of all unemployed residents in 2011 (215,000) were considered long-term unemployed (those unemployed for more than 26 weeks).



Figure D-10: New Jersey Unemployment by Length of Term



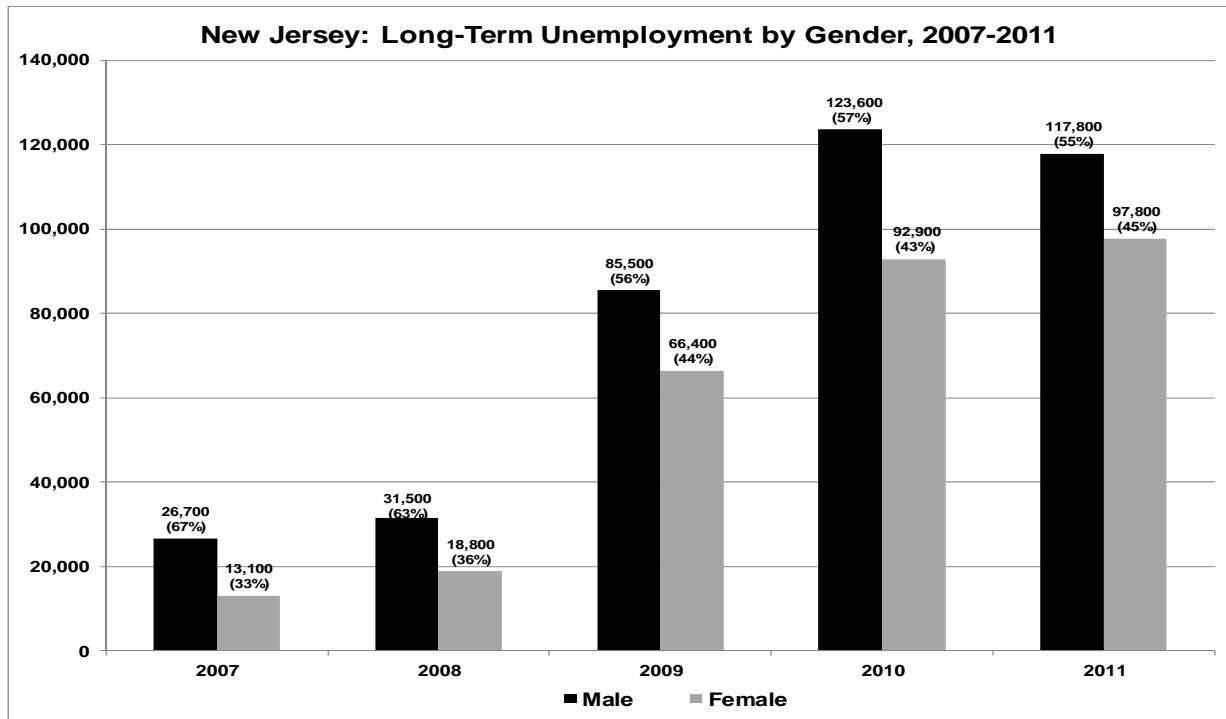
Unemployment by Gender

In terms of gender, the unemployment rate for males peaked in 2010 and, at 9.7 percent was unchanged in 2011. The male share of total unemployment decreased slightly from 57.5 percent in 2007 to 55.1 percent in 2011. The increase in the overall unemployment rate between 2009 and 2011 was primarily due to an increase in women's unemployment.

Women also fared worse in terms of duration of joblessness. In 2007, one-third of the long-term unemployed were women. By 2011, women's share of the long-term unemployed had increased to 45 percent. Furthermore, in 2007, only 16 percent of unemployed women were long-term unemployed while in 2011 that had increased to 50 percent.



Figure D-11: New Jersey Long-Term Unemployment by Gender



Unemployment by Age

Young jobseekers (ages 16-24) have the highest rate of unemployment, but they are far less likely to experience long-term unemployment of over 26 weeks than older workers. Long-term unemployment decreased substantially for youth between 2010 and 2011, while increasing for other age groups. For example, the share of all unemployed 25 - 54 year olds who experienced long-term unemployment was near the average in 2007, however post-recession, it is the highest of other cohorts at 57 percent. In 2011, just 11 percent of the long-term unemployed population was youth (16-24), compared to 22 percent in pre-recession 2007.

Unemployment by Race/Ethnicity

Differences in unemployment by race or ethnicity followed similar patterns pre- and post-recession. Blacks have consistently had the highest rate of unemployment. They were the only race group with an increase in unemployment between 2010 and 2011. By ethnicity, Hispanics had their unemployment rate increase between 2010 and 2011. The distribution of the unemployed by race and ethnicity changed little during the five-year period. In 2011, 51 percent of the unemployed were White and 22 percent were Black. About a quarter were Hispanic. The total number of unemployed Whites decreased slightly between 2010 and 2011.

In terms of racial make-up of the long-term unemployed, Whites' share of the long-term unemployed peaked in 2010 but, at 45 percent in 2011, it continues to be higher than pre-recession levels. In 2007, Blacks represented the largest group of the long-term unemployed (39%), compared to 28 percent in 2011.



Within the respective unemployed racial groups in 2011, Blacks had the largest percentage of long-term unemployment at 63 percent compared to 45 percent of Whites and 50 percent of Hispanics.

Figure D-12: New Jersey Unemployment Rate by Race and Ethnicity

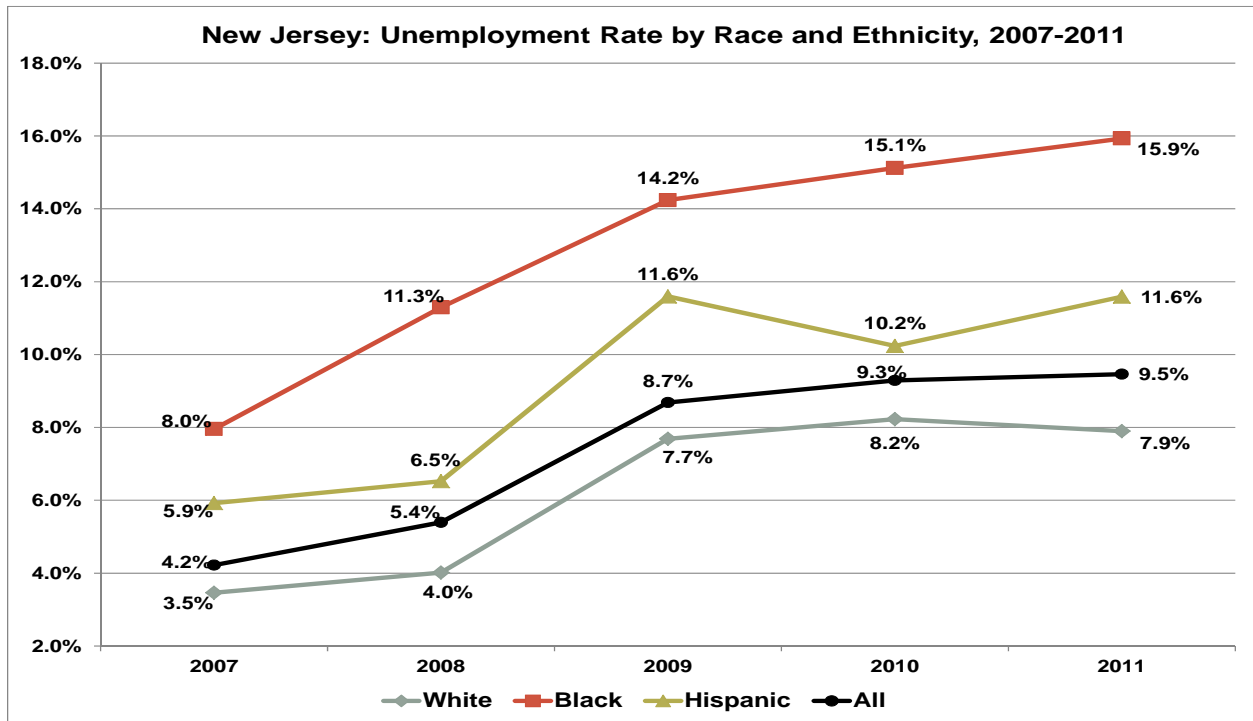
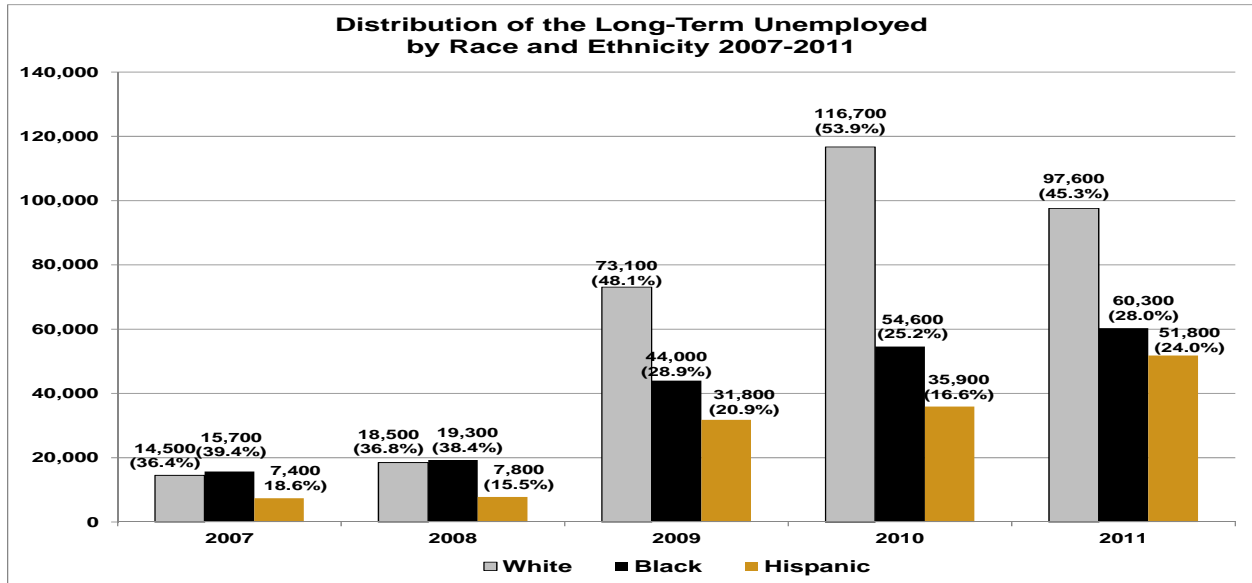




Figure D-13: Distribution of Long-Term Unemployed by Race and Ethnicity



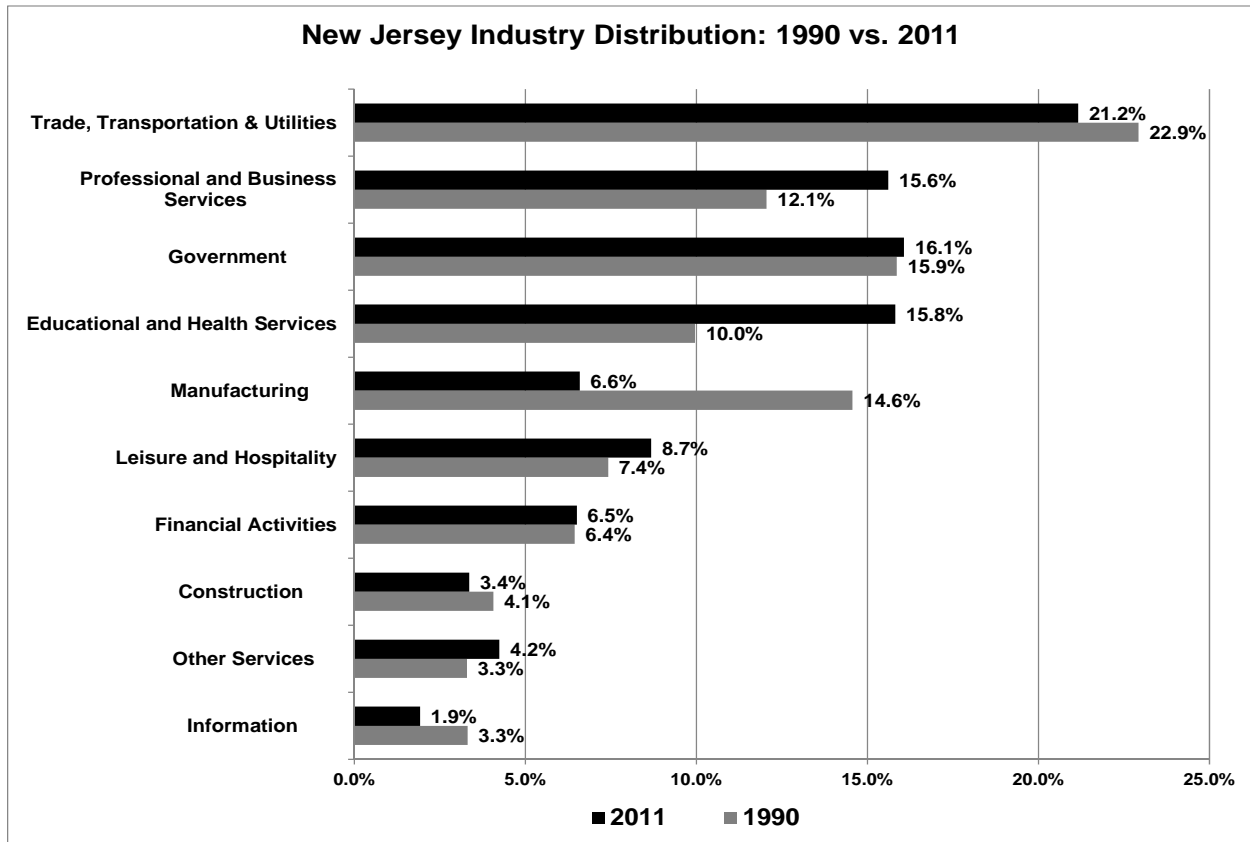
a. What is the current makeup of the state's economic base by industry?

New Jersey's economy has undergone a transformation from the perspective of industry mix in recent years. An economy that once was dominated by industries in the goods producing sector has morphed into a more service oriented economy over the past several decades. Just over twenty years ago, in 1990, approximately one-out-of-every-six jobs in New Jersey were in manufacturing (14.6% of all jobs). That ratio has fallen to 6.6 percent in 2011. Manufacturing in New Jersey, as in the nation, was subject to external pressures which moved employment lower, including but not limited to, foreign competition which could produce goods more economically and productivity gains, which enabled domestically produced goods to be produced with less labor.

Sectors that saw dramatic increases in employment share were Education and Health Services (15.8% in 2011 vs. 10.0% in 1990), and Professional and Business Services (15.6% in 2011 vs. 12.1% in 1990).



Figure D-14: New Jersey Industry Distribution, 1990 vs. 2011



b. What industries and occupations are projected to grow and/or decline in the short term and over the next decade?

Employment in manufacturing in New Jersey is projected to continue to decline as the effects of globalization, offshoring, and technical advances continue to create headwinds for this industry. The pace of manufacturing job losses is projected to slow considerably from the average annual rate of decline of 3.5 percent from 1990-2010 to 0.7 percent per year from 2010 to 2020. This is consistent with a nationwide trend of slighter declines during the projection cycle than experienced over the previous two decades.

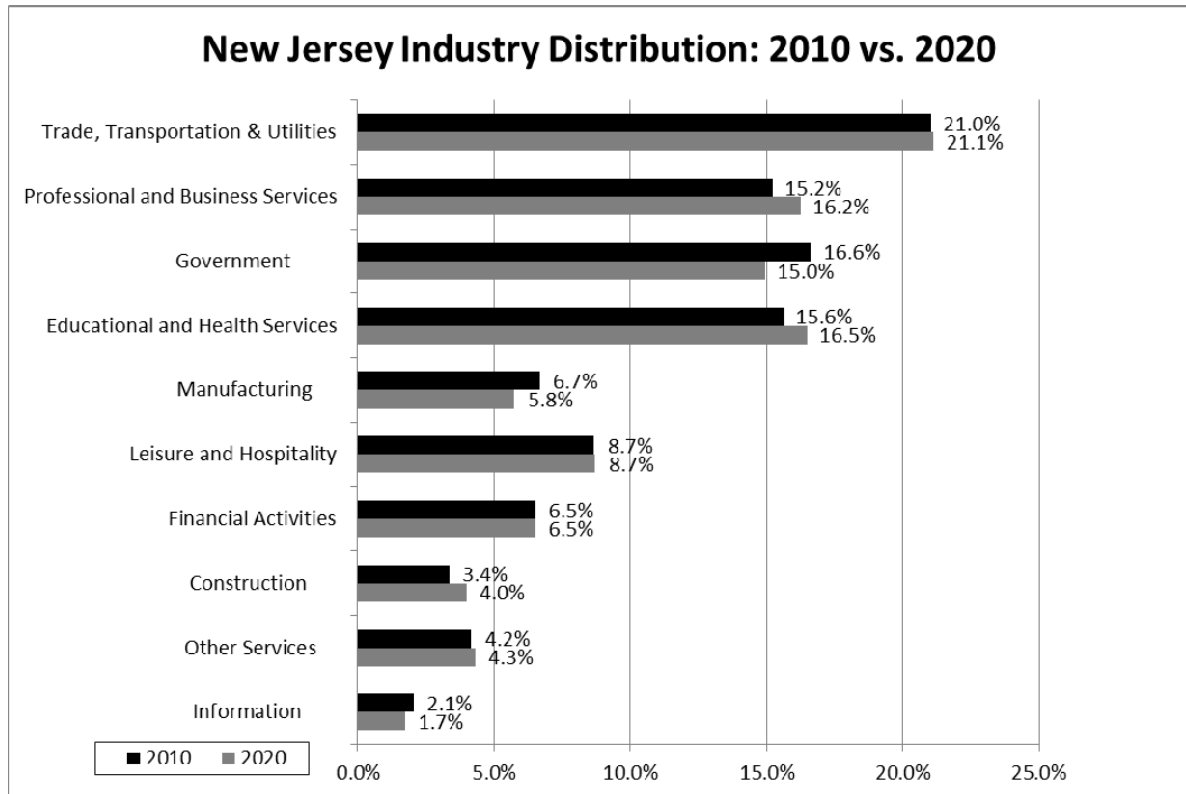
The construction industry was particularly hard hit by the Great Recession. From its pre-recession peak in 2006, it lost more than 45,000 jobs in four years, more than one-quarter of its employment base. A strong rebound is expected as the industry recovers many, but not all, of the jobs lost during the economic downturn. By 2020, the industry will have added nearly 37,000 jobs from its 2010 base of 129,500, an annual growth rate of 2.5 percent. This is the fastest projected growth rate of any industry in New Jersey from 2010 to 2020.

The remainder of the employment base is comprised of service-providing industries, which are projected to add nearly 300,000 jobs from 2010 to 2020, or growth of 0.8 percent per year. The increases will be widespread, as the information sector is the only private service-providing industry that is projected to decline. These losses will be primarily attributable to advancing



technology reducing the demand for employment in publishing and at wired telecommunications carriers.

Figure D-15: New Jersey Industry Distribution, 2010 vs. 2020



c. *In what industries and occupations is there a demand for skilled workers and available jobs, both today and projected over the next decade? Estimate projected demand.*

Technology related industries and occupations will continue to have demand for skilled workers currently and in the foreseeable future. These occupations are commonly referred to as STEM occupations, or those classified as science, technology, engineering and mathematics. These occupations are found in industries primarily focused in manufacturing, information, utilities, and professional, scientific, and technical services.

Nearly half of this workforce was employed in industries classified among the professional, scientific, and technical services industry, which includes computer system design and scientific research and development services. In 2010, there were nearly 250,000 people employed in STEM occupations in New Jersey. As a group, it is projected that there will be nearly 27,000 new jobs among STEM occupations, and will grow at a rate of 1.1 percent per year, which outpaces the overall rate of all occupations. Nearly all of these occupations require at least an associate's degree, while most require a bachelor's degree or higher. More than half of the occupations in this group are related to computers. In fact, the top five occupations in terms of employment are computer-related.



The employment outlook in the health care sector is bright, from 2010 through 2020, the sector as a whole is projected to add nearly 62,000 new jobs to its employment base, or growth of 1.3 percent per year. Demand for qualified workers in the home health care and nursing and residential care facilities will spike to support the demand of the aging population. Occupations such as home health aides and registered nurses will continue to be in high demand to fill these new job openings and also to replace the current workforce who is nearing retirement.

d. What jobs/occupations are most critical to the state's economy?

The following charts highlight New Jersey's most significant occupations (in terms of total employment and fastest growing jobs) within seven of the State's key industry clusters. Some of the fastest growing job categories include:

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Advanced Manufacturing

| Figure D-16a Top Ten Occupations Within the Advanced Manufacturing Cluster | | |
|---|--|------------|
| SOC | Occupational Title | Employment |
| 19-2031 | Chemists | 3,272 |
| 19-4031 | Chemical Technicians | 1,958 |
| 41-4012 | Sales Representatives, Wholesale and Mfg, Except Technical and Scientific Products | 2,171 |
| 49-9041 | Industrial Machinery Mechanics | 2,050 |
| 51-2022 | Electrical and Electronic Equipment Assemblers | 3,435 |
| 51-2023 | Electromechanical Equipment Assemblers | 2,318 |
| 51-2092 | Team Assemblers | 3,099 |
| 51-9023 | Mixing and Blending Machine Setters, Operators, and Tenders | 4,324 |
| 51-9061 | Inspectors, Testers, Sorters, Samplers, and Weighers | 3,675 |
| 51-9111 | Packaging and Filling Machine Operators and Tenders | 5,623 |

Source: LWD, Occupational Employment Statistics and Current Employment Statistics, Industry & Occupational Matrix, May 2011

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012

| Figure D-16b Top Five Fastest Growing Advanced Manufacturing Occupations Across ALL Industries* | | | |
|--|--|------------------|----------|
| SOC | Occupational Title | Change 2010-2020 | |
| | | Total % | Annual % |
| 49-9041 | Industrial Machinery Mechanics | 12.5 | 1.2 |
| 41-4012 | Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | 7.3 | 0.7 |
| 51-2092 | Team Assemblers | 1.7 | 0.2 |
| 51-9061 | Inspectors, Testers, Sorters, Samplers, and Weighers | 1.6 | 0.2 |
| 19-2031 | Chemists | 0.5 | 0.0 |

Note: The growth rates for these significant cluster occupations, represents the growth rate for the occupations across all New Jersey industries.

Currently projections data are not available for occupations by industry for 2020.

Source: LWD, Industry & Occupational Employment Projections, 2012

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012



Financial Services

| Figure D-17a Top Ten Occupations Within the Financial Services Cluster | | |
|---|--|------------|
| SOC | Occupational Title | Employment |
| 43-3071 | Tellers | 17,962 |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 14,906 |
| 43-4051 | Customer Service Representatives | 14,467 |
| 43-9041 | Insurance Claims and Policy Processing Clerks | 9,404 |
| 13-1031 | Claims Adjusters, Examiners, and Investigators | 9,325 |
| 41-3021 | Insurance Sales Agents | 9,003 |
| 11-3031 | Financial Managers | 8,547 |
| 43-6014 | Secretaries, Except Legal, Medical, and Executive | 5,606 |
| 13-2051 | Financial Analysts | 4,984 |
| 15-1132 | Software Developers, Applications | 4,818 |

Source: LWD, Occupational Employment Statistics and Current Employment Statistics, Industry & Occupational Matrix, May 2011

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012

| Figure D-17b Top Five Fastest Growing Financial Services Occupations Across ALL Industries* | | | |
|--|--|------------------|----------|
| SOC | Occupational Title | Change 2010-2020 | |
| | | Total % | Annual % |
| 13-2051 | Financial Analysts | 19.5 | 1.8 |
| 15-1132 | Software Developers, Applications | 16.9 | 1.6 |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 11.5 | 1.1 |
| 41-3021 | Insurance Sales Agents | 9.5 | 0.9 |
| 43-4051 | Customer Service Representatives | 8.9 | 0.9 |

Note: The growth rates for these occupations represent the growth rate for the occupations across all New Jersey industries.

Currently projections data are not available for occupations by industry for 2020.

Source: LWD, Industry & Occupational Employment Projections, 2012

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012



Health Care

| Figure D-18a Top Ten Occupations Within the Health Care Cluster | | |
|--|---|------------|
| SOC | Occupational Title | Employment |
| 29-1111 | Registered Nurses | 69,118 |
| 31-1012 | Nursing Aides, Orderlies, and Attendants | 46,777 |
| 43-4171 | Receptionists and Information Clerks | 27,340 |
| 43-6013 | Medical Secretaries | 17,556 |
| 29-2061 | Licensed Practical and Licensed Vocational Nurses | 12,635 |
| 31-9092 | Medical Assistants | 12,331 |
| 31-9091 | Dental Assistants | 9,475 |
| 29-2034 | Radiologic Technologists and Technicians | 7,002 |
| 29-2041 | Emergency Medical Technicians and Paramedics | 6,002 |
| 29-1123 | Physical Therapists | 5,774 |

Source: LWD, Occupational Employment Statistics and Current Employment Statistics, Industry & Occupational Matrix, May 2011

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012

| Figure D-18b Top Five Fastest Growing Health Care Occupations Across ALL Industries* | | | |
|---|--|------------------|----------|
| SOC | Occupational Title | Change 2010-2020 | |
| | | Total % | Annual % |
| 29-2041 | Emergency Medical Technicians and Paramedics | 24.8 | 2.2 |
| 43-6013 | Medical Secretaries | 19.5 | 1.8 |
| 43-4171 | Receptionists and Information Clerks | 14.8 | 1.4 |
| 31-1012 | Nursing Aides, Orderlies, and Attendants | 14.4 | 1.4 |
| 29-2034 | Radiologic Technologists and Technicians | 13.7 | 1.3 |

Note: The growth rates for these significant cluster occupations, represents the growth rate for the occupations across all New Jersey industries.

Currently projections data are not available for occupations by industry for 2020.

Source: LWD, Industry & Occupational Employment Projections, 2012

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012



Life Sciences

| Figure D-19 Top Five Fastest Growing Life Science Occupations Across ALL Industries* | | | |
|---|--|------------------|----------|
| SOC | Occupational Title | Change 2010-2020 | |
| | | Total % | Annual % |
| 17-2031 | Biomedical Engineers | 54.7 | 4.5 |
| 19-1042 | Medical Scientists, Except Epidemiologists | 30.8 | 2.7 |
| 19-4021 | Biological Technicians | 9.5 | 0.9 |
| 19-1022 | Microbiologists | 7.9 | 0.8 |
| 15-2041 | Statisticians | 7.7 | 0.7 |
| 19-1099 | Life Scientists, All Other | 6.8 | 0.7 |

Note: The growth rates for these significant cluster occupations, represents the growth rate for the occupations across all New Jersey industries.

Currently projections data are not available for occupations by industry for 2020.

Source: LWD, Industry & Occupational Employment Projections, 2012

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012

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Technology

| Figure D-20a Top Ten Occupations in the Technology Cluster: 2010 | | |
|---|--|------------|
| SOC | Occupational Title | Employment |
| 15-1132 | Software Developers, Applications | 27,540 |
| 15-1121 | Computer Systems Analysts | 20,980 |
| 15-1150 | Computer Support Specialists | 17,260 |
| 15-1131 | Computer Programmers | 14,710 |
| 11-3021 | Computer and Information Systems Managers | 14,610 |
| 15-1133 | Software Developers, Systems Software | 9,890 |
| 15-1142 | Network and Computer Systems Administrators* | 9,600 |
| 15-1179 | Information Security Analysts, Web Developers, and Computer Network Architects | 9,510 |
| 17-2051 | Civil Engineers | 6,610 |

Source: LWD, Occupational Employment Statistics and Current Employment Statistics, Industry & Occupational Matrix, May 2011

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012

| Figure D-20b Top Five Fastest Growing Technology Occupations Across ALL Industries* | | | |
|--|--|------------------|----------|
| SOC | Occupational Title | Change 2010-2020 | |
| | | Total % | Annual % |
| 15-1132 | Software Developers, Applications | 16.9 | 1.6 |
| 15-1121 | Computer Systems Analysts | 14.7 | 1.4 |
| 15-1133 | Software Developers, Systems Software | 19.9 | 1.8 |
| 11-3021 | Computer and Information Systems Managers | 11.4 | 1.1 |
| 15-1142 | Network and computer systems architects and administrators | 17.4 | 1.6 |

Note: The growth rates for these significant cluster occupations, represents the growth rate for the occupations across all New Jersey industries.

Currently projections data are not available for occupations by industry for 2020.

Source: LWD, Industry & Occupational Employment Projections, 2012

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012



Transportation, Logistics & Distribution

| Figure D-21a Top Ten Occupations Within the Transportation, Logistics & Distribution Cluster | | |
|---|---|------------|
| SOC | Occupational Title | Employment |
| 53-7062 | Laborers and Freight, Stock, and Material Movers, Hand | 36,824 |
| 41-4012 | Sales Representatives, Wholesale and Mfg, Except Technical /Scientific Products | 28,206 |
| 53-3032 | Truck Drivers, Heavy and Tractor-Trailer | 27,517 |
| 53-3033 | Truck Drivers, Light or Delivery Services | 11,215 |
| 53-3022 | Bus Drivers, School | 10,963 |
| 43-5081 | Stock Clerks and Order Fillers | 9,204 |
| 43-5071 | Shipping, Receiving, and Traffic Clerks | 9,190 |
| 43-9061 | Office Clerks, General | 9,090 |
| 43-4051 | Customer Service Representatives | 8,834 |
| 53-7051 | Industrial Truck and Tractor Operators | 8,271 |

Source: LWD, Occupational Employment Statistics and Current Employment Statistics, Industry & Occupational Matrix, May 2011

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012

| Figure D-21b Top Five Fastest Growing Transportation, Logistics & Distribution Occupations Across ALL Industries* | | | |
|---|--|------------------|----------|
| SOC | Occupational Title | Change 2010-2020 | |
| | | Total % | Annual % |
| 53-3032 | Truck Drivers, Heavy and Tractor-Trailer | 14.8 | 1.4 |
| 53-7064 | Packers and Packagers, Hand | 11.5 | 1.1 |
| 53-7062 | Laborers and Freight, Stock, and Material Movers, Handlers | 10.2 | 1.0 |
| 43-9061 | Office Clerks, General | 9.4 | 0.9 |
| 43-4051 | Customer Service Representatives | 8.9 | 0.9 |

Note: The growth rates for these significant cluster occupations, represents the growth rate for the occupations across all New Jersey industries.

Currently projections data are not available for occupations by industry for 2020.

Source: LWD, Industry & Occupational Employment Projections, 2012

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012



Leisure/Hospitality/Retail

Figure D-22a
Top Ten Occupations Within the Leisure, Hospitality and Retail Trade Cluster

| SOC | Occupational Title | Employment |
|---------|--|------------|
| 35-2014 | Cooks, Restaurant | 17,845 |
| 35-2021 | Food Preparation Workers | 20,211 |
| 35-3011 | Bartenders | 13,654 |
| 35-3021 | Combined Food Preparation and Serving Workers, Including Fast Food | 53,177 |
| 35-3022 | Counter Attendants, Cafeteria, Food Concession, and Coffee Shop | 12,056 |
| 35-3031 | Waiters and Waitresses | 56,351 |
| 35-9011 | Dining Room and Cafeteria Attendants and Bartender Helpers | 11,158 |
| 41-2011 | Cashiers | 91,567 |
| 41-2031 | Retail Salespersons | 108,128 |
| 43-5081 | Stock Clerks and Order Fillers | 50,692 |

Source: LWD, Occupational Employment Statistics and Current Employment Statistics, Industry & Occupational Matrix, May 2011

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012

Figure D-22b
Top Five Fastest Growing Leisure, Hospitality and Retail Trade Occupations Across ALL Industries*

| SOC | Occupational Title | Change 2010-2020 | |
|---------|--|------------------|----------|
| | | Total % | Annual % |
| 35-3021 | Combined Food Preparation and Serving Workers, Including Fast Food | 13.7 | 1.3 |
| 41-2031 | Retail Salespersons | 11.3 | 1.1 |
| 35-2014 | Cooks, Restaurant | 10.8 | 1.0 |
| 35-2021 | Food Preparation Workers | 9.4 | 0.9 |
| 35-3011 | Bartenders | 8.9 | 0.9 |

Note: The growth rates for these significant cluster occupations, represents the growth rate for the occupations across all New Jersey industries.

Currently projections data are not available for occupations by industry for 2020.

Source: LWD, Industry & Occupational Employment Projections, 2012

Prepared by: New Jersey Department of Labor and Workforce Development, Office of Labor Planning & Analysis, June 2012



e. What are the skill needs for the available, critical and projected jobs?

A survey of employers in key industry sectors indicated that more than half of businesses identifying skill gaps cited a need for more training in basic skills (writing, math, basic computer skills). Approximately half of responding employers indicated applicants do not possess the necessary occupation-specific skills. Among all the skill gaps identified were:

- Professional or industry-specific skills
- Managerial skills
- Process and project management skills
- Communication/Language skills
- Interpersonal skills
- Teamwork skill gaps
- Technical/IT/Systems skills
- Customer service skills
- Sales skills
- Entrepreneurial skills

f. What is the current and projected demographics of the available labor pool (including the incumbent workforce) both now and over the next decade?

The State's civilian labor force is projected to increase at a slower pace (3.2% in 2008-2018 and 2.9% in 2018-2028) than population growth (3.9% in 2008-2018 and 4.2% in 2018-2028), as older persons are projected to dominate the State's population growth, and employment growth will not be fast. Reflecting the age structure of the State's population, older workers (55 years and over) are projected to be the fastest growing group, while labor force aged 35-54 is projected to decline.

Asians are projected to account for 78 percent and 118 percent of the State's total labor force growth in 2008-2018 and 2018-2028 periods, respectively, while whites in the labor force will decline. Consequently, Asians will increase their shares in the State's labor force from 8.5 percent in 2008 to 10.7 percent in 2018 and 13.7 percent in 2028.

Hispanics will comprise the majority of the State's labor force growth (95%) from 2008 to 2018. They will account for all the growth of New Jersey's labor force between 2018 and 2028, as the non-Hispanic labor force is projected to decline. Hispanics are projected to account for 18.4 percent and 21.7 percent of the State's labor force in 2018 and 2028, respectively, up from 15.9 percent in 2008.

By 2028, the racial composition of New Jersey's civilian labor force will be 70.4 percent white, 13.4 percent black, 13.7 percent Asian, 2.0 percent multiracial and 0.6 percent others.



g. Is the state experiencing any “in migration” or “out migration” of workers that impact the labor pool?

According to LWD population and labor force projections, New Jersey's resident population is projected to grow from 8,663,400 in 2008 to 8,999,800 in 2018 and to 9,380,200 in 2028. The projected 0.4 percent annual growth rate is similar to the State's 2000 to 2008 growth rate, but is substantially lower than the nation's projected 1.0 percent annual growth rate or the State's 0.85 percent growth per annum during the 1990s.

The State's population of children (under 18) is projected to decrease, while the population 18-39 years old and that of the elderly (65 and over) are projected to grow, due to members of the “Baby Boom Echo” generation and “Baby Boomers” entering these age categories.

The sizable net loss New Jersey's population experienced due to migration (domestic and international) from 2000 to 2008 is projected to diminish somewhat between 2008 and 2018. After 2018, a small net gain from migration is projected for the State.

h. Based on an analysis of both the projected demand for skills and the available and projected labor pool, what skill gaps is the state experiencing today and what skill gaps are projected over the next decade?

During the first year of the Talent Network initiative, much of the work has revolved around identifying skill areas that employers have acknowledged as both vital to their operations and lacking in the majority of resumes received by job applicants.

Despite the different skill sets required in each of the seven key industries, there is an overall lack of “soft skills” such as communication, basic contextual math and computer skills, basic management, leadership and teamwork skills, as well as project management skills. These skills are all easily transferable across industries, though some industries are experiencing larger deficiencies in certain areas over others.

For instance, within the technology sector, the largest problem is within the realm of communication skills. As technology becomes a more prevalent part of business across sectors, it is becoming more apparent that technology professionals can no longer be expected to sit behind a computer monitor all day. They are now being expected to interact with customers and work on projects as members of teams with people who may have very different skill sets and knowledge from themselves. In order to be successful in these new types of business environments, clear communication is a key talent. Specifically, the Technology & Entrepreneurship Talent Network has identified the following areas as deficient:

- Ability to clearly communicate with supervisors, peers and subordinates in verbal and written form
- Ability to work collaboratively and consultatively in a group setting
- Ability to clearly and convincingly convey ideas

The Transportation, Logistics & Distribution Talent Network, in identifying workforce challenges in its subsectors, highlighted a growing issue over the past several years within the warehousing and distribution subsector. Employers in this area have continued to report difficulty promoting



front-line workers to front-line supervisor positions due to the lack of soft skills and leadership skills. Some employers also report that PT or Temporary workers might benefit from entry level basic skills training or ESL in order to move them to full-time employment.

Even in fields in which the work is almost entirely based on an individual's ability to problem-solve, communicate and solve basic math and writing skills, there is a deficiency, as reported by the Financial Services Talent Network. As the vast majority of open positions in the Financial Services Industry are at the entry-level, and it has been reported that companies are having a difficult time finding job applicants who possess the "social/people skills" needed to be successful.

Employers are looking for jobseekers with *all* of the skills they require and report having to look hard to find the "total package". Although there are a sufficient number of candidates looking for work, it often takes an undue amount of time for employers to assess all of these skills to find candidates who possess each of them.

- i. Based on an analysis of the economy and the labor market, what workforce development issues has the state identified?*
- j. What workforce development issues has the state prioritized as being most critical to its economic health and growth?*

Based on the analysis provided in this needs assessment, the State has identified seven workforce demand issues. These issues, related to both labor demand and supply, as well as the connection between the two, represent the critical priorities to support economic health and growth. The four Core Values were also developed based on these priorities.

Demand

- Issue 1: Seven industry sectors are the foundation for New Jersey's economy and labor market.
- Issue 2: Labor markets in New Jersey encompass regions, not limited by traditional state and local boundaries.
- Issue 3: The skill requirements of employers are constantly changing and evolving, and ranges from workplace readiness skills to STEM.
- Issue 4: Degrees and credentials are in high demand, including employer

Supply

- Issue 1: Some individuals in New Jersey have been disproportionately impacted by the recession and this group has special challenges in finding and retaining employment.
- Issue 2: A significant percentage of New Jersey residents lack the basic skills needed to obtain employment.

Demand and Supply

- Issue: Technology is changing the way in which employers find workers and the way in which jobseekers find employment.



E. State and Local Governance

In support of Core Value 1, *Driving Investments Based on Industry Needs*, the vision for New Jersey's state and local governance is to align the workforce system with economic development efforts and the education system. This will be accomplished by moving the workforce system towards the planning and delivery of services within the economic and labor market regions of the State - North, Central and South - and driven by sector strategies that focus on the seven key industry sectors that form the foundation of the State's economy. These industry clusters are Advanced Manufacturing, Financial Services, Health Care, Life Sciences, Technology & Entrepreneurship, Transportation, Logistics & Distribution, and Hospitality, Tourism & Retail.

The 18 Local Workforce Areas (LWAs) in New Jersey are designated based on county areas and population size. Recognizing that economic regions and labor markets are not defined by county lines, these LWAs will now be grouped into three regions:

Figure E-1: New Jersey's Workforce Regions

| Economic and Labor Market Regions | Designated Local Workforce Areas |
|---|---|
| <p style="text-align: center;">North</p> | <p>Bergen County Essex County Hudson County Jersey City Morris-Sussex-Warren Counties City of Newark Passaic County Union County</p> |
| <p style="text-align: center;">Central</p> | <p>Mercer County Middlesex County Monmouth County Ocean County Somerset-Hunterdon Counties (Greater Raritan)</p> |
| <p style="text-align: center;">South</p> | <p>Atlantic-Cape May Counties Burlington County Camden County Cumberland-Salem Counties Gloucester County</p> |

This vision is aligned with New Jersey's State Strategic Plan (Draft Final, November 2011). The State Strategic Plan includes goals for targeted economic growth and effective planning for vibrant regions, two core components of the New Jersey Unified Workforce Investment Plan. Specifically, the State Strategic Plan notes that "Job retention and creation efforts can be strengthened by focusing on regional strategies through the cultivation of a new 'industry cluster' based development strategy." Most importantly, the State Strategic Plan recognizes the key



industry sectors identified by the State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development (LWD).

In the timeframe covered by this Plan, New Jersey's 18 workforce areas will be asked to conduct regional planning for the coordinated delivery of services in these three regions. In these plans, each region will be asked to identify sector strategies which focus on the key industry sector(s) that are most represented in the region.

The SETC will form state-level Talent Advisory Councils for the seven key industry sectors. The mission of these councils will be to bring together high-level business leaders and industry experts, education and training providers, and government and workforce representatives to identify and address the critical workforce needs of each industry. In addition, the SETC will align its business membership with the sectors, as described below in section 1.A.ii.c.

1. What is the organization, structure, and role/function of each state and local entity that will govern the activities of the Unified Plan?

In answering this question, if the Unified Plan includes:

a. WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

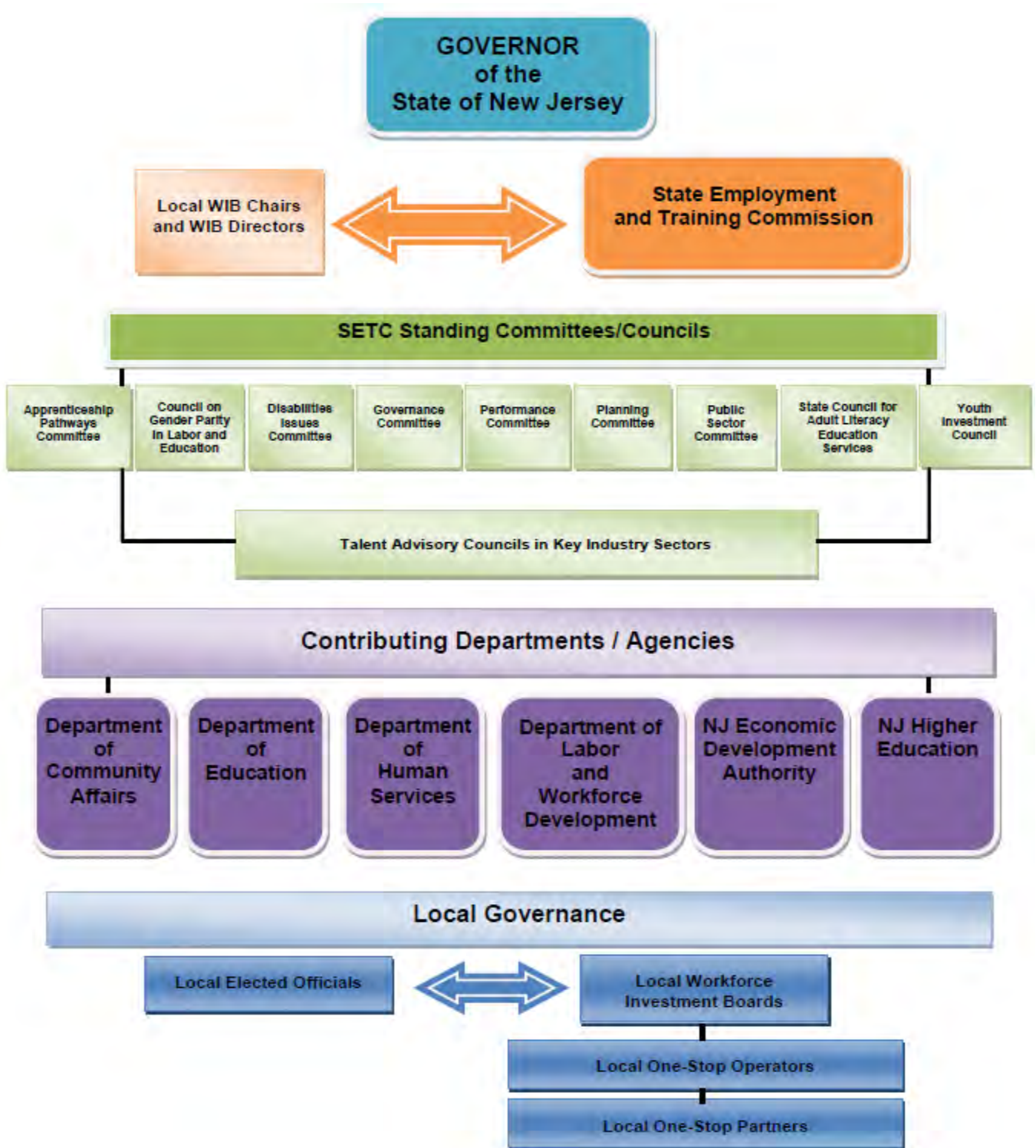
i. Organization of state agencies:

a. Provide an organizational chart that delineates the relationship to the governor of the agencies involved in the workforce investment system, including education and economic development and the required and optional One-Stop partner programs managed by each agency.

See the organizational chart, Figure E-2.



Figure E-2: New Jersey Workforce Development System





By law, since 2004, the majority of workforce-related programs (including Title II Literacy funding and “to work” services under TANF) have been consolidated into LWD. These programs include all employment-directed and workforce development activities of the WorkFirst NJ program and General Assistance and Food Stamp Act and the Adult Basic Education (ABE) and English as a Second Language (ESL) programs authorized by Title II of the Workforce Investment Act. This consolidation occurred in recognition of the need to reduce system fragmentation, leverage workforce resources, reduce duplication and simplify services for customers.

One-Stop partner programs identified in WIA section 501 are operated by the following Departments of the State of New Jersey:

Department of Education (DOE)

- Secondary Vocational Education programs (Perkins IV/Secondary)
- Postsecondary Vocational Education programs (Perkins IV/ Postsecondary)

Department of Labor and Workforce Development (LWD)

- Adults, Dislocated Workers and Youth, or WIA Title I
- WIA Title II, Adult Education and Family Literacy (Adult Education and Family Literacy Programs)
- Supplemental Nutrition Assistance Program (SNAP)
- Chapter 2 of Title II of the Trade Act of 1974 (Trade Act Programs)
- Wagner-Peyser Act (Employment Service)
- Programs authorized under part B of Title I of the Rehabilitation Act of 1973
- Programs authorized under Chapters 41 and 42 of Title 38, U.S.C., and 20 CFR 1001 and 1005 (Veterans Programs, including Veterans Employment, Disabled Veterans' Outreach Program, and Local Veterans' Employment Representative Program)
- Programs authorized under state unemployment compensation laws (Unemployment Insurance)
- Programs authorized under Part A of Title IV of the Social Security Act (Temporary Assistance for Needy Families (TANF) administered by Health and Human Services, Administration for Children and Families)
- Programs authorized under Title V of the Older Americans Act of 1965 (Senior Community Service Employment Program)

Department of Community Affairs (DCA)

- Training activities funded by the Department of Housing and Urban Development under the Community Development Block Grants (CDBG) and Public Housing Programs



- b. In a narrative describe how the agencies involved in the public workforce investment system interrelate on workforce and economic development issues and the respective lines of authority.*

New Jersey's Unified Workforce Investment Plan is governed by the Department of Labor and Workforce Development (LWD) and the SETC, which is the State Workforce Investment Board (WIB). As a Unified Plan, the Department of Community Affairs (DCA), Department of Education (DOE), Higher Education, and the Department of Human Services (DHS) have key roles in the workforce system, as described in this Plan.

The Commissioners of each Department, and the Secretary of Higher Education, are appointed by and responsible to the Governor. The SETC acts as a hub that enables workforce system collaboration; the membership of the SETC includes the Commissioners of these Departments and the Secretary of Higher Education.

The Chief Executive Officer of the New Jersey Economic Development Authority (EDA) is a member of the SETC. LWD and the SETC work jointly with the Lt. Governor's Office and the New Jersey Business Action Center in the Department of State to further align New Jersey's workforce system with the economic direction and business and industry needs of the State.

ii. State Workforce Investment Board:

- a. Describe the organization and structure of the state board. (§111.)*

New Jersey has established the SETC as the State WIB. The SETC is a 41-member board established by state statute in 1989. The SETC structure is governed by this statute, *N.J.S.A. 34:15C*. The membership distributions are as follows: 30 percent representation from business and industry sectors; 30 percent representation from the State Legislature, state agencies, general local government and local education agencies, including one member of the Senate appointed directly by the Governor, 1 member of the Assembly appointed directly by the Governor, and the Commissioners of Labor and Workforce Development, Community Affairs, Education, and Human Services, the Secretary of Higher Education, and the Chief Executive Officer (CEO) of the New Jersey Economic Development Authority; 30 percent representation from organized labor and community-based organizations; and 10 percent representation from the general public.

The members of the SETC are appointed by the Governor with the advice and consent of the Senate, except for the legislative members who are appointed directly by the Governor. Not more than half of the members appointed by the Governor may be of the same political party.

- b. Include a description of the process by which state and local boards were created.*

On May 12, 1995, the Governor signed Executive Order #36 which formally established local Workforce Investment Boards (WIBs) as an integral part of New Jersey's workforce investment system. The State Employment and Training Commission was created by New Jersey P.L. 1989, Chapter 243 and reauthorized by P.L. 2005, c.354.

- c. Identify the organizations or entities represented on the state board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will*



be involved in planning and implementing the state's workforce investment system as envisioned in WIA. How is the alternative entity achieving the state's WIA goals? (§§111(a-c), 111(e), and 112(b)(1).)

The SETC is composed as a Human Resource Investment Council and meets the composition requirements set forth at 20 CFR 628.210 and 20 CFR 628.215. As such, the SETC is composed as follows: 30 percent representation from business and industry sectors; 30 percent representation from the State Legislature, state agencies, general local government and local education agencies, including one member of the Senate appointed directly by the Governor, one member of the Assembly appointed directly by the Governor, and the Commissioners of Labor and Workforce Development, Community Affairs, Education, and Human Services, the Secretary of Higher Education, and the CEO of the New Jersey Economic Development Authority; 30 percent representation from organized labor and community-based organizations; and 10 percent representation from the general public.

The functions of the State Board in meeting the goals set forth in sections 111(a-c), 111(e), 112(b)(1) are in perfect keeping with the purpose and requirements of the SETC as contained in *N.J.S.A. 34:15C*.

Figure E-3: SETC Membership as of July 1, 2012

The following are the SETC members and their affiliations, as of July 1, 2012:

| SETC Members | Sector Represented |
|---|---|
| Dennis M. Bone, CHAIRMAN President, Verizon New Jersey, Inc. | Business and Industry Representative |
| Dana W. Berry Executive Director, Starting Points for Children | Organized Labor/Community-Based Organization Representative |
| Michael J. Carey Warren, New Jersey | Business and Industry Representative |
| Christopher Cerf Acting Commissioner, NJ Department of Education | Commissioner of Education |
| Richard E. Constable, III Acting Commissioner, NJ Department of Community Affairs | Commissioner of Community Affairs |
| Gail A. Davis Newark, New Jersey | Business and Industry Representative |
| Teri Duda Senior Vice President, Government Affairs, Berkeley College | Public Member |
| Caren Franzini CEO, NJ Economic Development Authority | CEO of NJ Economic Development Authority |



| | |
|--|--|
| Nicholas P. Gacos President Colorado Café Associates | Business and Industry Representative |
| Henry F. Henderson CEO, HF Henderson Industries | Business and Industry Representative |
| Rochelle Hendricks Secretary, Higher Education | Secretary of Higher Education |
| Stephen C. Hornik President Emeritus, Monmouth-Ocean AFL- CIO | Organized Labor/Community-Based Organization Representative |
| Andrea B. Karsian CEO, Wholesale Auto Supply Company, Inc. | Business and Industry Representative |
| Veleria N. Lawson Manalapan, New Jersey | State Government Representative |
| Jody Levinson Hillsborough, New Jersey | Business and Industry Representative |
| Rev. Msgr. William J. Linder CEO, New Community Corporation | Organized Labor/Community-Based Organization Representative |
| Brian D. McAndrew Monmouth Beach, New Jersey | Local Government Representative |
| Joseph A. McNamara Director, New Jersey Laborers'-Employers' Cooperation and Education Trust | Organized Labor/Community-Based Organization Representative |
| Robert A. Munyan Manasquan, New Jersey | Organized Labor/Community-Based Organization Representative |
| Harvey J. Nutter Executive Director, Greater Paterson Opportunities Industrialization Center | Organized Labor/Community-Based Organization Representative |
| Clifford R. Reisser Training Director, International Brotherhood of Electrical Workers, Local 269 | Organized Labor/Community-Based Organization Representative |
| Julio Sabater President, Universal Communication Enterprise | Organized Labor/Community-Based Organization Representative |
| Robert V. Santare President, Champion Fasteners | Public Member |
| Tapas Sen President, Transformation Strategies International, Inc. | Public Member |
| Bruce D. Stout Lambertville, New Jersey | State Agency Representative |



| | |
|---|---|
| JoAnn Trezza Vice President of Human Resources Arrow Shed, LLC | Business and Industry Representative |
| Jennifer Velez Commissioner, NJ Department of Human Services | Commissioner of Human Services |
| Carolyn Carter Wade President, Communication Workers of America, Local 1040 | Organized Labor/Community-Based Organization Representative |
| Harold J. Wirths Commissioner, NJ Department of Labor and Workforce Development | Commissioner of Labor and Workforce Development |
| Charles Wowkanech President, New Jersey State AFL-CIO | Organized Labor/Community-Based Organization Representative |

d. Describe the process the state used to identify the state board members. How did you select board members, including business representatives, who have optimum policy-making authority and who represent diverse regions of the state as required under WIA? Describe how the board's membership enables you to achieve the vision described above. (20 CFR 661.200)

To support Core Value 1, *Driving Investments Based on Industry Needs*, the SETC is aligning its business member representatives with the seven key industry sectors in New Jersey, which encompass all regions of the State.

The Commission members from each sector are expected to serve on the SETC Talent Advisory Councils to be formed for each sector. In this way, these members will be "industry sector champions", providing the SETC with current industry intelligence and the latest workforce skill needs identified for each sector.

With regards to state and local government agency members, and organized labor and community-based organization members, the SETC's goal is to have representation from agencies and organizations aligned with the populations served through workforce programs in New Jersey, including youth, apprenticeships in trades vital to the key industry sectors, individuals with disabilities, and individuals with literacy and adult education needs.

All Commission members are at the highest possible levels for policy-making authority, typically in Chief Executive Officer, Executive Director or Human Resources Executive positions within their business, agency or organization.

e. Describe how the board carries out its functions as required in section 111(d) and 20 CFR 661.205. Include functions the board has assumed that are in addition to those required. Identify any functions required in section 111(d) the board does not perform and explain why.



Under New Jersey law, the SETC performs the duties required of the State Workforce Investment Board. As described in *N.J.S.A. 34:15C-5*, “the purpose of the commission shall be to develop and assist in the implementation of a State workforce investment policy with the goal of creating a coherent, integrated system of workforce investment programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power. The principal emphasis of the workforce investment policy shall be developing a strategy to fill significant gaps in New Jersey's workforce investment efforts, with special attention to finding ways to mobilize and channel public and private resources to individuals who would otherwise be denied access to the training and education they need to make their fullest contribution to the economic well-being of the State. To the extent practicable, the strategy shall emphasize types of training and education which foster the communication and critical thinking skills in workers and jobseekers which will be of greatest benefit for long term career advancement.”

The duties of the SETC are outlined in *N.J.S.A. 34:15C-6*, as follows:

- 1) Issue the New Jersey Unified Workforce Investment Plan pursuant to the provisions of the Workforce Investment Act of 1998, Pub.L.105-220 (*29 U.S.C. § 2801 et seq.*) and section 10 of P.L.1989, c.293 (*C.34:15C-7*);
- 2) Establish performance standards for workforce investment programs pursuant to the Workforce Investment Act of 1998, Pub.L.105-220 (*29 U.S.C. § 2801 et seq.*) and section 11 of P.L.1989, c.293 (*C.34:15C-8*);
- 3) Act to ensure the full participation of Workforce Investment Boards in the planning and supervision of local workforce investment systems. The commission shall be responsible to oversee and develop appropriate standards to ensure Workforce Investment Board compliance with state and federal law, the State Plan, and other relevant requirements regarding membership, staffing, meetings, and functions;
- 4) Foster and coordinate initiatives of the Department of Education and Higher Education to enhance the contributions of public schools and institutions of higher education to the implementation of the state workforce investment policy;
- 5) Examine federal and state laws and regulations to assess whether those laws and regulations present barriers to achieving any of the goals of this act. The commission shall, from time to time as it deems appropriate, issue to the Governor and the Legislature reports on its findings, including recommendations for changes in state or federal laws or regulations concerning workforce investment programs or services, including, when appropriate, recommendations to merge other State advisory structures and functions into the commission;
- 6) Perform the duties assigned to a State Workforce Investment Board pursuant to subsection (d) of section 111 of the Workforce Investment Act of 1998, Pub.L.105-220 (*29 U.S.C. § 2821*);
- 7) Have the authority to enter into agreements with the head of each state department or commission which administers or funds education, employment or training programs, including, but not limited to, the Departments of Labor and Workforce Development, Community Affairs, Education, and Human Services and Higher Education, the New Jersey Economic Development Authority, and the Juvenile Justice Commission, which



agreements are for the purpose of assigning planning, policy guidance and oversight functions to each Workforce Investment Board with respect to any workforce investment program funded or administered by the state department or commission within the Workforce Investment Board's respective labor market area or local area, as the case may be; and

- 8) Establish guidelines to be used by the Workforce Investment Boards in performing the planning, policy guidance, and oversight functions assigned to the boards under any agreement reached by the commission with a department or commission pursuant to subsection g. of this section. The commission shall approve all local Workforce Investment Board plans that meet the criteria established by the commission for the establishment of One-Stop systems. The Department of Labor and Workforce Development shall approve the operational portion of the plans for programs administered by the department.

Figure E-4: SETC Councils and Committees

To fulfill these planning, policy and performance roles and to align with industry sector strategies, the SETC has formed or will form the following councils and committees:

| SETC Council/Committee | Mission and Responsibilities |
|--|--|
| Apprenticeship Pathways Committee | The mission of the Apprenticeship Pathways Committee is to develop, expand and market registered apprenticeship opportunities to ensure that New Jersey's workforce acquires the skills, training and education necessary in sustainable occupations. The Committee is responsible for developing apprenticeship policy, expanding the process by which apprentices receive college credit upon completion of their registered apprenticeship program and expanding the apprenticeship model into new occupations. A sub-committee was established to oversee implementation of the NJ Pathways Leading Apprentices to a College Education (NJ PLACE) project. |
| Disability Issues Committee | The mission of the Disability Issues Committee is to advocate for the increase in the number of people with disabilities in the workforce, as well as to improve access for people with disabilities to New Jersey's workforce programs and services. The Committee develops policies and program strategies that focus on identifying the training needs, accommodations, and resources specific to people with disabilities, ensuring those needs are integrated into the One-Stop system and that workplace education addresses the needs of the disability community. The Disability Issues Committee also serves as the Leadership Council for a national grant to the NJ Department of Human Services in the implementation of its DiscoverAbility Strategic Plan. |
| Council on Gender Parity in Labor and Education | The Council on Gender Parity in Labor and Education's mission is to recommend policies, strategies and programs that address gender-based barriers and encourage equal participation of students and workers in education, training, and employment. Research reports on relevant topics and industry sectors are often completed by the Council, as well as an annual conference on Women in Science, Technology, Engineering, |



| | |
|---|---|
| | <p>and Mathematics. The Gender Parity Task Force was first established by the SETC in 1993, and the council was permanently established through legislation in 1999. The Council is legislated to consist of 17 members: six members are appointed by the SETC and six members are appointed by the Division on Women, with not more than half of these members shall be of the same political party. In addition, five members serve ex-officio and are appointed by the Commissioners of Community Affairs, Education, Human Services, Labor and Workforce Development and the Secretary of Higher Education.</p> |
| <p>Governance Committee</p> | <p>The SETC is responsible for the oversight of local Workforce Investment Boards. The SETC develops appropriate standards to ensure local WIBs are in compliance with state and federal law, the Unified Workforce Investment Plan and other relevant documents regarding membership and functions. A key role of this Committee is to establish standards and priorities, and to provide oversight and guidance for local Boards with the goal of enhancing and empowering local WIBs in carry out their own planning and oversight responsibilities. The Governance Committee is currently overseeing the implementation of the WIB Certification/Re-Certification/De-Certification policy, adopted into New Jersey Administrative Code in October 2011.</p> |
| <p>Health Care Workforce Council</p> | <p>The Health Care Workforce Council (HCWC) is a Talent Advisory Council. Its mission is to strengthen New Jersey's health care workforce to develop and support a sustainable, quality health care system for the good of the State and all its residents. The Council makes recommendations to the SETC to ensure strategic investments to meet the needs of health care employers for a highly-trained and diverse workforce that will benefit individuals who are starting or advancing in health care careers.</p> |
| <p>Performance Committee</p> | <p>The mission of the Performance Committee, currently being formed, is to provide high-level performance oversight and advise the SETC on performance standards for the workforce system. Committee activities will include:</p> <ul style="list-style-type: none"> • Identify quantifiable performance standards for use in evaluating the workforce investment system, and guidelines for procedures to encourage and enforce compliance with these standards, as required by <i>N.J.S.A. 34:15C-8</i>. <ul style="list-style-type: none"> ○ Review adequacy of existing WIA Common Measures in evaluating the workforce investment system, ○ Review recommendations from LWD on additional performance measures, and ○ Provide recommendations to the Commission on additional appropriate measures and on guidelines for implementing the measures. • Establish performance standards for all recommended performance measures. • Review existing workforce performance outcomes and provide input/analysis of system strengths and areas for improvement to the Commission. • Provide input regarding ongoing systems evaluations for WIA and WDP programs and make recommendations to the Commission for evaluation plans. |



| | |
|--|---|
| Planning Committee | <p>The Planning Committee oversees the development and preparation of the Unified Workforce Investment Plan. The purpose of the Plan is to set the framework, guidance and requirements for delivery of programs and services under the Workforce Investment Act and the Wagner-Peyser Act. Partners include the state agencies with key roles in the workforce system: the Departments of Education, Labor and Workforce Development, Human Services, Higher Education and the NJ Economic Development Authority. The SETC Planning Committee oversees implementation of the Plan to ensure the accomplishment of goals and identify any needed plan modifications.</p> |
| Public Sector Committee | <p>The mission of the Public Sector Committee is to facilitate interagency partnerships, planning and sharing of information that relates to the further development of New Jersey's workforce. Responsibilities of this Committee include:</p> <ul style="list-style-type: none">• Discuss and develop strategies in support of the Governor's goals.• Share information to ensure that all agencies are knowledgeable about key programs and services.• Create partnerships among agencies on the design and development of specific programs.• Provide an update on the Inter-Departmental Funds.• Leverage resources across agencies/programs when appropriate. |
| State Council for Adult Literacy Education Services | <p>The State Council for Adult Literacy Education Services (SCALES) focuses on improving the adult literacy delivery system. It is a bipartisan body created within the State Employment and Training Commission by Statute in 1999 to facilitate state and local policy development, planning and oversight in consultation with stakeholders in the area of adult literacy education. In carrying out its role, the Council is responsible for developing a broad-based State Literacy Plan, appropriate performance standards, system-wide impact measures, statewide benchmarks to evaluate adult literacy services, and advocating for professional development and information sharing for practitioners and policy makers. By law, SCALES members are appointed by the Assembly, Senate and the Governor's office.</p> |
| State Energy Sector Partnership Council | <p>The State Energy Sector Partnership (SESP) Council is a Talent Advisory Council, formed to develop and promote the State's strategic vision, goals and strategies for preparing an educated and skilled workforce for the energy industry. The overarching role of the Council is to strategically address the workforce needs of New Jersey's energy industry in alignment with the State's Energy Master Plan. The Council is comprised of Commissioners from Departments that receive infrastructure funds, business leaders from industry, industry associations, organized labor and representatives from local Workforce Investment Boards, One-Stop Career Centers, education, community and faith-based organizations.</p> |



| | |
|--|--|
| <p>Talent Advisory Councils for Key Industry Sectors:</p> <ul style="list-style-type: none"> • Advanced Manufacturing • Financial Services • Life Sciences • Technology & Entrepreneurship • Transportation, Logistics & Distribution • Hospitality, Tourism & Retail | <p>As described above, the SETC has formed two Talent Advisory Councils: the Health Care Workforce Council and the State Energy Sector Partnership Council.</p> <p>The SETC will form state-level Talent Advisory Councils for the remaining key industry sectors which have the greatest economic and workforce impact in New Jersey. The mission of these councils will be to bring together high-level business leaders and industry experts, education and training providers, and government and workforce representatives to identify and address the critical workforce needs of each industry.</p> |
|--|--|

f. How will the state board ensure that the public (including people with disabilities) has access to Board meetings and information regarding State Board activities, including membership and meeting minutes? (20 CFR 661.207.)

In accordance with New Jersey's Open Public Meetings Act, meetings are announced in advance in the major state newspapers. All meetings are open and the public is encouraged to attend. The meetings are held in accessible sites and special accommodations, such as interpreters for individuals who are deaf, are provided upon request. Written information is provided in alternate media upon request. The SETC routinely holds public hearings and open forums during the development of all major policy documents. Information concerning the SETC is available to the public by request and is also available through the SETC's website, NJSETC.net.

g. Identify the circumstances which constitute a conflict of interest for any state or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§§111(f), 112(b)(13), and 117(g).)

New Jersey has established the following criteria:

- No member of any council authorized under WIA shall cast a vote on the provision of services by that member, or any organization, which that member directly represents, or vote on any matter, which would provide direct financial benefit to that member or the immediate family of such member.
- Each local grant recipient and WIB will maintain a written code of standards of conduct governing the performance of persons engaged in the award and administration of contracts and grants. To the extent permitted by state or local law or regulation, such standards of conduct will provide for penalties, sanctions, or other disciplinary actions for violations of such standards by the awarding agency's officers, employees, or agents, or by awardees or their agents.
- Each grant recipient and WIB will ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection, award, or administration of a grant or contract supported by WIA funds if a conflict of interest, real or apparent, would be involved.



- A conflict of interest would arise whenever a firm or organization is selected for an award and there is a financial or other interest in that firm or organization by:
 - The individual,
 - Any member of the individual's immediate family,
 - The individual's partner, or
 - An organization which employs, or is about to employ, any of the above.
- The officers, employees, or agents of the agency and WIB members making the award will neither solicit nor accept gratuities, favors, or anything of monetary value from awardees, potential awardees, or parties to agreements.
- The term "immediate family," for conflict of interest, means an employee's spouse, child, legal ward, grandchild, foster child, father, mother, legal guardian, grandfather, grandmother, brother, sister, father-in-law, mother-in-law, and other relatives residing in the employee's household.

The SETC is the State WIB. As such, all provisions included in this section for WIBs apply to the SETC as well.

h. What resources does the state provide the board to carry out its functions, e.g., staff, funding, etc.?

Staff and administrative support are provided to the State Employment and Training Commission by the State to fulfill its mission.

iii. What is the structure/process for the state agencies and state board to collaborate and communicate with each other and with the local workforce investment system (§112(b)(8)(A).):

The state agencies with key roles in New Jersey's workforce system and the State Board, the SETC, have a robust structure and process for collaboration and communication with each other and the local workforce investment system partners.

The meetings of the SETC, of which there are five each year, provide a forum for collaboration and communication among members, which include the Commissioners of the Department of Labor and Workforce Development (LWD), the Department of Community Affairs (DCA), the Department of Education (DOE), the Department of Human Services (DHS), the Secretary of Higher Education, and the CEO of the New Jersey Economic Development Authority (EDA).

To provide opportunities for dissemination of information, best practice sharing and peer-to-peer networking, the SETC Chairman Dennis Bone hosts quarterly WIB Chairs meetings at regional locations throughout the state. The SETC and LWD also jointly host monthly WIB Director/One-Stop Operator meetings at the LWD Building in Trenton.

LWD provides a web-based "To Work" Portal, an Online Resource Library website, where local workforce system staff access shared documents. The site is populated with information including, but not limited to, relevant new items, workforce planning and guidance information, capacity building session schedules and materials, AOSOS bulletins, and One-Stop directives.



The SETC's newly re-designed website also features dedicated space for local WIBs to share best practices and current information, at <http://www.nj.gov/njsetc/localwib/>.

Finally, the development of New Jersey's Unified Workforce Investment Plan has been a collaborative process between the SETC and the state agencies with key roles in the workforce system, and has established strong lines of communication and partnership through the Steering Committee and Task Forces used for plan development.

As part of the vision for state and local governance, the SETC and LWD will focus on regional planning for the local workforce investment system, to encourage and enable greater collaboration and communication amongst local partners.

a. Describe the steps the state will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the state and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the state board and agencies eliminate any existing state-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)

The SETC, as the State Board, and the key state agencies involved in the workforce system, identify and eliminate any existing state-level barriers to coordination through quarterly SETC meetings and the regular meetings of the SETC committees and councils. The role of the SETC committees will be strengthened through the addition of Talent Advisory Councils and coordination with the LWD Talent Networks. Through the Talent Advisory Councils and Talent Networks, the SETC and LWD continue to build inter-agency relationships and facilitate joint strategy development, by bringing high-level business leaders and industry experts, education and training providers, and government and workforce representatives to identify and address the critical workforce needs of each industry.

Most recently, the SETC and LWD have been strong partners in the development of a new Shared Vision for Youth through an interagency team, discussed in greater detail in Section E.1.A.iv., below. In addition, the SETC and LWD are working to create a statewide Literacy Plan to address the needs identified in the Adult Literacy System Analysis, which is currently being developed by the SETC's State Council for Adult Literacy Education Services (SCALES). For further details on the State's literacy needs, see Section D of this Plan.

b. Describe the lines of communication established by the governor to ensure open and effective sharing of information among the state agencies responsible for implementing the vision for the workforce system and between the state agencies and the state workforce investment board.

All partner state agencies are members of the SETC and as such contribute to the policy recommendations of the SETC. Building on this foundation, the SETC, LWD and the state agencies responsible for implementing the vision for the workforce system continue to explore ways to expand the planning and delivery of workforce services to business and jobseeker customers through collaboration, including shared planning, decision making and shared resources with other state agencies and partners. This supports Core Value 2, *Meeting Jobseekers Where They Are*, by expanding the reach of the workforce system through broader



partnerships. These partnerships include, where appropriate, New Jersey's county college system, the NJ State Library and the local library system.

The SETC and LWD will continue to partner and coordinate efforts between the workforce system and the State's economic development efforts through collaboration with the New Jersey Business Action Center, led by Lt. Governor Kim Guadagno.

c. Describe the lines of communication and mechanisms established by the governor to ensure timely and effective sharing of information between the state agencies/state board and local workforce investment areas and local boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local boards and One-Stop Career Centers. (§112(b)(1).)

The SETC, as established in New Jersey legislation as the Governor's Workforce Policy Advisory Council, is the conduit for the planning, policy and performance oversight discussions for the State's workforce system. The SETC, through open public meetings, convenes a minimum of five times per year. Commissioners of plan partner agencies are appointed to the SETC and have the ability to influence workforce collaboration and coordination at the highest levels of state agency leadership. Furthermore, representatives from each state agency are represented on the committees and councils of the SETC providing additional communication and input at the idea generation level. Commission, council and committee meetings produce public minutes which are posted, along with relevant materials, for view on the SETC website and provide invaluable forums for the exchange of ideas. In New Jersey, both SCALES (state level) and the Youth Investment Councils (local level) are strong examples of replicable models for coordinated planning and program implementation.

Communication with local areas occurs through several different channels and modalities. The SETC meets face-to-face monthly with WIB Directors as a way to share WIB-related information, build regional collaborations, and identify best practices and solution find common challenges. In addition, the SETC Chair meets quarterly with WIB Chairpersons from each local area to share leadership perspectives and challenges from the local areas and identify common themes. Outcomes of these meetings have led to the development of WIB-related technical assistance workshops, inter-local mentoring and regional planning. Notes from these meetings are made available through a password-protected local WIB portal on the new SETC website.

SETC staff liaisons have been assigned to each local WIB to disseminate information, answer questions and be a resource contact. Future communication enhancements include an annual SETC State of the Workforce presentation to the Commission each year.

In addition, LWD Workforce Development Division meets face to face monthly with One-Stop Operators and Employment Services Managers to address operational issues from a similar framework. A monthly newsletter, *Building Bridges*, details the current operational happenings statewide and includes both state and local profiles. The To Work portal is the online resource for all workforce partners, to access the most current information on the system, policies and directives as well as historical reference documents. Future communication plans include the addition of strategic workforce overviews. The SETC and LWD also encourage local workforce area staff to subscribe to the automatic notifications from the U.S. Department of Labor (USDOL) for its guidance and policy publications and other resources.



The State Senior Community Service Employment Program (SCSEP), also referred to as Workforce 55+ in New Jersey, makes every effort to coordinate policies between the state and local agencies beginning with the Unified Plan and ending with the individual services delivered at the One-Stop Career Center. All requests for proposals issued by the LWD are thoroughly vetted to ensure that there is no duplication of services. The LWD Workforce Grant and Program Management (WGPM) team utilizes local WIB representation in several ways to ensure collaboration: a proposal reviewer, a partner entity via a memorandum of understanding and/or as a required endorser of the application. Future SCSEP communication initiatives include a comprehensive presentation and training strategy, founded on the Core Values and built upon the SCSEP State Plan.

iv. Describe any cross-cutting organizations or bodies at the state level designed to guide and inform an integrated vision for serving youth in the state within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth. How is the state promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)

New Jersey has launched an initiative to create a Shared Vision for Youth for the state workforce system. Originally launched within LWD in 2011, initial meetings focused on an update of federal and state-level efforts to date, clearly defining the mission and parameters of the Youth Workgroup, and setting the agenda for a collaborative approach to addressing the needs of youth. Among the high priority issues that the Workgroup identified as critical issues included housing for youth as they leave the program, health and wellness concerns, employment and career training opportunities, and transportation issues.

Guiding principles to formulate the effort were created and included strengthened partnerships, shared resources, common youth policy, development of a statewide referral and tracking system and development of measures based on youth success and early interventions. This critical initial work laid the groundwork for a more inclusive and collaborative Youth Visioning Team.

This youth team, Jersey Fresh, comprised of 10 members from the SETC, LWD, other state agencies, community-based organizations, youth providers and private sector leaders represented New Jersey's Shared Vision for Youth at the Youth Summit in Boston in November 2011. As a result of the technical assistance received, the team drafted preliminary vision and mission statements for youth, identified action items and developed a plan to continue the development in New Jersey through a statewide Youth Summit to be held in 2012.

Furthermore, the SETC identified that the need for the creation of an interagency, business-led statewide Youth Investment Council (YIC) was critical in establishing a statewide policy on youth through New Jersey's Shared Vision for Youth. Through coordination with the local YICs as well as reporting up through the SETC, the youth vision will have a policy voice at the workforce table in New Jersey. The SETC dedicated resources to hiring a professional staff person to support this Shared Vision for Youth and the statewide YIC beginning in the third quarter of 2012.

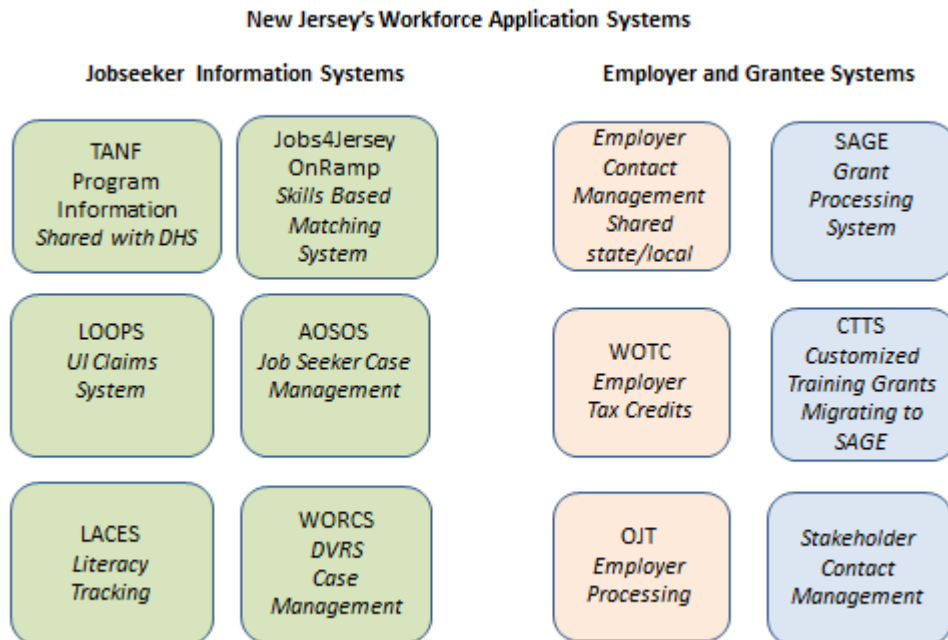


v. Describe major state policies and requirements that have been established to direct and support the development of a statewide workforce investment system not described elsewhere in this plan as outlined below. (§112(b)(2).)

a. What state policies and systems are in place or planned to support common data collection and reporting processes, information management, integrated service delivery, and performance management? (§§111(d)(2) and 112(b)(8)(B).)

Figure E-5: New Jersey's Workforce Application Systems

New Jersey's workforce data applications are outlined in the graphic below.



The WIA and Wagner-Peyser programs use the common data system, America's One-Stop Operating System (AOSOS). The Division of Vocational Rehabilitation Services (DVRS) program uses the Web-Based On-line Rehabilitation Case-management System (WORCS). The Literacy program uses the Literacy, Adult and Community Education System (LACES). The LWD Grants team uses the System for Administering Grants Electronically (SAGE) for all grant management.

In addition, New Jersey's workforce system uses a web-based data management system to manage and coordinate business outreach efforts undertaken by LWD state office staff, SETC staff, LWD Business Services Representatives in the field, and local workforce area staff.

In support of Core Value 4, *Increasing System Accountability*, the SETC is forming a Performance Committee to develop performance standards and oversee the workforce system



performance, in collaboration with LWD. The LWD Division of Workforce Development has developed a strong dashboards program management tool. Weekly monitoring of dashboard performance enables LWD to identify program successes and areas of weakness and make mid-course corrections.

For the future, LWD has been awarded a grant from USDOL to build its partially developed workforce longitudinal data system (WLDS). The proposed fully developed WLDS will connect workforce and employment data with the administrative data systems of P-12 and postsecondary education in New Jersey. The design and proposed analysis are aligned with the overall workforce innovation development goals of LWD, as a robust WLDS is a critical component to the implementation and success of more effective Re-employment and Talent Development Strategies. The creation of a longitudinal database will support four major objectives:

1. Implementation of performance metrics beyond the Common Measures.
2. Evaluation of programs, particularly those for hard to serve populations, using quasi-experimental and other methodologies.
3. Data-driven integration of unemployment insurance and re-employment efforts.
4. Support and expansion of sector-based initiatives, including stackable credentials.

The WLDS will include:

Workforce data: (1) America's One-Stop Operating System: WIA Title I, Wagner-Peyser, and Trade Adjustment Assistance Act, state-funded Workforce Development Partnership, Re-employment and Eligibility Assessment, Migrant Seasonal Farm Workers, Veterans Services (DVOP and LVER), National Emergency Grants, and WorkFirst New Jersey; (2) WIA Title II; (3) Unemployment Insurance Benefits; (4) Vocational Rehabilitation

Employment data: (1) NJ Unemployment Insurance Wage Records; (2) WRIS2

Education and training data: (1) NJDOE P-12 students (SLDS); (2) Perkins Act (vocational students); (3) Postsecondary Education student unit records; (4) student records from providers on the Eligible Training Provider List

- b. What state policies are in place that promote efficient use of administrative resources such as requiring more co-location and fewer affiliate sites in local One-Stop systems to eliminate duplicative facility and operational costs or to require a single administrative structure at the local level to support local boards and to be the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery and training? Include any specific administrative cost controls, plans, reductions, and targets for reductions, if the state has established them. (§§111(d)(2) and 112(b)(8)(A).)*

In support of Core Value 2, *Meeting Jobseekers Where They Are - Re-employment services based on broader partnerships and optimizing technology*, LWD has launched the *Jobs4Jersey.com* website, a powerful job-matching site. This tool allows both jobseeker and business customers to access workforce job matching services in an efficient and effective



manner, without direct staff involvement. This allows staff at the One-Stop Career Centers to devote more time to serving customers in need of “high-touch” assistance.

Currently, the LWD Division of Workforce Development is actively mapping the workforce services at New Jersey’s 33 One-Stop Career Centers. In Year 1 of this plan, LWD will analyze the physical locations and services delivery for the One-Stop Career Centers. In Years 2 through 5, LWD will conduct an analysis of the geographic distribution of One-Stop Career Center customers, that is, where the customers live and at which locations they are accessing workforce services. LWD will examine the underutilized services for all One-Stop Career Center locations and explore ways to more efficiently deliver these services. Finally, LWD will seek to identify the population who are not receiving workforce services in regions where high unemployment, and how to best reach this un-served population.

These efforts support the State’s ongoing initiative to more directly link unemployment programs with re-employment services, and facilitate quicker access for Unemployment Insurance claimants to job matching and placement services.

c. What state policies are in place to promote universal access and consistency of service statewide? (§112(b)(2).)

In support of Core Value 2, *Meeting Jobseekers Where They Are - Re-employment services based on broader partnerships and optimizing technology*, LWD has created *Jobs4Jersey.com*, which can be accessed online from a customer’s home, through local libraries, or at any internet-ready location. And New Jersey now offers Online Re-Employment Orientations (RO Online) to all customers. From May 10 to July 1, 2012, the RO Online was used by 43,674 customers, demonstrating the desire and ability of New Jersey jobseekers to obtain workforce services online, rather than in person. This is a key initiative to get jobseekers started on their job search as soon as they become unemployed.

To promote consistency of service statewide, LWD developed in 2012 a standardized customer service flow that is used to ensure that all jobseekers, no matter which location they visit, receive the tools to create an individualized work search plan and the same high quality of service as at any One-Stop Career Center. LWD has developed integrated marketing materials for its workforce programs, which are used by state and local staff to deliver a consistent message to both jobseeker and business customers and the materials are available online at *Jobs4Jersey.com* as well as in hardcopy format.

Under the DVRS Disability Employment Initiative grant, DVRS is conducting an initiative to evaluate universal access and consistency of service at pilot sites in Bergen, Burlington, Cumberland-Salem and Passaic Counties. This initiative is comprised of three main parts: a process mapping initiative to see how individuals with disabilities are served in each pilot office, staff training in standardized best practices which will be customized for each location based on the findings of the process mapping, and an evaluation to measure the effect of the training as compared to the level of the population served prior to the intervention.

Furthermore, the SETC and LWD have aligned the LWD Business Services Representatives who conduct business outreach and engagement with local WIB Directors, and are using a web-based data management system to track and coordinate business outreach efforts by both state and local workforce staff.



d. What policies support a demand-driven approach to workforce development, such as training on the economy and labor market data for Local Board and One-Stop Career Center staff? (§§112(b)(4) and 112)(b)(17)(A)(iv).)

In support of Core Value 1, *Driving Investments Based on Industry Needs*, the LWD Office of Labor Planning & Analysis (LPA) supports several major initiatives to ensure that employer labor force needs drive New Jersey's workforce development policies:

Talent Networks: LPA's Center for Occupational Employment Information (COEI) supports six employer-led Talent Networks that service important NJ industry clusters including Advanced Manufacturing, Financial Services, Health Care, Life Sciences, Technology & Entrepreneurship, Transportation, Logistics & Distribution (TLD); a seventh Talent Network will be created for Hospitality, Tourism & Retail. These networks build sector-specific partnerships with schools, colleges and training providers statewide, help qualified jobseekers network with interested employers, and assure that the staff members of local Workforce Investment Boards and One-Stop Career Centers are trained to understand and address the labor force needs of specific key industries in their regions.

Industry Specialists: LPA's Labor Market & Demographic Research unit (LMDR) has assigned highly trained Labor Market Analysts to support individual Talent Networks with special up-to-date information on the labor and economic trends impacting LWD's seven targeted sectors. These staff members also make frequent public Labor Market Information presentations to local staff and a wide range of audiences throughout New Jersey.

LMI Publications: WIB members, local area staff and SETC members are part of a diverse statewide group of subscribers who receive quarterly *Labor Market Views* e-newsletters that report on the latest state labor market and demographic data and trends. Recent information products in the series include in-depth profiles of leading industry clusters, and *Regional Focus* updates that examine the economies of North, Central and South Jersey.

Talent Network Virtual Meetings: Monthly/frequent calls and online meetings are also used to develop "Local Industry Experts" statewide and WIB staff (self-selected) in each area, often in connection with the growth occupations of key industry sectors in participant's regions.

e. What policies are in place to ensure that the resources available through the Federal and/or state Registered Apprenticeship programs, the Job Corps and SCSEP are fully integrated with the state's One-Stop delivery system? (§§112)(b)(17)(A)(iv) and (b)(18)(C).)

LWD has assumed responsibility for all state apprenticeship activities, in conjunction with its federal partner, USDOL Bureau of Apprenticeship and Training. New Jersey Talent Networks are linked through LWD with Registered Apprenticeship programs and the local WIBs and One-Stops; together, they explore the creation of registered apprenticeship opportunities in key industry sectors with business customers and workforce partners.

In addition, the SETC and LWD have collaborated to create and support the NJ PLACE program, New Jersey Pathways Leading Apprentices to a College Education. The program, administered by the University College Community at Rutgers, the State University of New



Jersey, represents a strong partnership between New Jersey's community colleges, organized labor, employer associations, federally registered apprenticeship programs, educational institutions, and several state agencies. NJ PLACE is a statewide model that awards college credit to graduates of participating registered apprenticeship programs through articulation agreements with all 19 community colleges in New Jersey. Moving forward, NJ PLACE will align with the seven key industry sectors and green energy opportunities in New Jersey. In particular, deeper program development will be explored within the Health Care sector and Green Energy fields, building on work begun in the SETC Health Care Workforce Council and the SESP Council.

In New Jersey, One-Stop services are linked to Job Corps in a variety of ways. Post-training participants, who are transitioning from Job Corps, as well as other youth programs throughout the State, are encouraged to register with the One-Stop Career Centers to access services. LWD Business Services Representatives outreach to the Job Corps program to share labor market information, the latest Demand Occupations List, and employer information. In future, the SETC Youth Policy Analyst will act as a liaison to the Job Corps and other youth programs.

The SCSEP, also referred to as Workforce 55+ in New Jersey, is part of the LWD Division of One-Stop Programs and Services and is an integral part of the One-Stop Career Center system. SCSEP/Workforce 55+ has 16 Employment Resources Specialists (ERS) stationed at the One-Stop Career Centers as well as two Employment Resources Liaisons. On a daily basis, the ERSs and ERLs interface with the One-Stop Career Center partners and staff thereby ensuring effective integration of the SCSEP/Workforce 55+ program with the One-Stop delivery system and the availability of appropriate One-Stop Career Center services for participants. One-Stop Career Center staff is responsible for developing and revising the Individual Employment Plans for SCSEP/Workforce 55+ program participants. To ensure the best possible services to participants and effective integration with the State's One-Stop delivery system, ERSs and ERLs receive ongoing training regarding regulations, policies and services available to program participants.



vi. *Local Area Designations -- Identify the state's designated local workforce investment areas and the date of the most recent area designation, including whether the state is currently re-designating local areas. (§§112(b)(5).) Include a description of the process used to designate such areas. Describe how the state considered the extent to which such local areas are consistent with labor market areas: geographic areas served by local and intermediate education agencies, post-secondary education institutions and area vocational schools; and all other criteria identified in section 116(a)(1) in establishing area boundaries, to assure coordinated planning. Describe the state board's role, including all recommendations made on local designation requests pursuant to §116(a)(4). (§§112(b)(5) and 116(a)(1).) Describe the appeals process used by the state to hear appeals of local area designations referred to in §116(a)(5) and 112(b)(15).*

Figure E-6: New Jersey's Workforce Investment Areas and Dates of Designation

| New Jersey Local Workforce Investment Areas | Date of Designation |
|---|---------------------------------|
| Atlantic-Cape May Counties | May 12, 1995 |
| Bergen County | May 12, 1995 |
| Burlington County | May 12, 1995 |
| Camden County | May 12, 1995 |
| Cumberland-Salem Counties | May 12, 1995 |
| Essex County | May 12, 1995 |
| Gloucester County | May 12, 1995 |
| Hudson County | May 12, 1995 |
| Jersey City | May 12, 1995 |
| Mercer County | May 12, 1995 |
| Middlesex County | May 12, 1995 / October 1, 1999* |
| Monmouth County | May 12, 1995 |
| Morris-Sussex-Warren Counties | May 12, 1995 |
| City of Newark | May 12, 1995 |
| Ocean County | May 12, 1995 |
| Passaic County | May 12, 1995 |
| Somerset-Hunterdon Counties (Greater Raritan) | May 12, 1995 / October 1, 1999* |
| Union County | May 12, 1995 |
| <p>*Middlesex, Somerset and Hunterdon Counties were designated as one workforce area on May 12, 1995. On October 1, 1999, Middlesex County was designated a single county workforce investment area. On that same date, Somerset and Hunterdon Counties were designated as the Greater Raritan workforce investment area.</p> | |

The State is not currently re-designating local areas, but as discussed at the beginning of this Section, the local WIBs will be grouped into three regions, North, Central and South, which coincide with state economic and labor market areas, for the purposes of regional planning.



New Jersey has a county-based workforce system; however the City of Newark and Jersey City exercised their right to be designated as workforce investment areas. Hudson County and the City of Jersey City share a single WIB. Within the Hudson County Area, the Mayor of Jersey City is the Grant Recipient for Jersey City and the Chief Elected Official for the County is the Grant Recipient for the balance of Hudson County. Each receives a separate allocation of all WIA funds in accordance with the federally prescribed formula, but they share a WIB whose focus is on the entire County. Consequently, in New Jersey there are 18 workforce investment areas and 17 WIBs.

Appeals may be made through the SETC to the Commissioner of the Department of Labor and Workforce Development, who acts on behalf of the Governor. Appeals must be in writing and must be received no later than ten working days after notice of designation. Responses to appeals will be issued no later than ten days after an appeal is received. Unsuccessful appeals to the SETC may be appealed to USDOL only in cases where due process was not afforded or where the area meets the federal requirements for designation but was denied.

vii. Local Workforce Investment Boards -- Identify the criteria the state has established to be used by the Chief Elected Official(s) in the local areas for the appointment of Local Board members based on the requirements of section 117. (§§112(b)(6), 117(b).)

The State utilizes the provisions of section 117 of the Workforce Investment Act as the standard for the appointment of WIB members. Additionally, the SETC has provided policy guidance concerning appointment to the local Boards. This guidance is provided in the Appendices of this Plan.

viii. Identify the circumstances which constitute a conflict of interest for any state or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§§111(f), 112(b)(13), and 117(g).)

See response under Section E.1.A.ii.f.

ix. Identify the policies and procedures to be applied by local areas for determining eligibility of local level training providers, how performance information will be used to determine continuing eligibility and the agency responsible for carrying out these activities. Describe how the state solicited recommendations from Local Boards and training providers and interested members of the public, including representatives of business and labor organizations, in the development of these policies and procedures.

According to state law, in order to receive funding through any state or local governmental source, a training provider and program must be approved for inclusion on the State's Eligible Training Provider List (ETPL). The SETC, LWD and the Center for Occupational Employment Information (COEI) partner in the management of the ETPL, NJTrainingSystems.org. The Consumer Report Card is the portion of the ETPL that displays training provider performance information to the public.



A strong ETPL supports Core Value 4, *Increasing System Accountability*, by providing a reliable resource guide, not only for public workforce customers and for local WIBs/One-Stops, but for all New Jersey residents.

The SETC and LWD are committed to providing a strong ETPL and a better Consumer Report Card to workforce system customers, through the development of an improved, enforceable process for creating and maintaining the State ETPL.

The process will be developed to engender strong enforcement of ETPL requirements through required, full reporting of data by all training providers and a process to remove schools from the ETPL for lack of data reporting, fraud and abuse, or failure to meet other standards as established by SETC, LWD and COEI. The ETPL standards will be established by the SETC, LWD and COEI, based on an analysis of training provider performance data. In support of the ETPL, a system for enhanced provider data reporting, validation and enforcement will be developed, with assigned LWD staff resources.

LWD is developing draft regulations during the summer of 2012, to fully implement the State ETPL law. A work group of WIB and One-Stop representatives will be convened to provide input into the ETPL process. LWD will also meet with training providers, including community colleges, to gain their input.

Though the Workforce Investment Act (WIA) requires local board participation in the development and maintenance of the ETPL, New Jersey law provides no role for local Workforce Investment Boards in this area of the State Eligible Training Provider List. Therefore, a corresponding waiver request for this requirement is outlined in Section N. of this plan.

x. Individual Training Accounts (ITAs):

a. What policy direction has the state provided for ITAs?

New Jersey currently limits the Individual Training Accounts (ITAs) for occupational skill training for adults, dislocated workers and older youth to an average of \$4,000, with exceptions approved by local WIBs. The State does not limit the duration of training under an ITA. New Jersey also requires that ITAs be in demand occupations; the Demand Occupations List methodology is described in Section E.1.A.x.c. below. Training providers used for ITAs must be on the State Eligible Training Provider List (ETPL), NJTrainingSystems.org, as discussed in Section E.1.A.ix. above.

Under WIA, the State Board (the SETC) and local WIBs can set specific limits for ITAs in the State and local workforce areas. To further align the skills of New Jersey workers with the needs of business and industry, New Jersey will develop a policy to allow a dollar range for ITAs, with the possibility for higher limit to accommodate long-term training based on the skill needs identified in the seven key industry sectors. In addition, the Demand Occupations List will be targeted to these key industries, and the statewide number of occupations will be tightened to ensure that the State's investments are driven to the occupations that will support the critical needs of business in New Jersey. The State will continue to allow local additions to the Demand Occupations List, as appropriate and with regard to the key industry sectors.

It is important to note that ITAs are just one part of potential training subsidies in New Jersey. State-funded Workforce Development Partnership (WDP) grants, PELL Grants, and other



funding sources also provide financial assistance to those in need of training. The Tuition Waiver Program, a state program to which all state colleges and universities participate, is another state resource. The State encourages local agencies to look broadly at sources of funding for training and maximize available resources.

Service providers must submit an application to the local WIBs containing a description of the program, program performance and cost information and a certification that information provided is true and that the provider will meet performance and cost requirements imposed by the WIB. In order to apply, the provider must first have received approval of the cognizant State agency authorized to approve such training.

By linking performance to the Eligible Training Provider List (ETPL), New Jersey will have a comprehensive approach to assuring the quality of vendors. The centralization of approval provides a measure of uniformity. All vendors in a particular area will be required to meet a minimum level of service in order to be approved. This also reduces redundancy, since not every local entity will need to review and approve a vendor.

The New Jersey State ETPL is used by all partners of New Jersey's One-Stop workforce investment system. The system also identifies supported employment vendors that provide specialized services to individuals with disabilities. Arrangements have been made with the various departments, including Human Services, Education and Labor and Workforce Development, and agencies, such as New Jersey Division of Vocational Rehabilitation Services, that serve individuals with disabilities, to incorporate their existing provider lists into the statewide list.

b. Describe innovative training strategies used by the state to fill skills gaps. Include in the discussion the state's effort to broaden the scope and reach of ITAs through partnerships with business, education, economic development, and industry associations and how business and industry involvement is used to drive this strategy.

New Jersey's Talent Networks, launched in 2011, reflect the State's commitment to Core Value 1, *Driving Investments Based on Industry Needs*. The Talent Networks were established to focus on the specific needs of key industries in the State in order to connect employers, jobseekers, the State's One-Stop Career Centers and educational institutions to achieve the common goal of helping current jobseekers develop relevant skills that lead to job opportunities, helping employers find qualified employees, and to ensure that New Jerseyans have access to training and educational opportunities that lead to the jobs of the future.

Each Talent Network supports the efforts of the workforce development system and educational institutions to prepare workers for opportunities in key industry sectors; serves as the primary workforce contact for the industry sector; encourages networking between jobseekers, employers and education and training providers; and each is linked to the Talent Advisory Councils that are formed, or will be formed, under the SETC. The Talent Advisory Councils bring together high-level business leaders and industry experts, education and training providers, and government and workforce representatives to identify and address the critical workforce needs of each industry.



The intelligence gathered through the Talent Networks identify skills gaps and drive the Demand Occupations List, and will target the use of ITAs to the most critical occupations for the support of the seven key industries and the state economy.

Through the LWD Grants office, the State is promoting more cooperation and collaboration between diverse training providers by offering funding opportunities to consortiums that are developed in conjunction with employers' and/or apprenticeships' needs for their workforce to ensure a greater return on investments to employers and also meets the needs of the jobseekers.

Finally, through the Expanding Business Engagement-Technical Assistance grant received from USDOL Employment & Training Administration, the SETC and LWD will execute a statewide Business Engagement Model for New Jersey's workforce system, which will include creation of system-wide account management engagement protocols, development of new performance metrics related to business engagement, and training for state and local staff on the use of the web-based data management system for business outreach. This effort supports a shared vision for New Jersey business engagement across workforce partners.

c. Discuss the state's plan for committing all or part of WIA title I funds to training opportunities in high-growth, high-demand, and economically vital occupations.

New Jersey requires that all training activities using WIA Title I funds be for a demand occupation. The LWD Center for Occupational Employment Information (COEI) creates and maintains the Demand Occupations List.

The most recent LWD Demand Occupations List uses an updated methodology to determine which occupations are expected to have a "significant excess of demand over supply for adequately trained workers." Given New Jersey's relatively small size, there is a single statewide list for all occupations. Unlike prior years, the list is compiled by occupation (Standard Occupational Classification, or SOC, code), not by program (Classification of Instructional Programs, or CIP, code). A SOC-to-CIP crosswalk is provided in order to map from demand occupations to their corresponding training and education programs.

This methodology considers many factors, incorporating data from a variety of sources, to determine whether an occupation is in demand. These include:

- total employment in the occupation
- long and short term projections of job openings
- online job postings
- an estimate of unemployment levels in each occupation
- recent employment experiences of individuals who have attended training funded by the One-Stop Career Center system

The methodology requires that occupations meet thresholds for total employment, labor supply, and demand. This data is made available to local WIBs, One-Stop Career Center counselors, instructors, and jobseekers, so that all stakeholders are equipped to make data-informed



decisions. A WIB may request an exception if it believes, based on documented knowledge of the local labor market, that an occupation is in demand in its area.

Information on the Demand Occupations list is available at:
http://lwd.dol.state.nj.us/labor/lpa/lbrdmand/LaborDemand_index.html.

New Jersey also is exploring the creation of a statewide strategy for On-the-Job Training (OJT) contracts in the key industry sectors. These OJT opportunities, developed in collaboration with regional partners, would focus on industry skills needs identified by the Talent Networks and would be available for use by all local WIBs. This effort will build on the recommendations developed by local WIB partners in each region.

d. Describe the state's policy for limiting ITAs (e.g., dollar amount or duration).

New Jersey currently limits the Individual Training Accounts (ITAs) for occupational skill training for adults, dislocated workers and older youth to an average of \$4,000, with exceptions approved by the local WIBs. The State does not limit the duration of training under an ITA. New Jersey also requires that ITAs be in demand occupations; the Demand Occupations List methodology is described in Section E.1.A.x.c. above.

Under WIA, the State Board (the SETC) and local WIBs can set specific limits for ITAs in the State and local workforce areas. To further align the skills of New Jersey workers with the needs of business and industry, New Jersey will develop a policy to allow a dollar range for ITAs, with the possibility for a higher limit to accommodate long-term training based on the skill needs identified in the seven key industry sectors. In addition, the Demand Occupations List will be targeted to these key industries, and the statewide number of occupations will be tightened to ensure that the State's investments are driven to the occupations that will support the critical needs of business in New Jersey. The State will continue to allow local additions to the Demand Occupations List, as appropriate and with regard to the key industry sectors.

e. Describe the state's current or planned use of WIA title I funds for the provision of training through Registered Apprenticeship.

New Jersey does not currently use WIA Title I funds to provide training through Registered Apprenticeships. Rather, New Jersey leverages state funding to fund programs to train individuals for entry into Registered Apprenticeships. The State has partnered with USDOL and others to help market the program.

New Jersey has used state workforce funds to create and support the New Jersey Pathways Leading Apprentices to a College Education (NJ PLACE) program. This statewide program enables individuals to apply their apprenticeship education from participating programs toward a college degree at any of New Jersey's nineteen community colleges. NJ PLACE does not promote apprenticeship as an alternative to a college education, but as viable and promising pathway to achieving a degree. The NJ PLACE program is further described in Section E.1.A.v.e.

LWD is currently exploring the creation of Registered Apprenticeship models that can be delivered through On-the-Job Training contracts. New Jersey is committed to supporting the use of Registered Apprenticeships in expanded ways, for both union and non-union



apprenticeship occupations and with Department of Corrections and the New Jersey Juvenile Justice Commission. LWD are represented on the Governor's Task Force for Recidivism Reduction and will ensure integration with initiatives developed by this entity.

f. Identify state policies that permit the use of WIA title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly, such as through an ITA.

The SETC and local WIBs are required to include faith- or community-based organizations in their membership. Partnership with these agencies enables increased awareness of available workforce services and expanded service provision.

The New Jersey Eligible Training Provider List includes organizations that are either faith- or community-based. Each of these groups has the same opportunity to provide services as any other potential provider. Many of these groups already provide literacy and vocational services in the State. Regarding the training of individuals in a faith-related field for those indirect activities, the SETC and LWD will rely upon demand information and provider approval as the determinants, based on the fact that neither federal nor state law is violated.

xi. Identify the criteria to be used by Local Boards in awarding grants for Youth activities, including criteria that the governor and Local Boards will use to identify effective and ineffective Youth activities and providers of such activities. (§112(b)(18)(B).)

In addition to the Youth Local Elements and Requirements required under WIA, the following are New Jersey's criteria for the identification of effective youth activities and providers of such activities:

- The program will have a record of demonstrated effectiveness.
- The program will not discriminate in any way and will be in full compliance with the Americans with Disabilities Act.
- The provider must have the capacity to identify issues that are hindering youth from succeeding in the program and recommend the appropriate support services.
- The provider must be able to detail how linkages between community, academic, occupational learning, and work experience will be used to enhance the youth development and employability. They should also demonstrate the involvement of the business/employer community.
- The program will maintain a close working relationship with the local One-Stop Career Center.
- Programs with certifications or licenses as a goal will make arrangements for participants to test for and obtain the certification or license.
- Any program offering summer employment opportunities must be linked to academic and occupational learning as a complement to overall year-round program goals. Summer



employment opportunities operated as a stand-alone Summer Youth Program are specifically prohibited.

- The provider must establish specific timeframes for evaluation of participant performance, attendance and progress, including level of academic performance, vocational abilities/skills, aptitudes, and interests.
- The provider must identify process and strategies to be used to ensure that participants receive planned services and reach planned goals and what corrective actions will be available for participants who are not meeting the requirement of each activity or goals.
- The provider must detail the internal systems that will be used to report and monitor programmatic and fiscal activities.
- The provider must permit federal, state, and local area staff and designated agents to conduct regular monitoring activities, including communication with customers and Contractor staff at instructional sites.

xii. Describe the competitive and non-competitive processes that will be used at the state level to award grants and contracts for activities under title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts. (§112(b)(16).)

The State utilizes a formula-driven non-competitive process to award WIA funding to the local counties for distribution under the purview of each local WIB.

b. Vocational Rehabilitation, designate a state agency as the sole state agency to administer the plan, or to supervise the administration of the plan by a local agency, in accordance with section 101(a)(2)(A). (§101(a)(2)(A).)

LWD is the Designated State Agency (DSA) for the State. The New Jersey DVRS is the sole State agency or Designated State Unit (DSU) within LWD that is primarily concerned with vocational rehabilitation or vocational and other rehabilitation of individuals with disabilities and is responsible for the administration of the DSA's vocational rehabilitation program under the Unified State Plan. There is a full time director of the DSU, and the DSU has a staff, at least 90 percent of whom are employed full-time on the rehabilitation work of the organizational unit. The Department of Human Services houses the Commission for the Blind and Visually Impaired; this agency is responsible for the rehabilitation needs of individuals with significant vision loss.

Currently, the DSU is located at an organizational level and has an organizational status within the DSA comparable to that of other major organizational units of the DSA. The State has established a State Rehabilitation Council (SRC) that meets the criteria set forth in section 105 of the Rehabilitation Act, 34 CFR 361.17 and the Designated State Unit –

1. Jointly with the State Rehabilitation Council develops, agrees to and reviews annually state goals and priorities and jointly submits to the commissioner annual reports of progress in accordance with the provisions of section 101(a)(15) of the Rehabilitation Act, 34 CFR 361.29 and subsection 4.11 of this State Plan;



2. Regularly consults with the State Rehabilitation Council regarding the development, implementation and revision of state policies and procedures of general applicability pertaining to the provision of vocational rehabilitation services;
3. Includes in the State Plan and in any revision to the State Plan a summary of input provided by the State Rehabilitation Council, including recommendations from the annual report of the council described in section 105(c)(5) of the Rehabilitation Act and 34 CFR 361.17(h)(5), the review and analysis of consumer satisfaction described in section 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), and other reports prepared by the council and the response of the designated state unit to the input and recommendations, including explanations for rejecting any input or recommendation.

c. TANF, describe the objective criteria for the delivery of benefits and the determination of eligibility and for fair and equitable treatment, including an explanation of how the state will provide opportunities for recipients who have been adversely affected to be heard in a state administrative or appeal process. (§ 402(a)(1)(B)(iii).)

New Jersey has established nondiscrimination regulations, policies, and procedures for ensuring fair and equitable treatment of applicants or recipients of public assistance. There shall be no discrimination by State or local agencies in the administration of any public assistance program based on race, color, religion, sex, national origin, marital, parental or birth status, sexual orientation, or disability, etc. Further, New Jersey has established provisions for applicants and recipients who have been adversely affected by WorkFirst New Jersey (WFNJ) regulations to be heard in a State administrative hearing process. Recipients have the right to appeal any action or inaction affecting eligibility, benefit determination, or condition of payment, and are advised of this right with each adverse action notice. Individuals adversely affected may request a fair hearing within 90 days of the adverse action. Fair hearings are heard locally by an Administrative Law Judge who renders an Initial decision on the appropriateness of the adverse action. Initial decisions are submitted to the Division of Family Development (DFD) for consideration, and a Final decision is issued by the DFD Director. Final decisions may be appealed to the NJ Superior Court – Appellate Division.



F. Funding

Core Value 1: *Driving Investments Based on Industry Needs*

Core Value 4: *Increasing System Accountability*

These two Core Values are driving the transformation of how New Jersey aligns workforce funding streams and implements programs. The New Jersey Department of Labor and Workforce Development (LWD) is developing a portfolio management approach to evaluating grants and programs. LWD has created a Grant Portfolio organization that is developing expertise in grant seeking and grant writing. The portfolio approach helps LWD obtain a snapshot of the how the various funded programs and grants today match with the two customer bases: the economic/industry sector profile of the State of New Jersey, as well as the demographic profile of New Jersey's diverse jobseeker population. Taking this holistic look at investments, LWD can then explore additional funding sources through grants and other partners to ensure its investments are aligned to the two customer bases. Examples include seeking National Emergency Grants where appropriate for dislocated workers, and partnering with the New Jersey State Parole Board to provide better re-employment services targeted to the ex-offender jobseeker population.

LWD has already begun to align the State Workforce Development Partnership and Supplemental Workforce Development Fund for Literacy with the needs of industry.

Secondly, in 2011, LWD began a series of standard monthly dashboard reviews for every grant, program and project in Workforce Development. This ensures accountability for outcomes, compliance, and fund spending. Additionally, this provides early-warning management tools for mid-course corrections. The dashboards, coupled with portfolio management, give LWD the foundational tools for continuing efforts to create an accountable system which addresses the needs of both employer and jobseeker customers.

What criteria will the state use, subject to each program's authorizing law, to allocate funds for each of the programs included in the Unified Plan? Describe how the state will use funds the state receives to leverage other Federal, state, local, and private resources, in order to maximize the effectiveness of such resources, and to expand the participation of business, employees, and individuals in the statewide workforce investment system. (WIA §112(b)(10).)

The State provides universal access through the foundational support provided by WIA Title I and Wagner-Peyser funds. Dedicated funding to serve special populations builds on that foundation. Examples of dedicated funding include state and federal resources to prepare public assistance recipients for jobs leading to self-sufficiency and funding provided under the Jobs for Veterans State Grant.

Recognizing that faith and community-based organizations, educational institutions and employers are stakeholders in the public workforce system and serve as an extension of the One-Stop Career Centers, New Jersey creates programs and partnerships that create synergies designed to maximize the leveraging of public workforce funds.

In answering this question, if the Unified Plan includes:

- 1. WIA Title I and Wagner-Peyser Act and/or Veterans Programs (§112(b)(12):*



- a. If applicable, describe the methods and factors (including weights assigned to each factor) the state will use to distribute funds to local areas for the 30 percent discretionary formula Adult employment and training funds and Youth funds pursuant to sections 128(b)(3)(B) and 133(b)(3)(B).*

New Jersey distributes the entire available amount of the local allocation for the WIA Adult and Youth programs to the local areas. Following the formula, New Jersey utilizes five percent of the funds for state administration. The remaining amount is distributed by formula to the local areas. New Jersey does not use the 30% discretionary formula for these programs.

- b. Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout the state and that there will be no significant shifts in funding levels to a local area on a year-to-year basis.*

The hold harmless provisions prescribed by the WIA Act will be used. Funding will be allocated not less than 90% of the local area's percentage share from the previous year and will not exceed 130% of the percentage share from the previous year. The use of this formula prevents any major shift of funding year-to-year to the local areas.

- c. Describe the state's allocation formula for dislocated worker funds under 133(b)(2)(B).*

For the Dislocated Worker program, the local areas are given the legislated amount of 70% of the funds, 25% is reserved for Rapid Response activities and five percent for state administration. Local areas may submit a request for the additional funds as needed. Included in the request is a statement of need, as well as fiscal and participant data. This request is reviewed by the State and approval is based on the justification of need and available funding.

- d. Describe how the individuals and entities on the state board were involved in the development of the methods and factors, and how the state consulted with chief elected officials in local areas throughout the state in determining such distribution.*

The State Employment and Training Commission (SETC), which is the State Board, and LWD work closely to ensure that all funding decisions and oversight are in accordance with the formulaic distribution stated in the preceding paragraph. The Commissioner of Labor (or designee) ensures communication of the adherence to such policies through regular updates and reporting at the SETC meetings.

In addition, as funds are awarded based on the federal formula established for Adult, Dislocated Worker and Youth funds, local elected officials are the primary recipient of the annual Notice of Obligations (NOOs). NOOs include an explanation of the formula used for each specific local area and specific designation of funds by category.



- e. Describe the procedures and criteria that are in place under 20 CFR 663.600 for the governor and appropriate local boards to direct One-Stop operators to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds allocated to a local area for adult employment and training activities are determined to be limited. (§§112(b)(17)(A)(iv) and 134(d)(4)(E).)*

New Jersey has determined that funds allocated to local areas for adult employment and training activities under WIA section 133 (b) paragraph (2)(A) or (3) or for dislocated workers section 133(b)(2)(B) are not limited. Consequently, eligibility for training services will be determined by the criteria established by WIA section 134. That is, funds for adults and dislocated workers will be used to provide training services to those unemployed individuals who are unable to obtain employment after receiving core services and who have been determined to be in need of more intensive services in order to obtain employment — or who are employed, but are determined to be in need of intensive services, including training, to obtain or retain employment that allows for self-sufficiency. It is clearly New Jersey's intent that those individuals who meet this criteria of need be served. Consequently, because need is not being defined by current income, a rigorous income eligibility determination process and extensive income documentation and record retention is not required. Local areas will be expected to establish local priorities of service in their local plans. These will be approved by the Governor and the SETC.

- f. Specify how the state will use the 10 percent Wagner-Peyser Act funds allotted to it under section 7(b) in accordance with the three provisions of allowable activities: performance incentives; services for groups with special needs; and extra costs of exemplary service delivery models. (§112(b)(7) and 20 CFR 652.204).*

Wagner-Peyser 10 % funds are used to service groups with special needs including business customers, ex-offenders, and migrant and seasonal farmworkers. Staff specialists are assigned and trained to service the unique needs of these One-Stop Career Center customer groups.

2. Adult Education and Family Literacy:

- a. Describe how the eligible agency will fund local activities in accordance with the considerations described in section 231(e) and the other requirements of title II of WIA. (§ 224(b).)*

Pursuant to section 232 of the Adult Education and Family Literacy Act (AEFLA) and the English Literacy and Civics Education Program Grant, the procedure for competitive and multi-year grants for this program is carried out in accordance with LWD's management system for discretionary grants. Adult education providers desiring a grant under this subtitle must submit an application in response to a Notice of Grant Opportunity (NGO) that includes, but is not limited to all the elements indicated in section 3.1.1 Adult Basic Skills Grants, of New Jersey's State Plan for Adult Education and Family Literacy.

Technical assistance sessions are provided in sufficient number to enable multiple participants and/or representatives of consortia partner agencies to attend. Applications must be submitted in accordance with NGO stipulated timelines. In the first contract period, grant applications are evaluated and rated by a panel of readers in accordance with selection criteria that are contained within the NGO guidelines. Applications are evaluated on the basis of quality,



comprehensiveness, completeness, accuracy and appropriateness of response to each of the items identified in the selection criteria. To be eligible for funding, an application must receive a minimum score established by LWD's grant management system.

b. Describe the process to show that public notice was given of the availability of Federal funds to eligible recipients and the procedures for submitting applications to the state, including approximate time frames for the notice and receipt of applications. (§231(c).)

LWD will announce availability of funding to eligible provider agencies by advertising in the New Jersey Register and posting the Notice of Grant Opportunity on LWD's website. Through the Grant Standardization project, all Notice of Grant opportunities follow the same outline/set-up.

c. Describe how the eligible agency will use funds made available under section 222(a)(2) for state leadership activities. (§223(a).)

LWD will take all required steps to ensure that funds used for state leadership activities are awarded in accordance with the State's contracting and/or waiver of authorization procedures. These procedures are in accordance with the Department of Treasury and the Office of Management and Budget (OMB).

Description of State Leadership Activities

LWD will not use more than 12.5% of funds made available under section 222 (a) (2) for one or more of the following adult education and literacy activities:

1. The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231 (b), including instruction in phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of New Jersey. Each consortium receives a professional development award for consortium directed professional development activities.
2. The provision of technical assistance to eligible providers of adult education and literacy activities
3. The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities
4. The support of state or regional networks of literacy centers
5. The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities. This is done via the Literacy, Adult and Community Education System (LACES) Management Information System.
6. Incentives for program coordination and integration and performance awards
7. Developing and disseminating curricula, including curricula incorporating phonemic awareness, systemic phonics, fluency, and reading comprehension
8. Other activities of statewide significance that promote the purpose of this title
9. Coordination with existing support services, such as transportation, child care and other assistance designed to increase rates of enrollment in, and successful completion of, adult



- education and literacy activities to adults enrolled in such activities
10. Integration of literacy instruction and occupational skill training, and promoting linkages with employers
 11. Linkages with postsecondary educational institutions

d. Describe the steps the eligible agency will take to ensure direct and equitable access, as required in section 231(c). (§224(b)(12).)

LWD will require all section 231 (direct and equitable access) and 225 (corrections education or institutionalized individuals) eligible providers to use the same application process, ensuring these applications will be judged by the same review and scoring criteria. The Notice of Grant Opportunity (NGO) requires the development of countywide consortia in which adult education providers in each county/WIB area submit a joint application for funding.

LWD will take steps to ensure that there is direct and equitable access to the grant funds. All currently funded providers will receive a grant announcement and application packet. LWD will publish a notice calling for applicants in the NJ Register and post on the LWD website. The application announcement and application form will be posted on the website maintained by LWD.

During the initial section 231 and 225 grant application submission time, any eligible agency that contacts the State Adult Education and Family Literacy Program office with an interest in participating will be provided the information and materials needed to apply. After the initial year, any interested agency will be added to a list of potential new providers. At the next multi-year application cycle, those agencies will receive the application packet.

A Notice of Grant Opportunity (NGO) is issued by LWD in response to an authorization or a reauthorization of federal legislation for adult basic education. Application forms, policies, and procedures in compliance with the requirements of the Adult Education and Family Literacy Act are disseminated to potential service providers by request. Proposals are for multiple years. In intervening years, each funded program submits a continuation application for continued funding.

Eligible applicants are required to attend a meeting at which the NGO and its requirements are discussed. These public information meetings are announced on the LWD website and their schedules are included in the NGO package.

Prospective applicants must address the following issues in the NGO in order to be considered for funding:

1. The intent to establish or operate one or more programs that provide services or instruction in one or more of the following categories: adult education and literacy services, including workplace literacy services; family literacy services; English literacy or English literacy/Civics programs
2. Mission statement of applicant organization
3. Measurable goals and proposed activities



4. Evaluation procedures
5. Evidence of past effectiveness
6. Commitment to serving those most in need
7. How program will provide intensity of services
8. Effective practices that will be used
9. Use of technology
10. Learning in real-life context
11. Well-trained staff
12. Coordination with other community resources
13. Availability of flexible schedules
14. Management information system
15. Demonstrated need for English literacy
16. Description of steps applicant proposes to take to meet the requirement of the General Education Provisions Act (GEPA)
17. Proposed budget (including local match) and assurances

The adult literacy plan recommends that applications in response to grant opportunities should present a rationale for program location that takes into account local population density, public transportation resources, and availability of other literacy program resources in a coverage area.

Initially 17 awards are made; one in each of the county/multi-county areas and one state agency award targeted to a state agency serving individuals confined in state correctional or other state institutions. In making the award to a state agency, LWD reserves the right to award one or more grants within the available funding parameters targeted to a state agency. The targeting of one statewide award for individuals confined in correctional or other institutions does not preclude the inclusion of these populations in county/multi-county application proposals.

The funding formula for this discretionary multi-year grant program is based upon the selected weighted demographic characteristics listed below by county/region and the available federal Award funds allocated to this grant program. The weighted value or score is based upon educational attainment level for each local area using the following guideline:

- Individuals with Grade 8 or less basic educational skill level (50% weight)
- Individuals with Grade 9 to 10 basic educational skill level (33% weight)
- Individuals with Grade 11 to 12 basic educational skill level (17% weight)

Continuation applications consist of objectives and budgets with narratives for each contract period.

To be eligible for review, proposals must be completed in accordance with all instructions, forms and procedures provided in the NGO. Incomplete documents received on or before the due date will be returned. Documents received past the due date do not qualify for review.



Proposals must be submitted on or before the initial due date determined by the LWD. Only complete and approvable proposals received on or before the due date will be accepted and considered.

LWD will provide AEFLA funds for programs that provide instruction or services in the following categories:

1. Adult education and literacy services, including workplace literacy services, and for those adults in need, educational programs that emphasize contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government
2. Family literacy services
3. Assist adults in the completion of a secondary school education (i.e., GED acquisition and receipt of the NJ State High School Diploma)

LWD will conduct an internal review of each grant application. An internal review team will evaluate the application on the basis of quality, comprehensiveness, completeness, accuracy, and adherence to the guidelines and requirements of the NGO. The panel review date is generally set to occur five business days after the application due date. Within 10 business days following the panel review date, applicants will be notified of the status of their application and any requested revisions.

The review panel may request specific modifications to the content of the project, recommended alterations to individual budget items, or requests for clarification regarding any aspect of the project objectives and/or activities.

In intervening years, LWD will determine funding on the basis of applications, assessment of performance of all consortia and their partners, and funding availability.

LWD provides letters to all applicants announcing acceptance, denial and/or requested modifications. Successful applicants receive their awards after the proposal is approved and/or modified to the expectations of the Division of Workforce Grant and Program Management.

Applicants who submit a proposal that is not selected for funding shall be so advised in writing. The applicant may request the reasons for non-selection within 30 days of notification of proposal disapproval. All requests must be made in writing to the Director of the Division of Workforce Grant and Program Management.



3. *SNAP Employment and Training: Estimate the total cost of the state's E&T program and identify the source of funds according to the format for Table 5, Planned Fiscal Year Costs, contained in the most current release of "The Handbook on Preparing State Plans for Food Stamp Employment and Training Programs."*

Planned Costs of the NJ Supplemental Assistance Nutrition Program (SNAP) E&T Program:
See Figure F-2, SNAP E&T Table 5

Operating Budget: See Figure F-1, SNAP E&T Table 4

Sources of NJ SNAP E&T Funds: See Figure F-2, SNAP E&T Table 5

Justification of Education Costs: Local agencies will use program funds to support educational activities only when they cannot be secured within the community at no cost. All expenditures will be subject to prior approval of LWD and must be directly related expenses necessary to complete the specific educational program (i.e., registration fee, test processing fee, etc.) It is expected that any costs incurred will not exceed \$15 per participant. This fee has been considered in determining the overall cost of monitoring the component, excluding reimbursements for transportation and dependent care costs. Continuous review of the cost reports will take place to assure that the State will not supplant state education costs from the State to the federal government.

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Figure F-1: SNAP E&T Table 4

**TABLE 4
 OPERATING BUDGET
 FISCAL YEAR 2012**

| Components | State Agency Costs Salary & Other Benefits Costs | | Contractual Costs | Participant Reimbursement (State plus Federal) Other Transportation Costs | | State Agency Cost for Dependent Care Services | Total |
|--|--|---|----------------------|---|-----|--|------------|
| | | | | | | | |
| E&T Re-employment Services | 3,622,879 | - | N/A | 798,150 | 800 | | 4,421,829 |
| CWEP | 909,146 | - | N/A | 3,212,100 | 800 | | 4,122,046 |
| Supported Work | | - | 3,735,396 | 351,360 | 800 | | 4,087,556 |
| Job Readiness/ Life Skills | | | 6,533,966 | 525,510 | 800 | | 7,060,276 |
| <i>Total Component Costs</i> | | | | | | | 19,691,707 |
| <i>Overall State Agency E&T Operational Costs(Case Mgmt*)</i> | | | | | | | 14,648,086 |
| <i>Total State E&T Costs</i> | | | | | | | 34,339,793 |
| <p>* Case Management costs are based on caseloads to be served for General Assistance and NJ SNAP. The NJ SNAP share is allocated based on caseloads.</p> | | | | | | | |



Figure F-2: SNAP E&T Table 5

**TABLE 5
PLANNED FISCAL YEAR COSTS OF THE STATE E&T PROGRAM BY CATEGORY OF FUNDING
FY 2012**

| <i>Funding Category</i> | <i>Approved FY 2011 Budget</i> | <i>Fiscal Year 2012</i> |
|--|--------------------------------|-------------------------|
| 1. 100% Federal E&T Grant | \$ 485,749 | \$ 618,489 |
| 2. Share of \$20 Million 100% ABAWD Grant | | |
| 3. Additional E&T Expenditures | | |
| 50% Federal | 20,916,032 | 14,415,492 |
| 50% State | 20,916,032 | 14,415,492 |
| 4. Participant Expenses | | |
| a. Transportation/other | | |
| 50% Federal | 3,547,215 | 2,443,560 |
| 50% State | 3,547,215 | 2,443,560 |
| b. Dependent Care | | |
| 50% Federal | 2,400 | 1,600 |
| 50% State | 2,400 | 1,600 |
| 5. Total E&T Program Costs (1+2+3+4a+4b = 5) | 49,417,043 | 34,339,793 |
| 6. 100% State Agency Cost for OJT | | |
| 7. Total Planned Fiscal Year Costs | \$ 49,417,043 | \$ 34,339,793 |



4. *TANF: Indicate the name, address, and EIN number of the TANF administering agency and estimate for each quarter of the fiscal year by percentage the amount of TANF grant that it wishes to receive.*

Commissioner, New Jersey Department of Human Services
222 South Warren St. PO Box 700
Trenton, NJ 08625-0700
EIN# 1216000928C3

The State's estimate for each quarter of the Fiscal Year by percentage is:

- 1st Quarter – 25%
- 2nd Quarter – 25%
- 3rd Quarter – 25%
- 4th Quarter – 25%

5. *Vocational Rehabilitation:*

- a. *Describe how the state will utilize funds reserved for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities under the state Plan, particularly individuals with the most significant disabilities. (§101(a)(18)(B).)*

The New Jersey Division of Vocational Rehabilitation Services (DVRS) Innovation and Expansion funds were provided via an NGO to the following seven Community Rehabilitation Programs (CRPs):

1. Hudson Community Enterprises (HCE) – Latino Outreach. HCE will outreach to this community to facilitate 75 individuals with disabilities to become DVRS clients.
2. Advancing Opportunities – Assistive Technology (AT) assistance to local DVRS offices. Advancing Opportunities will identify seven DVRS local offices and will provide technical assistance and support in providing state-of-the-art information about assistive technology devices to counselors who will then be able to help DVRS clients make appropriate assistive technology choices. Technology device demonstrations are planned for all local offices, and invitations to local area One-Stop providers will be made to encourage participation of workforce as well.
3. HireAbility – Customized employment assistance to urban/rural DVRS clients. HireAbility will provide intense outreach and employment services to DVRS clients who are typically underserved in the urban and rural areas of southern New Jersey.
4. Jewish Vocational Services (JVS) – Vocational assistance to DVRS clients of minority status who have Autism Spectrum Disorder (ADS). JVS will work with urban minority DVRS clients who have autism spectrum disorders and provide autism-specific vocational assessments/evaluations, and job placement support.
5. Rutgers – Online courses specific to DVRS clients. Rutgers has partnered with a CRP to provide courses regarding career specific information to DVRS clients who want to take



classes online. The CRP will provide job placement support to them once the courses are completed.

6. America Works – Employment support to DVRS clients residing in Newark. America Works will utilize a milestone payment approach to provide job placement services for DVRS clients residing in the most urban settings of Newark, Jersey City, and Elizabeth.
7. Goodwill Industries North – Customized essential lifestyle planning for employment to DVRS clients residing in urban areas. Goodwill seeks to provide a person-centered planning approach that identifies an “employment first” philosophy for DVRS clients.

DVRS will utilize Innovation and Expansion funds for the next year to the local offices for pilot programs within local catchment areas based on counselor input and management support. The goal of this project is to provide additional funds that support innovative strategies within local areas that can be replicated throughout the State if warranted.

Additional innovation funding will be provided via a Notice of Grant Opportunity (NGO) to local vendors to provide enhanced employment opportunities that align with the *Employment First* Initiative and qualify under Title IV of WIA. Examples include: transitioning students who are aging out of the K-12 system who have the most significant disabilities as the priority focus for funding and serving underserved and minority populations within the transition age.

b. Describe the quality, scope, and extent of supported employment services authorized under the Act to be provided to individuals who are eligible under the Act to receive the services. (§625(b)(3).)

The goal of DVRS is to create an effective, coordinated system of supported employment (SE) work opportunities throughout New Jersey to meet the needs of individuals with various disabilities. Of individuals with a SE outcome, DVRS will increase the number of outcomes each year. Although the agency utilizes supported employment extensively, it disburses funds for the payment of services through a fee-schedule-based authorization process. That fee schedule ensures that DVRS funds are spent on specific, designated services. In the Fiscal Year 2010 monitoring report, the Rehabilitation Services Administration (RSA) identified a compliance finding based on the current process. DVRS resolved this finding by establishing a separate tracking mechanism that ensured separate reporting for those individuals with the most significant disabilities served under the SE program versus those served under the DVRS program.

Targeted disability groups include the following:

- Individuals with serious psychiatric illness,
- Individuals with developmental disabilities,
- Individuals who are deaf or hard of hearing,
- Individuals on the autism spectrum, and
- Individuals with traumatic brain injury.



To achieve this goal, DVRS did the following:

- Worked with internal departments to ensure separate tracking was established to differentiate individuals served with Title VI funds;
- Offered SE training opportunities and strategies for staff members of providers;
- Provided technical assistance to the SE providers in regard to work flow, referrals and staffing; and
- Continued expanding the list of qualified providers, as appropriate.

c. In the event that vocational rehabilitation services cannot be provided to all eligible individuals with disabilities in the state who apply for services, indicate the order to be followed in selecting eligible individuals to be provided vocational rehabilitation services and provide the justification for the order. (§101(a)(5)(A)-(B).)

DVRS has opted to remain in the order of selection process. The number of people in New Jersey with disabilities who are prevented from working or in danger of losing their jobs as a result of their impairment continues to increase. With careful fiscal and case management, the agency has been able to provide services to every client found eligible for services through Program Year 2012.

Significant delays in service began in June 2001, when it became necessary to begin using an Order of Selection (OS) waiting list (status 04) for all priority categories and, subsequently, to serve only those individuals in priority category one (i.e., those most significantly disabled). This situation persisted until September 2001, when it became possible to move all status 04 (waiting list) cases still in need of service to an active status. DVRS began Federal Fiscal Year 2002 cautiously with the use of status 04, and by November was able to serve all categories. DVRS served all categories in Fiscal Year (FY) 2003 through 2011 and is currently serving all categories in FY 2012. Continuation of the OS is considered to be crucial to this human resource and fiscal management system, but even with diligent application of prudent and reasonable cost containment and intensive counselor recruitment measures, DVRS may not be able to serve every new client meeting basic eligibility criteria in Program Year 2013. DVRS may again have to limit serving new consumers according to the OS for services, but proportionately serve more in priority one.

6. CSBG: Describe how the state intends to use discretionary funds made available from the remainder of the grant or allotment described in section 675C(b), including a description of how the local entity will use the funds to support innovative community and neighborhood-based initiatives.

Community Services Block Grant program provided \$18.5 million to 26 community action agencies and other eligible community-based organizations. CSBG discretionary funds amount to five percent of the total Department Human Services (DHS) allocation awarded to the Department of Community Affairs (DCA). According to the Act, the five percent discretionary funds may be used for activities that may include:

1. Providing training and technical assistance to those entities in need of such training and assistance



2. Coordinating state-operated programs and services, and at the option of the State, locally operated programs and services, targeted to low-income children and families with services provided by eligible entities and other organizations funded under this subtitle, including detailing appropriate employees of state or local agencies to entities funded under this subtitle, to ensure increased access to services provided by such state and local agencies
3. Supporting statewide coordination and communication among eligible entities
4. Analyzing the distribution of funds made available under this subtitle within the State to determine if such funds have been targeted to the areas of greatest need
5. Supporting asset-building programs for low-income individuals, such as programs supporting individual development accounts
6. Supporting innovative programs and activities conducted by community action agencies or other neighborhood-based organizations to eliminate poverty, promote self-sufficiency, and promote community revitalization
7. Supporting state charity tax credits as described in subsection (c)
8. Supporting other activities, consistent with the purposes of this subtitle

The Department is providing CSBG Federal Fiscal Year 2011 discretionary funds to the agencies listed below, to provide the described services and activities. These activities include certain, but not all, allowable activities (as outlined in A through H). Federal Fiscal Year 2012 discretionary funding awards have not been determined but the Department expects to fund allowable activities addressing areas outlined in the 2012-2013 CSBG State Plan.

1. **Affordable Housing Alliance Inc.:** To market and administer the Individual Development Account matching savings program in Mercer, Monmouth, and Ocean Counties.
2. **Bergen County Community Action Partnership, Inc.:** To assist at least 20 Bergen County low-income individuals or families in becoming financially self-sufficient through participation in the Individual Development Account matched savings program.
3. **Camden City Garden Club, Inc.:** For a comprehensive educational initiative to enable Camden children and youth to grow food and to garden.
4. **Camden County Council on Economic Opportunity:** To assist at least 50 Burlington, Camden, and Gloucester County low-income individuals or families in becoming financially self-sufficient through participation in the Individual Development Account matched savings program.
5. **CityWorks, Inc.:** To complement the healthy living initiatives being undertaken in Trenton's North Ward neighborhood under the auspices of the Partnership for Healthy Kids by providing healthy food and portable salad bars in the North Ward.
6. **Greater Newark Conservancy:** This award will provide funds to help run a youth farmstand and urban farm program.



7. **Greensgrow Philadelphia Project:** To make fresh and healthy foods available in nine underserved neighborhoods of Camden through operation of mobile market produce trucks.
8. **Integrity, Inc.:** To enhance the case management services dedicated to assisting low-income women recovering from substance abuse so as to stabilize their housing, employment, and emotional health; and to facilitate family reunification for those with children.
9. **Newark Now:** To enhance case management support for clients of Newark Now's Individual Development Account program.
10. **New Jersey Alliance of Boys & Girls Clubs, Inc.:** For distribution to affiliates of the NJ Boys & Girls Clubs Alliance statewide to support programs and services for low-income, at-risk youth.
11. **North Ward Center, Inc.:** To offer English as a Second Language (ESL) classes to low-income residents of Newark.
12. **NORWESCAP:** To provide enhanced case management to Individual Development Account program-enrolled clients so as to minimize program participation attrition.
13. **Oxford House, Inc.:** To establish two instances of the Oxford House model supporting substance abuse recovery for low-income women in Bergen and Passaic Counties.
14. **Team Walker, Inc.:** To provide educational materials and recreational activities to students based on nutrition and personal health. This program will educate students on healthy food choices and healthy ways of living.
15. **Friends of the Lifers Youth Corp:** To provide funds for Growing Hands Urban Farm to create jobs and training for 20 men and women in Earth Box Farming and Hydroponics.
16. **PROCEED, Inc.:** To assist at low-income individuals or families in becoming financially self-sufficient through participation in the Individual Development Account matched savings program.
17. **Central Vermont Community Action Agency:** To provide training and technical assistance to Community Action Agencies.



G. Activities To Be Funded

Core Value 1: *Driving Investments Based on Industry Needs*

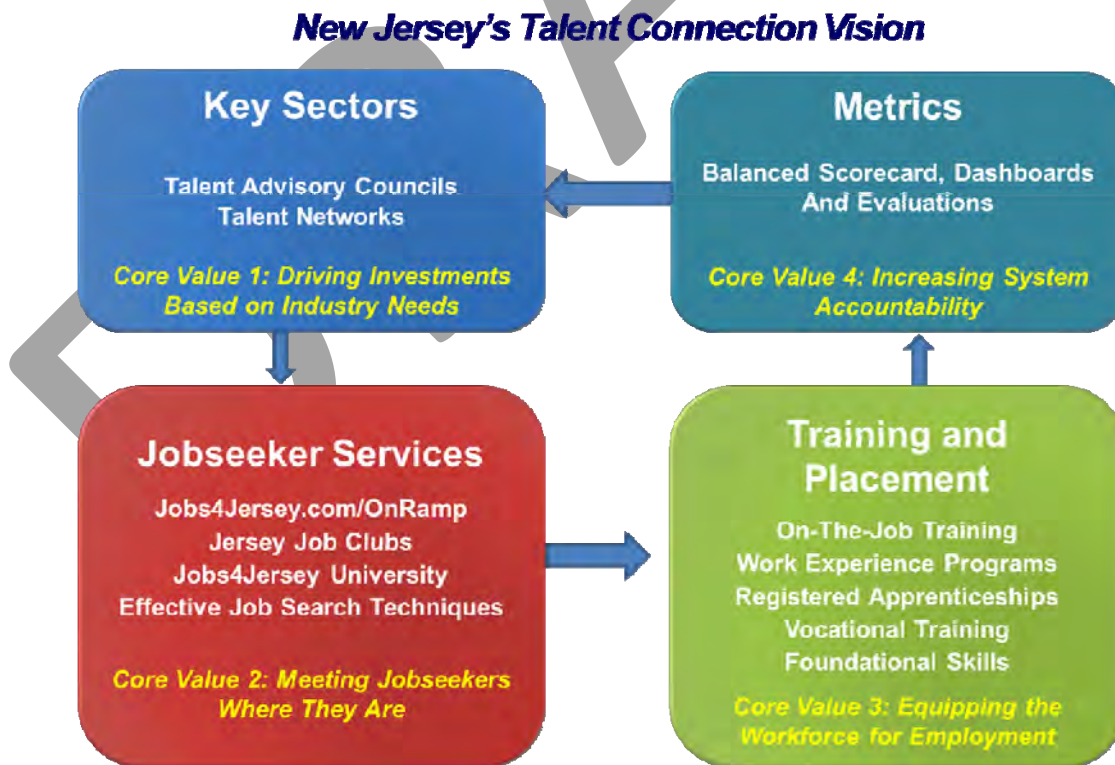
Core Value 4: *Increasing System Accountability*

New Jersey has adopted a more targeted approach to meeting the needs of the workforce system's two primary customers: employers and jobseekers. A core value of this talent development/connection approach is to drive investments based on the needs of the seven key industry sectors. Through the newly created Talent Networks, the skill needs of employers within targeted industries are being identified and activities put in place to develop jobseekers' skills so they match employer needs. Likewise, strategies have been created to connect jobseekers to positions where their talents match employer needs.

Although WIA funding is essential to support this targeted approach, the State's workforce investment system is seeking to leverage dollars and services from the myriad of partners that contribute to the goals of the system. As such, the State's vision expands beyond the limited resources provided by WIA. Funds will be targeted where they have the greatest impact in meeting the needs of the customers.

Through the expanded use of dashboards that track relevant outcomes, state and local partners will be able to determine the return on investment of these activities and make adjustments as appropriate.

Figure G-1: New Jersey's Talent Connection Vision





For each of the programs in the Unified Plan, provide a general description of the activities the state will pursue using the relevant funding.

In answering the above question, if the Unified Plan includes:

1. WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

Describe the approaches the state will use to provide direction and support to Local Boards and the One-Stop Career Center delivery system on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers. (§112(b)(17)(A).)

The State Employment and Training Commission (SETC) and LWD work collaboratively to provide direction and support to local WIBs. Being co-located with the LWD in the administration building, enables the SETC executive team to meet regularly with LWD's workforce development leadership to evaluate current systems, discuss issues and strategically respond to the ever-changing business and economic environment.

The SETC and LWD recently shifted gears, moving away from the traditional models of customer-led workforce support and training to a stronger focus on key industry sectors and providing training options based specifically on employer/industry needs. This reorganization of priorities and purposeful alignment of funding with industry demands enables the statewide workforce system to respond in a more effective and efficient way to meet the needs of employers and provide customers with training that will lead to meaningful employment opportunities.

New Jersey's Talent Networks focus on the specific needs of key industries to better connect employers, jobseekers, the State's One-Stop Career Centers and educational institutions. By narrowing the focus to these seven critical industry sectors, all partners throughout the State and local communities work together to achieve strong alignment between industry needs and the resources available to assist individuals returning to the workforce. Strengthening existing industry and attracting new business to New Jersey is a high priority across the State and the Talent Networks, working in partnership with the Business Action Center, the local WIBs and LWD, have increased the State's ability to engage with employers using strategies that foster job advancements and job creation throughout the State.

In order to ensure compliance at the local levels, the SETC will utilize dashboards to measure the performance of each WIB streamlining services and support to meet the needs of both jobseekers and employers. Implementing the performance dashboards at the local level will also help to ensure clear communication of the desired strategies, objectives and goals which each WIB area is expected to work towards.

a. *One-Stop Service Delivery Strategies: (§111(d)(2) and 112(b)(2).)*

The State will continue to refine service delivery to meet the needs of specific subsets of jobseekers. This will be achieved through better use of technology tools such as the OnRamp resume building and job-matching tool available at *Jobs4Jersey.com* and the newly implemented Online Re-employment Orientation, creation of broader partnerships with community and faith-based organizations that share common goals or customers, and the



continuing retooling of existing processes to improve customer service and system accountability.

- i. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system? (§112(b)(8)(A).)*

New Jersey coordinates the services provided by partner agencies using its One-Stop Career Centers located in each of the WIB areas and through use of a common case management system – America's One-Stop Operating System (AOSOS). The partners are primarily located at the same comprehensive One-Stop Career Centers in each of the WIB areas and utilize AOSOS for case management and tracking of participants. Additionally, the use of common assessment tools provides more comprehensive information on all of the participants in the system.

One-Stop Career Center Operators oversee service delivery at each One-Stop Career Center and are responsible for creating Memoranda of Understanding (MOUs) with each partner to ensure seamless service delivery and define partner responsibilities and contributions to the local delivery system. Resource sharing agreements complement and build on the MOUs to ensure funding supports the One-Stop Career Center infrastructure.

- ii. How are Youth formula programs funded under §128(b)(2)(A) integrated in the One-Stop system?*

The integration of youth programs into the One-Stop Career Centers is accomplished by encouraging the access of services such as employability skills and career awareness. In some instances youth are provided with assessment services. They are also provided with the opportunity to engage in instruction provided by the One-Stop Career Centers either by visiting the One-Stop Career Centers or, on occasion, by having a One-Stop Career Center staff person provide instruction on-site at the youth program. Youth may visit the One-Stop Career Centers to obtain information about and/or referrals to job openings at local employers. Computer-based instruction is available, as well as links to other training programs.

- iii. What minimum service delivery requirements does the state mandate in a comprehensive One-Stop Career Centers or an affiliate site?*

The vision of the One-Stop Career Center system is to provide comprehensive services in a seamless, integrated and efficient manner to both employers and jobseekers. The success of the One-Stop system lies in the quality of services delivered by knowledgeable and trained staff.

Incorporated into this flow of services are activities funded through all One-Stop partners. Services have been organized according to the terms core, intensive and training services, as defined by the Workforce Investment Act. Performance accountability is measured by meeting or exceeding negotiated common measures goals. In addition, New Jersey is moving to a Balanced Scorecard approach that incorporates measures of efficiency and effectiveness beyond traditional per customer spending limits tied to employment outcomes.



By measuring both leading and lagging performance indicators related to service/flow, financial, skills outcomes, employment outcomes, and customer satisfaction, New Jersey will transform how performance data is used from a system built on administratively managing outcomes to a system built on improving customer service and overall return on investment.

iv. What tools and products has the state developed to support service delivery in all One-Stop Career Centers statewide?

Web-based tools available to all persons with Internet access are:

- *Jobs4Jersey.com/On-Ramp* – assists jobseekers with resume building and delivers job-search results, as well as job advancements and career transitions that are fresh, real-time openings relevant to jobseekers and their specific skills, as well as helping employers find candidates with the skills they need;
- NJ Next Stop – helps NJ teens, parents, and counselors learn more about career interests, career options, and the world of work;
- NJ Career Assistance Navigator – provides college search and financial aid information, and supports lifelong career exploration, planning and decision-making with easy to use assessment and tracking tools;
- NJ Tops – enables customers to search for schools and organizations that provide occupational education and job training opportunities. Search results provide information on the various programs offered by each training provider, compare programs and providers based on information such as the location, length of training, program costs and any special services that may be offered, and compare training providers by employment outcomes and students' starting salaries after graduation; and
- LWD also encourages both staff and One-Stop Career Center customers to utilize resources offered by the U.S. Department of Labor (USDOL) and other federal agencies, such as:
 - My Skills My Future – lists a collection of career development tools and information sponsored by USDOL
 - My Next Move – enables Veterans to enter basic information about their military branch and duties to help identify transferable skills and offer civilian career options that complement their service experience and competencies sponsored by the U.S. Veteran's Administration

In addition to providing on-line tools to assist jobseekers and employers, LWD has also increased the capacity of its One-Stop Career Center staff by providing the following:

- Upgraded tab options in America's One-Stop Operating System (AOSOS)
- Transition to transportable electronic files to allow more flexibility for customers and enhance the ability of One-Stop Career Center staff to provide consistent and effective service regardless of location
- Joint Professional Development Training sessions for local and state staff
- Consistent and up-to-date marketing materials
- Smart Boards and Large Screen Monitors



- Standard Customer Flow Model
- Automated both the On-the-Job (OJT) contract writing system and the Work Opportunity Tax Credit (WOTC) contracts to improve tracking and program management
- Training and consistent messaging to help One-Stop Career Center staff disseminate the value of the online tools available to both jobseekers and employers

v. What models/templates/approaches does the state recommend and/or mandate for service delivery in the One-Stop Career Centers? For example, do all One-Stop Career Centers have a uniform method of organizing their service delivery to business customers? Is there a common individual assessment process utilized in every One-Stop Career Center? Are all One-Stop Career Centers required to have a resource center that is open to anyone?

LWD and SETC ensure the WIB Directors are aligned with the LWD Business Services Representatives (BSRs) in order to provide a consistent and effective message to business customers. A standard customer flow has been created – for both the employer customer and the jobseeker – which supports a uniform method of addressing the needs of all One-Stop Career Center customers.

LWD is in the processing of implementing Jersey Job Clubs which will provide the tools and support jobseekers need to find a job by providing participants with access to a career development professional who will help them grow their network, giving them an opportunity to interface with other jobseekers and to promptly and effectively respond to relevant job opportunities. Jersey Job Clubs will host workshops on topics such as, “how to write a resume, conduct effective job search, market yourself, interview tips, manage your time, and learn about the latest trends in the State’s seven key growth industries.” All New Jersey One-Stop Career Center are required under WIA core services to have a resource center open to all.

b. Workforce Information – A fundamental component of a demand-driven workforce investment system is the integration and application of the best available state and local workforce information including, but not limited to, economic data, labor market information, Census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses. (§§111(d)(8), 112(b)(1), and 134(d)(2)(E).)

i. Describe how the state will integrate workforce information into its planning and decision-making at the state and local level, including state and local boards, One-Stop operations, and case manager guidance.

LWD’s Office of Labor Planning and Analysis (LPA) is New Jersey’s premier source of economic and demographic data for both public and private sectors. Its main units include Labor Market & Demographic Research, Analysis & Evaluation, and the Center for Occupational Employment Information. Working in close partnership with the U.S. Bureau of Labor Statistics, the U.S. Bureau of the Census, Employment & Training Administration, and other federal agencies, LPA conducts numerous workplace and economic surveys.



The integration of workforce information into state and local policy making is well under way. A diverse subscriber base of public and private sector contacts already receives quarterly updates on the New Jersey economy and labor force through the *Labor Market Views* e-newsletter. A new mix of publications profiling individual industry sectors and specific regions of the State is slated to expand its readership to many more employers, trade associations, community organizations, labor groups and interested members of the public. Workforce information is also available online through the LWD website, and the *Jobs4Jersey.com* portal for employment services and job search assistance.

LWD's sector-based Talent Network initiative uses the State's data resources extensively to identify high-demand occupations and careers statewide, and works closely with training providers to ensure relevant curricula is offered in regional labor markets where job openings are on the rise. Professional labor market analysts from the Labor Market & Demographic Research unit have been designated as sector specialists, combining traditional industry data with direct intelligence from employers throughout New Jersey to provide an up-to-date picture of the State's fast-changing skill needs.

A key feature of the effort to integrate workforce information into state and local decision-making is an emphasis on educating WIB staff, One-Stop Career Center counselors, and case managers on labor force trends just as much as it emphasizes the need for educating jobseekers and employers about the new realities of the 21st Century job market. Future professional development efforts will address the need for workforce development staff to have a stronger understanding of the current New Jersey economy before they can properly advise their diverse clientele on ways to connect to new employment opportunities.

- ii. Describe the approach the state will use to disseminate accurate and timely workforce information to businesses, jobseekers, and employment counselors, in easy to use formats that are readily accessible within One-Stop Career Centers and at remote locations such as libraries, schools, worksites, and at home.*

Access to the Internet is one of the most affordable ways to share workforce information with a wide range of audiences in virtually every corner of New Jersey. As such, the *Jobs4Jersey.com* portal is the centerpiece of LWD's revitalized system for connecting a diverse pool of jobseekers to job openings statewide. The site offers a remarkable online tool – OnRamp -- that matches an individual's personal skill set to similar skills posted by employers seeking new talent. It also provides important job search resources to the long-term unemployed and other jobseekers whose special challenges have left the unfamiliar with new tools such as social networking and virtual job fairs.

LWD publications describing the latest industry sector trends will be available through the LWD website, http://lwd.dol.state.nj.us/labor/lpa/LMI_index.html, as well as by electronic subscription. Additionally, the combined close working relationship between professional, sector driven labor market analysts and the Talent Networks ensures that the latest data will be connected with even more recent insights from sector employers to keep stakeholders up-to-date on important industry trends.

Another way to build career awareness and expand the State's existing pool of qualified talent is to reach young adults at an earlier stage in their careers. Many high school students have little



knowledge of how their coursework and life relate to future career options. To combat this, New Jersey offers NJCAN.org – a website that students, teachers, school counselors and parents can use to explore occupations that connect to a young person's personal interests and abilities. The site's information, which is easily accessed online at home or at school, also addresses the specific courses and credentials a student must obtain before certain college or career options can be opened to them.

iii. Describe how the activities funded through the Workforce Information grants are aligned with other workforce investment activities to ensure that the investments in core products and services support the state's overall strategic direction for workforce investment.

The Office of Labor Planning and Analysis (LPA), through the Division of Labor Market and Demographic Research (LMDR) is responsible for all Labor Market Information (LMI) related activities funded through Workforce Information grants. The integration of federal funding with other sources of funding has enabled LPA to maximize the quantity and quality of its products and services provided to the One-Stop Career Center community and other users of workforce information. Labor Market Information (LMI) Grants provide resources to develop key economic and labor market intelligence for integration into the decision-making and programmatic policies at the heart of New Jersey's approach to Workforce Development initiatives.

All activities stress the importance of providing accurate and timely labor market information to the citizens of New Jersey for a demand-driven One-Stop Career Center system. The Office of Labor Planning and Analysis, in consultation with the SETC, its partners and the local WIBs, is responsible for gathering LMI and making it available to the SETC, its members and WIBs.

There are four primary mechanisms for the delivery of Labor Market Information (LMI) products to the One-Stop Career Center community: the LPA internet website, the dissemination of LMI information through a variety of printed publications, and outreach activities conducted by labor market analyst field staff. Information on employment, unemployment, occupations, careers, and real-time job openings are all provided to support workforce activities. In addition, LPA staff continues to focus on capacity building and providing LMI skills development to employment and training providers, employment counselors and planners.

Among LPA's key goals are promoting the understanding and use of labor market information, technical support for data gathering, and training in LMI concepts and utilization. LPA staff has been heavily involved in several statewide training initiatives and hands-on technical support. Also in an effort to establish an innovative feedback chain, LPA staff attend job counseling sessions to get greater insight into the types of data needed to help jobseekers. All new tools are also tested through the LMI staff through one-on-one interactions with the workforce staff.

Furthermore, LMI efforts have been redirected toward becoming part of an overall New Jersey strategy of growing the economy. LPA recognizes that industry sectors are the engines that drive job expansion and business attraction in New Jersey. LMDR has redirected its resources to develop strong relationships among private sector industries, workforce partners, and the education community. The strategy also involves LPA staff supporting New Jersey's Talent Networks with key LMI resources. This comprehensive approach will provide identification of existing industry and state assets/advantages, while attempting to define changing or emerging trends and opportunities in specific sectors.



The industry sectors were chosen to reflect their importance to the overall economy currently or heading into the future. Detailed industry analysis reports were created by LPA analysts. These reports were produced to inform legislators, WIBS, and other policy makers of the strategic position each targeted industry has in New Jersey's economy and what steps can be taken to help these industries prosper.

iv. Describe how state workforce information products and tools are coordinated with the national electronic workforce information tools.

In designing the State's workforce information products and tools, LWD has made a concerted effort to utilize and augment existing national electronic workforce information tools in order to best serve statewide customers. LWD's strategy was to create a new front door that links jobseekers and employers to the services and tools that they need in a user friendly format.

Jobs4Jersey.com provides employers and jobseekers with a holistic approach to matching the competencies needed by an employer with the transferrable skills and talent of New Jersey jobseekers. The National Labor Exchange feeds the OnRamp job board, providing fresh, real-time job opportunities for jobseekers throughout the State. At MyNextMove.org/vets, Veterans can enter basic information about their military branch and duties to see civilian career options corresponding with their service experience and skills. In addition, MySkillsMyFuture.org lists a collection of career development tools and information sponsored by USDOL.

c. Adults and Dislocated Workers

i. Core Services. (§112(b)(17)(a)(i).)

a. Describe state strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as described in §134(d)(2).

Universal access is available throughout New Jersey. This includes Wagner-Peyser, WIA Core and other partner services, funded through federal and state sources that are not contingent upon special requirements. New Jersey's consolidation of "to work" programs expands availability to services. At New Jersey's One-Stop Career Centers, a client may access a variety of literacy services, utilize public resource areas and learn about high growth and demand employment opportunities. Each comprehensive One-Stop Career Center receives labor market information aligned specifically to their respective communities. While there are minimum guidelines for some other services, each One-Stop Career Center must provide re-employment orientations, employment directed workshops, veteran services and a resource center for business customers. Businesses may use the center for positive recruitments, interviewing or accessing labor market information.

Improving online services, creating Jersey Job Clubs which combine peer-support and structured activities to speed jobseekers return to the workforce, partnering with community colleges such as through the Middle Class Tax Relief and Job Creation Act of 2012 mandated Re-employment and Eligibility Assessment, a standard customer flow, expanded bricks and mortar services through broader partnerships, and closer ties between the unemployment and



re-employment systems will be the focus for core services improvement during the next two years.

- b. Describe how the state will ensure the three-tiered service delivery strategy for labor exchange services for jobseekers and employers authorized by the Wagner-Peyser Act includes (1) self-service, (2) facilitated self-help service, and (3) staff-assisted service, and is accessible and available to all customers at the local level.*

New Jersey intends to create a virtual triage system that will target customers based on their strengths and needs rather than a one-size-fits-all model. LWD will continue to use data on jobseeker characteristics and experiences to refine the development of the triage system.

Customers who can benefit from self-service can use tools available at *Jobs4Jersey.com* including OnRamp to help focus their job search, create their résumé and apply for jobs. Jobseekers will continue to have the option of using a bricks-and-mortar approach and visiting a One-Stop Career Center for services. In addition, higher skilled customers may find that in addition to utilizing OnRamp they wish to participate in a Jersey Job Club as these Clubs will offer structure and the opportunity to network and receive feedback and encouragement from staff and peers.

LWD's goal is to give customers what they want, delivered where they want it, and how they want it. By offering a menu of customized service options designed to meet individual users' unique needs, without requiring a face-to-face contact at the One-Stop Career Centers, LWD's One-Stop Career Center staff can provide more intensive services to customers who have had little previous attachment to the workforce. The newly-created virtual triage model enables One-Stop Career Center resources to be strategically deployed, resulting in better overall outcomes for customers.

- c. Describe how the state will integrate resources provided under the Wagner-Peyser Act and WIA title I for adults and dislocated workers as well as resources provided by required One-Stop partner programs, to deliver core services.*

Each One-Stop Career Center has a Memorandum of Understanding (MOU) between required and optional partners which outlines partners' responsibilities. Service delivery is integrated with Wagner-Peyser staff responsible for core and intensive services and WIA staff responsible for training services. Customers with significant barriers to employment may be served by staff dedicated to assisting with the needs of special populations such as customers with disabilities, veterans, older workers, and public assistance and other low income individuals. Sharing of information, skill levels and employee development plans assists in providing comprehensive services.

New Jersey intends to re-envision the One-Stop Career Centers as it transitions into a talent development system. The vision moving forward is to meet jobseekers where they are by creating targeted services and delivery vehicles. LWD is engaged in a rigorous evaluation of how effectively and efficiently the talent development system is meeting jobseekers where they



are through facilities management with an overall goal of improving services while leaning away from job centers and focusing more on maximizing jobseeker opportunities through community access points in libraries, colleges and universities, and faith-based organizations.

ii. Intensive Services. Describe state strategies and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.

One-Stop Career Center staff members greet and triage customers as they enter the One-Stop Career Center. During this initial visit, jobseekers receive an Individual Work Search Plan (IWP) containing a step-by-step approach to an effective job search beginning with the creation of an OnRamp résumé.

The One-Stop Career Centers offer core, intensive and training services to all eligible customers. Customers who are identified as in need of intensive services are referred, as necessary. Intensive services include comprehensive and specialized assessment of skills, development of an individualized employment plan, group counseling, individual counseling, career planning, case management for those in training, and short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for employment or training.

iii. Training Services. Describe the governor's vision for increasing training access and opportunities for individuals including the investment of WIA title I funds and the leveraging of other funds and resources.

The vision for access to training supports Core Value 3, *Equipping the Workforce for Employment*. Beginning with 1) basic workforce readiness, including national credentials tied to contextual job skills 2) effective job search skills 3) vocational training aligned to employer needs – real skills for real jobs leading to stackable nationally recognized credentials and 4) culminating in On-The-Job Training and other work experience programs. This holistic approach ensures that training is tied to real jobs in New Jersey's key industry sectors and allows individuals to continue building their skillset throughout their career of lifelong learning experiences. LWD is leveraging the State's Workforce Development Partnership and Supplemental Workforce Fund to align with this new vision. Programs will begin with employer identified skill gaps and end with the participants landing a job with their newfound skills and a national credential. Revisions to the Eligible Training Provider List (ETPL) will further drive better decisions with employment outcomes for the WIA funded training programs.

Access will be increased overall in the workforce system through the use of 1) technology – *Jobs4Jersey.com* and OnRamp planned enhancements providing 24/7 access to information for jobseekers throughout the State and 2) through a proposed network of access points that includes libraries, community colleges, non-profit, community and faith-based partners as well as use of their online resources and in-person locations.

iv. Eligible Training Provider List. Describe the state's process for providing broad customer access to the statewide list of eligible training providers and their performance information including at every One-Stop Career Center. (§112(b)(17)(A)(iii).)



To receive funding through any state or local governmental source, a training provider and program must be approved for inclusion on the State's Eligible Training Provider List (ETPL). The SETC, the LWD and the Center for Occupational Employment Information (COEI) partner in the management of the ETPL, www.NJTrainingSystems.org. The Consumer Report Card is the portion of the ETPL that displays training provider performance information to the public.

A strong ETPL supports Core Value 4, *Increasing System Accountability*, by providing a reliable resource guide, not only for public workforce customers and for local WIBs/One-Stop Career Centers, but for all New Jersey residents. The SETC and LWD are committed to providing a strong ETPL and a better Consumer Report Card to workforce system customers, through the development of an improved, enforceable process for creating and maintaining the State ETPL.

This process will be developed to engender strong enforcement of ETPL requirements through required, full reporting of data by all training providers and a process to remove schools from the ETPL for lack of data reporting, fraud and abuse, or failure to meet other standards as established by SETC, LWD and COEI. The ETPL standards will be established by the SETC, LWD and COEI and supported by requirements for enhanced provider data reporting, creation and implementation of validation and enforcement measures and overall alignment with assigned LWD staff resources.

LWD is in the process of developing draft regulations (summer of 2012) to fully implement the State ETPL law. A working group of WIB and One-Stop Career Center representatives will be convened to provide input into the ETPL process. LWD will also meet with training providers, including community colleges, to gain their input.

- v. On-the-Job (OJT) and Customized Training (§ 112(b)(17)(A)(i) and 134(b).)*
Based on the outline below, describe the state's major directions, policies and requirements related to OJT and customized training.
- a. Describe the governor's vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.*

Asset programs are deployed based on target growth sectors which yield a high level return on investment. New Jersey is moving to a model to support not only incumbent workers, but also identifying and creating new hire training opportunities where there is direct employer participation. With this model change, Business Services has been thrust to the forefront to engage employers at a much more fundamental level. Creating this real-time information exchange, will enable LWD to drive investments based on industry needs which can be utilized to transform On-the-Job Training (OJT) and customized training opportunities into dynamic tools, which advance not only the individual jobseeker placement or incumbent workers' skills attainment, but also promote growth of the business and/or key sector industry within the State of New Jersey.

b. Describe how the state:

- 1. Identifies OJT and customized training opportunities;*



LWD Business Services Representatives (BSRs), Talent Network agents, and Business Action Center staff are well positioned to identify the businesses interested in utilizing the On-the-Job Training (OJT) or customized training programs. During their daily interactions with businesses, these individuals will identify the opportunities for expanded business relationships and create the connection to the appropriate OJT or Customized Training staff who will then finalize the transaction and ensure customer compliance and satisfaction.

2. Markets OJT and customized training as incentives to untapped employer pools including new business to the state and employer groups;

BSRs include OJT and customized training as tools in their portfolio of services, which can be utilized to meet the needs of local employers. As with all of the business services interactions, the emphasis is on aligning workforce investments based on industry needs and emphasizing the economic advantages to business by becoming a partner and participating in LWD programs and services.

Marketing of the OJT and customized training program is also available through the LWD website, Talent Advisory Councils (TACs), the State Training Provider community, Business Associations, and past grant recipients.

3. Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies;

BSRs from both LWD and the Business Action Center work closely with the Talent Networks to partner with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies. The customized training program partners with employer associations, Industry Talent Networks, and the state college / community college system to develop unique customized training strategies through the use of consortium grants. This allows both small and large employers to participate in beneficial trainings.

4. Taps business partners to help drive the strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training, and

This is an ongoing process however effective in FY12 State WDP training dollars have been reviewed for Return on Investment and the determination has been to deploy future assets in alignment specifically with targeted industries and direct employer input. In essence the employer drives the curriculum development and the determination of supportable skill programs.

5. Leverages other resources through education, economic development and industry associations to support OJT and customized training ventures.

State funds for customized training already require a 50% match for grant participation approval. This cost sharing is a leveraging of resources between the State and the awardee. Additionally consortium grants are actively promoted as the vehicle for cost effective (leveraging of resources) means of training delivery as multiple employers can participate and can provide employee training in a much more targeted fashion.



vi. *Veterans' Priority of Service. What policies and strategies does the state have in place for the state workforce agency or agencies, local workforce investment boards, and One-Stop Career Centers to ensure that priority of service is provided to veterans and eligible spouses for all employment and training programs funded by DOL, pursuant to the Jobs for Veterans Act (P.L.107-288) (38 USC 4215) and the requirements of the Jobs for Veterans Act regulations 20 CFR 1010.230? The description must include:*

a. How the state policies ensure that covered persons are identified at the point of entry and given an opportunity to take full advantage of priority of service.

New Jersey will utilize the One-Stop Career Centers to provide needed services to Veterans. The Disabled Veteran's Outreach Program (DVOP) and Local Veteran Employment Representative (LVER) staff work in the same area as the Wagner Peyser staff and will be included in One-Stop Career Center communications. The DVOPs primary focus is on meeting the needs of those Veterans unable to reach their employment goals without intensive services. The LVERs primary focus is on individualized job development for Veterans. When necessary, LVERs and DVOPs refer Veterans to other providers who have the resources available to enhance the employability of the Veterans. Through consolidated services with One-Stop Partners, the One-Stop Career Center, DVOP and LVER staff ensures a smooth continuum of services in their assistance to Veterans.

b. How the state policies ensure that covered persons are aware of:

a. Their entitlement to priority of service;

Priority of service is given to all eligible Veterans for any workforce preparation, development or delivery program or service that is directly funded, in whole or in part, by USDOL. The Employment Services Manager and LVER are responsible for monitoring adherence to Priority of Service regulations.

b. The full array of employment, training, and placement services available under priority of service; and

New Jersey's plan for Veterans services focuses on re-training personnel, including supervisory Employment Services (ES) Managers, in the basics of providing quality service to Veterans, as per the Jobs for Veterans State Grants ("Basic Training"). The USDOL Director of Veterans Employment Training Services (DVET) and Veterans Program Coordinator recently hosted One-Stop Career Center veterans' services training for all One-Stop Career Center ES Managers, DVOPs and LVERs. The purpose of the training was to: (i) refocus the State's Veterans Representatives on their primary job duties, (ii) address recent USDOL audit findings and (iii) unveil the statewide Veterans services strategy. Also, the goal was to reinforce the DVOP and LVER job duties to LWD Employment Services Managers assisting them in the management and monitoring of their One-Stop Veterans services. Additionally, courses thru the National Learning Center (NLC) are being requested for approval such as the Leadership for the Integration of Veteran Services (LIVS) geared toward the ES Managers.

Other NLC training requested will focus on Managing Case Management, Facilitating Effective Job Search Workshops and Effective Business Outreach Strategies Seminar. The State's Section G



strategic plan also calls for a coordinated effort to support and improve cooperation between the veterans' staff and other Workforce Development partners to offer a comprehensive and easily accessible selection of effective products and services. While the veterans' staff is focused solely on services to veterans, staff is encouraged to utilize other available resources, both inside and outside the One-Stop Career Centers. This phase of the State's strategic vision has been dubbed, "Joint Operations."

c. Any applicable eligibility requirements for those programs and/ or services.

New Jersey considers the following priorities when filling Jobs for Veterans State Grants (JVSG) funded vacancies:

- First: Qualified service-connected disabled Veterans
- Second: Qualified eligible Veterans
- Third: Other qualified eligible persons as defined by 38 USC regulations

c. A description or copy of the state's policy requiring Local Workforce Investment Boards to develop and include policies in their Local Plan to implement priority of service for the local One-Stop Career Centers and for service delivery by local workforce preparation and training providers.

Local WIBs are required to follow the priority of service outlined above, in accordance with TEGE #10-09, Priority of Services for Veterans and Eligible Spouses.

vii. Rapid Response. Describe how the state provides Rapid Response services with the funds reserved under section 133(a)(2).

LWD's Rapid Response Team provides on-site assistance to employers who either request such services, through the Federal WARN Act, or are mandated to use these services through the New Jersey WARN Act. The Rapid Response Team provides appropriate information, referrals and counseling to workers who are subject to plant closings or mass layoffs.

The Rapid Response Team, when applicable, will have an initial meeting with employers who are planning a layoff event. Response Team Specialists will meet with management and/or union personnel (if appropriate) to develop a plan to serve the company's workforce. This initial meeting identifies the services to be offered and the service delivery dates. The Rapid Response Team will present information to the affected workforce that explains Unemployment Insurance, Re-employment Services, Training Assistance, and additional services and resources available.

Unemployment Insurance:

- Explanation of benefit calculations and eligibility requirements
- Assistance in how to file an online or telephone claim
- Review information on dependency benefits, partial claims, direct deposit and taxes.



- Explain how payments would or would not affect claim including severance, PTO, 401k, pension.

Re-Employment Services:

- One-Stop Career Center Registration
- Labor Market Information
- Referrals to available jobs
- Introduction to *Jobs4Jersey.com*
- Referral to Jersey Job Clubs
- Resume Review and Development

Training Assistance:

- Introduction to state and federal retraining programs including assistance available through New Jersey Community Colleges, WIA/WDP grant programs and On-the-Job Training

Additional Customized Services can be provided in the following areas:

- Job Search Workshops
- Resume Workshops
- Help with job solicitation campaigns
- Targeted Job Fair assistance
- Registration Forms Completion
- Help in deciphering federal/state plant closing requirements

LWD's goal is to respond to layoff events in a timely manner and relay meaningful information to the affected workers. LWD also focuses on layoff aversion and how assistance can be provided to companies contemplating a layoff, through the Layoff Aversion Program. Layoff aversion is about keeping companies in business by providing strategic alternatives to keep workers in their present jobs or quickly move them into comparable new jobs.

The Rapid Response Team partners with LWD Business Services Representatives (BSRs) who develop customized solution strategies using private and public sector resources. The following are examples of the private and public sector organizations the BSRs work with to implement layoff aversion strategies:

- Chambers of Commerce
- Industry Trade Associations
- NJ Business and Industry Association
- NJ County College Consortium



- Small Business Development Centers
- State and Local Economic Development Agencies
- Trade Unions

a. Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve Local Boards and Chief Elected Officials. If Rapid Response activities are shared between the state and local areas, describe the functions of each and how funds are allocated to the local areas.

As described above, the State Rapid Response Team is responsible for providing the Rapid Response services.

Through New Jersey WARN Act, before the first termination of employment occurs, an employer must provide no less than 60 days advance notice in writing to the following entities:

- Commissioner of LWD
- The chief elected official of the municipality where the establishment is located
- Each employee whose employment is to be terminated
- Any collective bargaining unit of employees at the establishment

Rapid Response activities in New Jersey are not shared between the State and local areas.

b. Describe the process involved in carrying out Rapid Response activities.

1. What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?

LWD receives WARN Act notices, New Jersey WARN Act notices, layoff information provided through communication with other state agencies, including the New Jersey Business Action Center, and other partners, including the New Jersey Business and Industry Association, the New Jersey Chamber of Commerce, local Chambers of Commerce, and local economic development agencies. The New Jersey Business Action Center is housed in the Secretary of State's office and serves as New Jersey's economic development office.

2. What efforts does the Rapid Response team make to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company, and on company time?

The Rapid Response team coordinator contacts the company immediately upon receiving the notice of a planned layoff. The coordinator makes every effort to schedule a meeting between the management of the company and the Rapid Response team specialists. These meetings are scheduled with the convenience of the employer in mind and are sometimes held before their regularly scheduled work day, or after their workers have left for the day.



3. What services are included in Rapid Response activities? Does the Rapid Response team provide workshops or other activities in addition to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?

Unemployment Insurance:

- Explanation of benefit calculations and eligibility requirements
- Assistance in how to file an online or telephone claim
- Review information on dependency benefits, partial claims, direct deposit and taxes.
- Explain how payments would or would not affect claim including severance, PTO, 401k, pension.

Re-Employment Services:

- One-Stop Career Center Registration
- Labor Market Information
- Referrals to available jobs
- Introduction to *Jobs4Jersey.com*
- Referral to Jersey Job Clubs
- Resume Review and Development

Training Assistance:

- Introduction to state and federal retraining programs including assistance available through New Jersey Community Colleges, WIA/WDP grant programs and On-the-Job training

Additional Customized Services can be provided in the following areas:

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- Help in deciphering federal/state plant closing requirements

Trade Adjustment Assistance for Firms (TAA) is a federal program that provides financial assistance to manufacturers and as expanded by the American Recovery and Reinvestment Act of 2009 service industry firms affected by import competition. This cost sharing federal assistance program pays for half the cost of consultants or industry-specific experts for projects that improve a company's competitiveness. The Mid-Atlantic Trade Adjustment Assistance



Center, MATAAC.org, provides technical assistance to firms from the initial certification process through implementation of the adjustment proposal.

The Rapid Response team is prepared to present all or some of the topics listed above. Additional resources are deployed if the team has identified the needs before the presentations to the affected workers. The team will use various partnerships to assist with further explanation or direction for the affected workforce. Talent Networks have been created in New Jersey, whose goal within Rapid Response is to help skilled workers from companies of seven targeted industry sectors. The Talent Networks, who work solely with industries within these targeted sectors, provide opportunities with growing companies who need access to an available pool of skilled workers.

4. How does the state ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?

Each affected worker that the Rapid Response team presents services to is asked to fill out the Workforce New Jersey Customer Registration Form, which the team then enters into the One-Stop Operating System. Employment Services staff use that information to align the worker's skills with the skills necessary for job orders – matching them to open jobs. The affected worker will have indicated on the Registration Form their preferred method of contact. The Employment Services staff will contact them based on that preference notifying them of a job opening that matches their skill set. As well, each affected worker receives a Response Team One-Stop Directory which includes the address and phone numbers for offices located in each of New Jersey's 21 counties.

5. Describe how Rapid Response functions as a business service. Include whether Rapid Response partners with economic development agencies to connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers. How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the state promote Rapid Response as a positive, proactive, business-friendly service, rather than only as a reactive service?

The State has made concerted efforts to ensure that business customers are being served. Therefore, LWD regards the Rapid Response team as serving both the affected worker and the business. The Rapid Response team will often partner with local economic development agencies, other state agencies, and the Talent Networks to respond to the needs of the affected workers and the employer.

The Rapid Response team has partnered with the Business Action Center on several mass layoff events. For mass layoffs with a large amount of workers affected, as many partners are deployed to such events as needed. Often many sessions are scheduled with targeted audiences. For example, several sessions will be announced specifically on Unemployment Insurance. This enables affected workers to attend a session at a time that is convenient to their schedule.



Employers are often unaware of the services that the Rapid Response team provides. With the information provided to their affected workforce, the transition from employment to unemployment or re-employment becomes less confusing for their workforce. The ability to make the transition less of a burden is always seen as a value to the employer.

The Rapid Response team often has connections to employers that allow them to be a liaison to LWD's traditional business services. The team links employers to LWD Business Services Representatives (BSRs) who then connect these employers with LWD programs, incentives, and services.

6. What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?

As described above, New Jersey has numerous state, local, and regional partnerships, as well as with USDOL that assist the Rapid Response team in identifying employers who are in need of these services. The team will partner with those same agencies to assist in presenting information to the employers and the affected workers.

7. What systems does the Rapid Response team use to track its activities? Does the state have a comprehensive, integrated management information system that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?

The AOSOS Case Management System is used to track each individual who is contacted through Rapid Response events. All activities are recorded within this system, including Rapid Response, Trade Act, NEG, and One-Stop activities.

At each event, Rapid Response team members ask each affected worker to fill out the Workforce New Jersey Customer Registration Form. Rapid Response team representatives enter each individual's information into AOSOS. Employment Services staff will use that information to align their skills with the skills necessary for job orders.

Separately, every company that has been contacted through Rapid Response is tracked by Company Name, Address, City, County, Zip Code, Industry, NAICS code, FEIN, Contact Name with Phone Number and/or E-mail, Initial Date of contact, Layoff Date, # of Workers Affected, Explanation of Layoff, Layoff Code (Total Closure, Partial Closure or Layoff), Dates of presentations, whether a WARN was issued, and whether the employees affected are union members.

8. Are Rapid Response funds used for other activities not described above; e.g., the provision of additional assistance to local areas that experience increased workers or unemployed individuals due to dislocation events?

The Talent Networks are expected to present information at Rapid Response events that are within their respective industry segments. The Talent Networks are an important source of information that assist the affected workers gain re-employment in like fields for other growing companies.



LWD provides Mini National Emergency Grants to areas affected by large, unexpected economic events which cause significant job losses. The mini NEGs are used to bridge the gap between the immediate need for assistance and the issuance of NEGs for those same areas.

LWD also provides outreach and education to the general public to increase awareness of available services among affected workers of layoffs. LWD promotes job matching services through *Jobs4Jersey.com* at the local One-Stop Career Centers and other local establishments used by individuals affected by layoffs, such as libraries, local business organizations, and faith-based/community-based organizations.

d. Veterans Programs. For the grant period FY 2005 - FY 2009, states submitted five year strategic plans to operate Disabled Veterans' Outreach Programs (DVOP) and Local Veterans' Employment Representative (LVER) programs under the Jobs for Veterans Act. These plans may be incorporated by reference as part of a state's Unified Plan. Modifications to these five year Jobs for Veterans Act plans will be managed in accordance with policy guidance from the Veterans' Employment and Training Service.

Veterans and other special populations are included in the Rapid Response protocols and are referred to appropriate staff for service.

e. Youth. ETA's strategic vision identifies youth most in need, such as youth who are: out-of-school, at risk, in foster care or aging out of foster care, offenders, children of incarcerated parents, homeless, and migrant and seasonal farmworker youth as those most in need of service. State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation; helping youth stay in or return to school, employment, or internships; and helping youth attain a high school diploma or GED, post-secondary vocational training, Registered Apprenticeship, or enrollment in community and four-year colleges. (§112(b)(18).)

i. Describe the state's strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any state requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Include how the state will coordinate across state agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy. (§112(b)(18).)

The State is continuing its long-term commitment of providing a comprehensive and holistic vision of youth in combination with offering customer-focused programs and services for those difficult to serve youth. A first priority is to ensure that local Youth Investment Councils (YIC) are designing competitive proposals for funding that incorporate successful performance-based practices to assist youth transition into work activities and employment opportunities. YICs are tasked with connecting the needs of youth in each local area with the proven practices and models that include employment outlooks for specific career areas.

A focus on those youth most in need, aging out of foster care and juvenile justice, those who disabilities, pregnant or parenting has been incorporated into priority programming both at the state and local levels. The development of various Memoranda of Understanding (MOU) across state agencies to assist these populations with streamlined access to services is part of the



strategy for integrating programming and services. Interdepartmental initiatives and joint funding by two or more state agencies, such as LWD and Juvenile Justice Commission or LWD and Department of Children and Families has helped to further ensure cross collaboration in providing services to those youth with special needs. These initiatives have been recognized as effective models in providing services and are shared with potential community partners as a way of increasing successful outcomes by building on and strengthening existing programs.

New Jersey demonstrates its commitment to ETA's strategic vision for youth by taking a proactive role in assembling a team of representatives from state and community-based organizations, Job Corps, DVR, now branded as the "Jersey Fresh" Team to develop innovative approaches, enhance the quality of services delivered, improve efficiencies and outcomes for youth. The Jersey Fresh Team, an Interagency Work Group, was created to ensure that the communication, coordination, and collaboration recommended by the White House Task Force occurs and to focus on the objectives outlined in the Report. This Interagency Work Group is engaged in long term strategic planning efforts that will identify gaps in services and barriers for youth on a state-wide basis and develop strategies to address the issues identified and coordinate efforts.

Moving forward, the integration of programs and funding where possible, revisiting job market needs for program design purposes, and the adoption and/or expansion of successful models will set the stage for coordinating resources at the state and local level, connecting youth with programs to assist in the development of marketable skills for an existing job market while providing the local WIBs and YICs with the tools necessary to ensure accountability.

ii. Describe how coordination with Job Corps and other youth programs will occur. (§112(b)(18)(C).)

Job Corps is represented on New Jersey's Shared Youth Vision State Team, Jersey Fresh. The one Job Corps site located in Edison, New Jersey has long been a partner with LWD for the coordination of services with local YICs and One-Stop Career Centers.

LWD has facilitated a referral network between local programs, both WIA and non-WIA funded youth programs. Visits by Job Corps staff to youth programs occur regularly where both youth program staff and youth participants are invited to participate in presentation and review marketing information.

Until recently, LWD and Job Corps have had a MOU which was developed to clarify the roles and responsibilities of all parties in the implementation of the youth program and to establish the protocols to which at-risk youth who have or are at risk of dropping out of school can receive training in labor demand occupations, housing, assistance in completing their high school diploma or GED in order to gain independence and self-sufficiency. The MOU will be implemented in the future and will address the following elements:

Coordination of Services:

- LWD will assist Job Corps with linkage to the One-Stop Career Centers and youth programs for referrals and/or admission
- The interdepartmental work group will develop performance measures and expected outcomes to be achieved



- A liaison between LWD and NJ Job Corps will be identified to assist in assessment and referral training
- NJ Job Corps and LWD will participate in regular team and staff development meetings as needed

PARTNERSHIP AND COLLABORATION

LWD aims for close collaboration with NJ Job Corps. The commitment of the partnership is to plan, share resources and oversee the success of the program. It includes the commitment to meet, plan, implement and debrief throughout the year. Both partners agree to work toward positive progress and success for the students and programs within the standards and expectations established by USDOL under the Workforce Investment Act and Job Corps Center.

iii. How does the State Plan to utilize the funds reserved for statewide activities to support the state's vision for serving youth? Examples of activities that would be appropriate investments of these funds include:

- a. utilization of the funds to promote cross agency collaboration;*
- b. demonstration of cross-cutting models of service delivery;*
- c. development of new models of alternative education leading to employment; or*
- d. development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successfully into the workforce pipeline with the right skills.*

New Jersey no longer receives the 10 percent statewide funds for youth activities.

iv. Describe in general how the state will meet the Act's provisions regarding Youth program design. (§§112(b)(18) and 129(c).)

New Jersey is creating an integrated, coherent system of workforce development programs and services that will effectively prepare youth for career-path employment that meets the labor market needs.

Youth services and activities to be used as the strategy for development include:

- Creating a unified policy and interlocking system of supports that recognizes the unique needs of young people and appropriately prepares them for lifelong learning and employment success through the State to local partnerships
- Engaging in ongoing dialogue with all stakeholders, businesses; schools; youth providers; parents and youth themselves, to identify local needs, gaps in service and to map available resources
- Setting service priorities and determining how local resources can best be used to meet the needs of young people



- Setting standards of service that clearly communicates high expectations, accountability, and a focus on youth customers. These standards integrate best practices in youth and workforce development and focus specifically on ensuring that youth have the opportunity to develop career plans that will engage them in lifelong learning and future employment.
- Developing policies grounded in best practices for youth that support the State and local vision
- Coordinating local resources, programs and policies with federal, state and regional initiatives to make the most effective use of funds for youth who face significant barriers to future success

Local WIBs are responsible for developing local program models and delivering the program within the parameters set by federal and state guidelines. They are required to ensure that the WIA youth program elements are available and included in local proposal designs. The WIB is responsible for creating and maintaining an active YIC that effectively leads the development of the local youth workforce investment system. Its mission is to actively engage business, community and educational stakeholders around local needs and priorities for youth services. Through the work of the YIC, the WIB provides strategic direction and coordination with other programs and initiatives in their communities to make the best use of limited resources. The SETC, the State WIB, issued guidelines for the development of local plans. The LWD provides the monitoring arm of the State to ensure compliance.

The Youth Investment Council is responsible for developing a comprehensive, integrated and coordinated system of youth services that effectively prepares young people for higher education and future employment by implementing the elements noted below:

- Paid and unpaid work experience, internships, summer employment
- Adult mentoring
- Leadership development
- Occupational skills training
- Alternative secondary school services
- Comprehensive guidance and counseling
- Support services
- Tutoring, study skills training/dropout prevention strategies
- Follow-up services

Successful models that are used nationally are researched and often customized to meet the needs of NJ employers or are designed to meet NJ needs and then shared nationally. Job training programs for youth, YTTW models, YouthBuild and others are piloted and expanded or enhanced as funds become available. Experiential education models that incorporate academics with hands-on job readiness, such as the nationally recognized NJ Youth Corps become the basis for the development of alternative in-school and out of school education models as well.



f. Business Services.

- i. Describe how the needs of employers will be determined in the local areas and on a statewide basis.*

As previously described, New Jersey has a BSR team which is tasked with serving business customers in the State. The Business Services Team is comprised of BSRs who are assigned geographically by WIB areas throughout the State. The BSRs have aligned themselves with local economic development teams that are directed by the WIB Directors and each WIB Director aligns with the SETC. BSRs outreach businesses in two ways, proactive outreach and reactive outreach.

Proactive Outreach includes:

- Through many means: newspaper articles, new business directory, posting of available jobs, etc. BSRs identify an opportunity to outreach to a new/existing business to offer recruiting assistance, hiring incentives, training incentives, or other programs available
- BSRs are members of various groups that allow them to approach businesses with LWD programs and incentives, such as, Chambers of Commerce, local networking groups, or non-profit groups

Reactive Outreach includes:

- A local business will contact the local WIB Director who then directs the BR to make contact with the business
- The Lt. Governor's Business Action Center will contact us with a company who needs follow up and a local BR will be assigned to that company and make contact to offer services
- Through *Jobs4Jersey.com* a business can request premiere services from a BSR

In review of the partnerships, New Jersey has identified a need to implement a system that allows for sharing of information that was more detailed and accessible than AOSOS reporting capabilities. LWD has therefore begun using a supplemental system to augment the AOSOS case management system. This web-based data management system is also used as a Customer Relationship Management (CRM) system. The addition of this tool will allow the BSRs to better manage their local territory. It captures communications with BSRs to their local WIB Directors through Account Activity that both parties can access, drastically reducing miscommunication.

The goal is to broaden the use of this web-based data management system to internal and external partners, including: Veteran Representatives, Vocational Rehabilitation Representatives, Employment Services (Interviewers, Counselors, One-Stop Career Center staff), and Talent Network Coordinators. More communication between the partners will allow for a more coordinate approach to the local business community.



- ii. *Describe how integrated business services, including Wagner-Peyser Act services, will be delivered to employers through the One-Stop system.*

The BSR team communicates with all internal and external partners to adequately serve the business customer. The services provided to every business customer are based on their specific needs. Recruitment services include coordinating job fairs, assisting employers with special recruitment needs, and helping employers find candidates for positions that have been identified as difficult to recruit. Assistance is also provided with identifying training opportunities and applying for training grants. As previously discussed, Rapid Response team services are provided when the need is identified.

Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches. Depending on the needs of the labor market other services such as jobseeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops and referral to training may be available.

The services offered to employers, in addition to referral of jobseekers to available job openings, include assistance in development of job order requirements, matching jobseeker experience with job requirements, skills and other attributes, arranging Job Fairs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring and helping employers during times of layoffs.

Employers are encouraged to utilize the services provided by the BSRs in a variety of ways. They can choose to work closely with a BSR who will assist with all levels of available services. They can request assistance on an as-needed basis, known as facilitated self-help services, or they can self-serve. LWD's website, *Jobs4Jersey.com* addresses each segment of this customer base, but customers who choose to self-serve can utilize *Jobs4Jersey.com* most effectively. Within *Jobs4Jersey.com*, a new recruitment tool, OnRamp, has been recently launched. OnRamp matches employers' job orders with qualified candidates by using the latest smart technology which selects only jobseekers with the best skills combination to suit the employer's hiring needs.

- iii. *How will the system streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation (20 CFR 652.3(b), §112(b)(17)(A)(i).)*

The Work Opportunity Tax Credit program (WOTC) application and determination process was a time consuming and "paper heavy" process that has historically operated nationwide with a backlog. The determination process requires gathering vital information from other state agencies, consultants, employers etc. All information was sent and received via the U.S. Postal Service and had to be "matched" by staff before a completed package could be considered for determination. The backlog grew over the years as Congress would target additional groups for eligibility, allow applications to be submitted, but not give the "go ahead" to process until much later; thus perpetuating the continuous expansion of the backlog. Employers would often have to wait months for certifications.

Continuing the New Jersey LWD's commitment to improve services offered to both the employer and the job-seeking community, the Division of Information Technology recently developed an automated on-line system for the submittal and determination review process for



the WOTC program. Through this automated process, all employers and consultants have the ability to submit WOTC applications electronically at any time, day or night, seven days a week.

Automation of the paperwork enables all users to submit and track the status of applications, upload supporting documents and print out determinations. Complete applications submitted using the new, electronic process will have a significantly shorter turnaround time for receipt of determinations. In many cases determinations are processed in as little as 48 hours.

g. Innovative Service Delivery Strategies. Describe innovative service delivery strategies the state has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key state goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., title I formula, statewide reserve, employer contributions, education funds, non-WIA state funds). (§112(b)(17)(A).)

As New Jersey's Unified Workforce Investment Plan focuses more on targeted sectors and Talent Networks, it will expand both the participation of businesses and employees, maximizing whenever possible their particular resources. Acknowledging that businesses and employees can be partners and not merely consumers is a shift in vision that should benefit all partners in the service delivery system.

State Workforce Development Program (WDP) funds and partnerships with the Talent Networks will be leveraged to train jobseekers in a manner that ensures readily available employment opportunities by greater use of On the Job Training (OJT) instead of traditional Individual Training Accounts (ITA). OJT requires employers' selection and employment of those jobseekers approved for such training thus providing employers a workforce with the exact skills and training desired. Both jobseekers and employers positively participate in the talent development system exchange through the use of OJT. This is a more effective strategy to align ITA with economic or labor market needs.

The State will also engage in employer focused training developed in partnership with the Talent Networks to address specific industry demand. By engaging in broader partnerships with community colleges and other accredited training providers, these customized training programs are steadily becoming feeder programs to skilled trades' employment in New Jersey. Closer ties with the New Jersey Business and Industry Association recently led to the development of a training program for fabricated metal manufacturing employers. Unlike the traditional ITA based training where participants enter a labor demand occupational training program in the hopes of finding a job upon completion, the model used with the fabricated metal manufacturing training brought together employers, education, and the State's workforce development system in an innovative program that offers a promise of employment to participants who successfully complete the training program.

Employers participating in this training model prescreened and approved participants and helped develop the training content with a local community college. New Jersey plans to expand on the successful model by partnering with the seven Talent Networks for similarly designed training programs in other key industries. To better facilitate this leveraging of resources and partnerships, Demand Occupations List will be reduced to more accurately align the talent development system with specific economic and labor market needs.



Further, WIA Title I funds will be leveraged through the local WIBs to facilitate the consolidation of job center staff performing the business outreach function under central leadership. State and local business representatives, TANF/GA On-the-Job Training contract writers, and Local Veterans Employment Representatives (LVERs) will work in a coordinated fashion that avoids duplication of effort and that benefits employers and jobseekers by more effectively and efficiently addressing the needs of both for the ultimate matching of appropriate jobseeker skills with existing employment opportunities.

Employer engagement in the seven Talent Networks and TACs will serve as an early warning system for LWD, allowing for prompt feedback from some of its leading "customers." In addition, the SETC and LWD are implementing a wide ranging system of performance metrics that will give jobseekers, employers, and workforce development staff more ways to respond to and comment promptly on the successes and shortcomings of LWD services.

LWD implemented a unified One-Stop customer complaint procedure in June 2012 that is designed to make it easier for customers to navigate the One-Stop system especially when they want to report or rectify an issue. Historically, the complaint procedure was disjointed and the customer was confused when issues arose. A goal of the complaint procedure is to convey to staff that customers do not identify them as state or county workers. During the Year 1 of New Jersey's Unified Workforce Investment, staff will be encouraged to begin thinking of themselves as One-Stop Career Center employees.

Complete service integration continues to be elusive, but maximizing integration of service delivery will continue to advance over the next several years. One promising practice that has been successfully implemented in a subset of New Jersey's WIB areas is the functional alignment of state and county staff by job duties and physical location. Functional alignment has provided staff coverage depth, smoothed out customer flow bottlenecks, improved worker morale, and improved service delivery.

To assist the One-Stop delivery system with business customers, the SETC leveraged state funds to the local areas over the past two years for the purpose of business development. Each local area had the ability to decide their need, their action plans, and how they would expend the funding to reach their business development goals. Because of that funding, the local areas have created a base from which they are able to continue to build relationships and service delivery with business customers in their area.

Although services may be tailored for specific subsets of One-Stop customers, the One-Stop Career Centers offer value added services to all jobseekers and employers. OnRamp at *Jobs4Jersey.com* provides a broad spectrum of employers and jobseekers with the ability to find each other. Training decisions are made based on Demand Occupations List, TACs input, creating an eligible training provider list, and informed customer choice. This helps to ensure that jobseekers are being prepared for labor demand occupations with the skill sets that employers need.

h. Strategies for Faith-Based and Community Organizations

i. Describe those activities to be undertaken to:



- a. *increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system; and*
 - b. *expand the access of faith-based and community organizations' clients and customers to the services offered by the One-Stops in the state.*
 - ii. *Outline those action steps designed to strengthen state collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system.*
 - iii. *Indicate how these resources can be strategically and effectively leveraged in the state's workforce investment areas to help meet the objectives of the Workforce Investment Act. (§112(b)(17)(i).)*

LWD's grant application process, which is called a Notice of Grant Opportunity (NGO), is open and competitive to all agencies, which enables faith and community-based organizations to expand and/or enhance existing service models. All pre-employment NGOs require collaboration with One-Stop Career Centers to ensure full incorporation of all populations and non-duplication of services.

Given the current economic climate, New Jersey recognizes that there is too great a need to transition jobseekers into employment opportunities for the public workforce system to handle this demand on its own. At the same time, the State recognizes that there are already mission driven organizations within each community that provide some level of workforce development services. LWD intends to expand partnerships with faith and community-based organizations as an extension of the public workforce system. This will occur through local engagement, identifying opportunities for these operations to expand and/or augment their services, which will increase the capacity of the public workforce system to better serve customers' needs.

Local WIBs are charged with the responsibility of bringing together public/private partnerships and can identify pre-existing complementary services to begin the process of engaging potential community partners. Once those relationships are established, LWD will inform these local F/CBOs of the opportunities for partnerships, as well as the process required to apply for additional funding to expand their services to increase the number of individuals that they serve. LWD will provide technical support to help them build capacity building to broaden and extend their existing mission as it relates to the goals of the public workforce system. In order to evaluate performance, LWD will create standards and metrics around program deliverables and continue to support those organizations that return positive and achieve success for the public workforce system.

2. *Adult Education and Literacy Services, including workplace literacy services:*
 - a. *Describe the state's family literacy services.*
 - b. *Describe the state's English literacy programs.*



In keeping with the Equipped for the Future model, (the literacy standards adopted by the State), the adult literacy system will provide opportunities for adults learners to acquire the skills and knowledge necessary to succeed in their roles as family members, citizens, and workers.

Instruction is delivered through "Programs of Instruction" that receive AEFLA funds via a competitive grant process. Because of disparate demographics and economic climates within the State, the resultant variety of student needs, and the dissimilar nature of the institutions and organizations through which ABE is delivered, Programs of Instruction are encouraged to deliver services in the way that most effectively meets the needs in their communities.

Instruction is delivered through classes, small group instruction, and tutoring. In general:

- Instruction is delivered at community colleges, schools, community-based organizations, businesses, community buildings, prisons, jails and honor camps, faith-based organizations, or anywhere students can be accommodated
- Instruction is year-round, from July 1 through June 30 (fiscal year)
- Instruction is offered during daytime, evening and weekend hours to enable certain working adults to participate and effectively utilize available resources
- Literacy programs ensure that students do not have a barrier to participation created by charging tuition or fees. Books are available at no cost for learners at every level; however, learners may be required to pay for books if they wish to keep them. Such costs do not exceed \$25 and are reported as program income, which goes back to support the grant program.

The following types of programs are provided:

Adult Basic Education (ABE)

These are classes below the high school level where the primary objective is teaching basic literacy skills. Each course of study describes the focus population; the functioning level of the learners served; the basic literacy and life skills taught; and how these skills will be integrated into a competency-based adult education program. Adult education in elementary basic skills focus on native English speakers whose inability to effectively use these basic skills constitutes a substantial impairment to either obtain or retain employment or to function in society.

English as a Second Language (ESL)

This program of instruction is designed to help individuals of limited English proficiency achieve competence in the English language. The inability to understand, speak, read, or write the English language may constitute a substantial impairment to obtain or retain employment commensurate with their abilities, and interfere with functioning successfully in society.

Vocational Literacy (VESL or VABE)

These programs are designed to increase the productivity of the workforce through improved workplace English literacy skills. The curriculum focuses on pre-employment and workplace competencies as well as general English language and communication skills. The curriculum also provides students with the necessary basic skills, cognitive skills, and personal and interpersonal qualities important to obtain and retain employment.



Adult Secondary Education (ASE or GED)

Adult secondary subjects consist of courses in mathematics, reading, history, science, government, language arts, and other courses leading to a high school diploma. The GED is a high school equivalency test developed by the GED Testing Service of the American Council of Education and approved by the NJDOE. The test is composed of five sub-tests covering the areas of writing skills, science, social studies, literature and the arts, and mathematics.

Family Literacy (ABE or ESL)

Family Literacy programs provide services of sufficient intensity and duration to promote sustainable changes in a family, and integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences.

EL Civics - Citizenship Preparation Education

This program's focus is on literacy skills and uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS tests. The program also includes outreach services, skills assessment, curriculum development and instruction, naturalization preparation and assistance.

EL Civics - Civic Participation

This program supports the design, creation, implementation, and delivery of instructional activities that either integrate civics education content with existing ESL programs or are stand-alone civic participation programs. Civic Education is an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help learners acquire the skills and knowledge to become active and informed parents, workers, and community members.

Over the next five years, New Jersey will explore innovative programs to implement contextualized learning options for jobseekers, which combines literacy and occupational training to better equip the workforce for employment and advancement opportunities.

3. SNAP Employment and Training:

a. Describe the components of the state's E&T program.

The State Supplemental Nutrition Assistance Program (SNAP) Employment and Training program consists of re-employment services; community work experiences; on-the-job training; job readiness/life skills training; and supported work. All activities are structured to increase employability or upgrading of current skills.

b. Discuss the weekly/monthly hours of participation required of each program component.

All able-bodied adults without dependents (ABAWDs) must meet the 20 hour per week/ 80 hours per month federal rule in order to be compliant.



- c. Describe planned combinations of components to meet the statutory requirement of 20 hours of participation per week to qualify as a work program for ABAWDS.*

All SNAP E&T participants are assessed and have an individual employment plan (IEP) prepared for them, which incorporates the needs of the customer with program requirements for continued compliance.

4. TANF: Outline how the state intends to:

- a. Conduct a program, designed to serve all political subdivisions in the state (not necessarily in a uniform manner), that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program and become self-sufficient. (§402(a)(1)(A)(i).)*

The Department of Human Services' Division of Family Development (DHS/DFD) is the agency responsible for supervising the WorkFirst New Jersey (WFNJ)/Temporary Assistance for Needy Families (TANF) program at the state level. WFNJ/TANF cash assistance and social services are administered at the local level by the 21 county agencies, under DFD supervision, and through various contracts with vendors for certain services. LWD is responsible for WFNJ employment-directed and workforce development activities. Employment-directed and workforce development activities are administered at the local One-Stop Career Centers under LWD supervision. By integrating the WFNJ/TANF population into the One-Stop Career Center system, opportunities for self-sufficiency, employment retention and career advancement are maximized.

- b. Require a parent or caretaker receiving assistance under the program to engage in work (as defined by the state) once the state determines the parent or caretaker is ready to engage in work, or once the parent or caretaker has received assistance under the program for 24 months (whether or not consecutive,) whichever is earlier, consistent with section 407(e)(2). (§402(a)(1)(A)(ii).)*

New Jersey regulations mandate that each TANF applicant be evaluated to determine the applicant's employability using the Employability Plan Development Tool. As a condition of eligibility, the applicant/recipient must continuously seek employment, and each adult recipient, teen parent and age 16-18 year old individual not attending school on a full time basis, unless specifically deferred, shall cooperate with and participate in the WFNJ work requirements.

- c. Ensure that parents and caretakers receiving assistance under the program engage in work activities in accordance with section 407. (§ 402(a)(1)(A)(iii).)*

Participation in WFNJ work activities is mandatory for continued receipt of assistance. Hours of participation are recorded in an electronic timesheet. An individual's attendance at WFNJ work activities are recorded using an electronic timesheet. Sanctions are initiated for individuals who do not participate with assigned work activities or those with unexcused absences. Sanctioning occurs as a three month process. During the first month a sanction is imposed, the cash assistance to the assistance unit is reduced a pro-rated amount and the non-compliant adults share of the grant is not distributed. If compliance is not established by the second month of the sanction period, the cash grant to the entire assistance unit is withheld. If compliance is not



established by the end of the second month, the case is closed for a minimum of one month, and the assistance unit must file a new application for assistance. Compliance must be established prior to granting the new application.

- d. Take such reasonable steps as deemed necessary to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal government. (§402(a)(1)(A)(iv).)*

New Jersey will take reasonable and necessary steps to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the federal government. Information about applicants or recipients will be used or disclosed only for purposes directly connected with the administration of public assistance and related services, which cannot be offered without such information. The safeguards shall not prevent the state agency from furnishing a federal, state or local law enforcement officer with the current address of any recipient provided the information is necessary for the officer to conduct official duties pursuant to the PRWORA.

- e. Describe the financial eligibility criteria and corresponding benefits and services covered with state Maintenance of Effort (MOE) funds. This description applies to state MOE funds that are used in the state's TANF program or used to fund a separate state program.*

Programs providing MOE based services are provided with varying criteria for financial eligibility. MOE funds are utilized for the benefit of needy families in New Jersey. However, each program funded establishes independent financial eligibility levels. Services provided and the corresponding eligibility criteria are identified in the New Jersey TANF State Plan.

- 5. SCSEP: Provide a description of each project function or activity and how the State will implement the project. The following activities should be discussed separately: (title V of the Older Americans Act, as amended.)*

- a. Describe how the services proposed support the State Senior Employment Services Coordination Plan.*

The State Senior Community Service Employment Program (SCSEP), known as SCSEP/Workforce 55+, is one of five Title V SCSEP programs operating in New Jersey. The program is located in LWD, Division of Workforce Grant and Program Management. In addition to administering SCSEP/Workforce 55+, LWD also serves as the statewide coordinator for all SCSEP national grantees in NJ. At the state level, cooperative relationships have been developed with all Title V SCSEP national grantees operating in NJ. The four national grantees are: Easter Seals, Experience Works, National Council on Aging, and the Union League of Essex County, Inc.

The State has formed partnerships with workforce development services and programs and has created a workforce development One-Stop delivery system to provide seamless and comprehensive services to jobseekers and employers. As an important partner in that system, the SCSEP/Workforce 55+ program is firmly integrated into the One-Stop Career Center System. This integration provides older workers with job placement assistance, vocational counseling, career exploration, job search instruction and, if needed, basic educational skills,



occupational skills training and community work experience. The SCSEP/Workforce 55+ program provides subsidized, community service-based, worksite-based training for low-income persons 55 or older who are unemployed and have poor employment prospects. The SCSEP/Workforce 55+ program develops community work experience opportunities for participants and utilizes the services of the One-Stop Career Centers to obtain unsubsidized employment for participants.

Currently, LWD administers the SCSEP/Workforce 55+ program directly, without sub-grantees. LWD is exploring options for alternate ways of administering and structuring this program.

b. Describe how recruitment and selection of participants will be achieved under Training and Employment Guidance Letter 13-04 and the regulations at 20 CFR 641.500 and 641.525. Include a description of the new recruitment strategies that will be used to reach the target population.

SCSEP/Workforce 55+ Employment Resource Specialists located in the One-Stop Career Centers work to recruit and select participants in accordance with priority of service. In selecting eligible individuals for SCSEP participation priority will be given to individuals who have one or more of the following characteristics:

- Are 60 years of age or older
- Have a disability
- Have limited English proficiency or low literacy skills
- Reside in a rural area
- Are veterans (or, in some cases, spouses of veterans)
- Have low employment prospects
- Have failed to find employment after using services provided through the One-Stop delivery system
- Are homeless or are at risk of homelessness

Recruitment efforts will be ongoing in order to maintain full enrollment throughout the year. New Jersey promotes the SCSEP program with participant recruitment posters and pamphlets, senior citizen newsletters, radio and television interviews, announcements and presentations.

Referrals in the priority of service categories will be accomplished through intensified outreach focused on the targeted populations. In order to identify and recruit individuals who are over 60 years old, have a disability, have limited English proficiency and low literacy skills, live in a rural area, are veterans and qualified spouses, have poor employment prospects, have failed to find employment after WIA services low-income individuals, those at risk of homelessness SCSEP/Workforce 55+ staff will reach out to our partners including One-Stop Career Center staff, the Division of Vocational Rehabilitation Services, the State Veterans Program, county welfare agencies, local offices on aging and other community and faith-based organizations, to name a few. For recruitment from minority groups, the program will review Labor Planning and



Analysis demographic statistics and the USDOL Minority Report and will develop partner with faith-based and community-based organizations in the identified counties.

c. Describe how participant income will be recertified each year, including where eligibility records will be maintained.

Every participant is recertified annually for continued eligibility in the areas of income and residency as prescribed by the rules and regulations of the SCSEP Program and Older Worker Bulletin 95-5. A recertification package is completed and proof of income documents are reviewed for continued eligibility in the SCSEP program. This process is the same as the initial eligibility determination process. Eligibility records and documents are maintained both at the local county level by the ERS and at the Central Office in Trenton.

d. Describe the arrangements that will be made to offer physical examinations as a required fringe benefit.

The SCSEP/Workforce 55+ Program will continue to offer the participant an annual physical examination as a fringe benefit. All participants are offered the free physical exam at the time of acceptance into the program, and again annually during the recertification process. This is in compliance with 641-311(b)(3)(ii) which states a participant must be offered a physical examination within 60 days of enrollment date. All efforts will be made to promote the physical exam fringe benefit. If the participant declines, they are required to sign an exception documenting their refusal.

e. Describe the orientation procedures for participants and host agencies.

Participants:

The initial orientation is provided to the participant at the time of enrollment by the Employment Resource Specialist (ERS). At the time of orientation, the participant is provided with a Participant Orientation Package. Included in this package is the *Terms of Enrollment* form, which the participant signs. The *Terms of Enrollment* states that the participant received a verbal orientation along with the Orientation Package. The orientation covers the following:

- SCSEP rules and regulations, termination policy, and grievance policy
- SCSEP/Workforce 55+ Participant Bill of Rights and attendance policy
- NJ Division Civil Rights, Lipman Bill, and Hatch Act
- Paid holiday schedule, income eligibility, and *Terms of Enrollment*

Host Agencies:

The initial orientation is provided to the Host Site at the time of enrollment by the Employment Resource Specialist (ERS) and/or Employment Resource Liaison (ERL). At the time of orientation, the Host Site is provided with a Host Agency Orientation Package. Included in this package is the *Terms of Enrollment* form, which the Host Site also signs as a part of the Letter of Agreement. The Orientation Package includes the following:

- Host Agency roles and responsibilities
- SCSEP rules and regulations, termination policy, and grievance policy



- SCSEP/Workforce 55+ Participant Bill of Rights and attendance policy
- NJ Division Civil Rights, Lipman Bill, and Hatch Act
- Paid holiday schedule, income eligibility, and *Terms of Enrollment*

f. Describe the procedures for assessing job aptitudes and job preferences, job readiness, of participants and their potential for transition into unsubsidized employment.

Participants are regularly monitored by the ERS. The ERS also completes an evaluation at the Community Service Assignment (CSA) at three and six months. This evaluation identifies skills, training received, performance and progress toward employment goals. Additionally, ERLs ensure that the participants and Host Sites are monitored on a timely basis. They work with the ERSs on a regular basis to resolve issues and ensure compliance with Host Agencies and participants. In an effort to increase unsubsidized employment opportunities, ERLs encourage Host Agencies to hire participants and ERSs continue to monitor participant work search activity.

An Individual Employment Plan (IEP) is completed between the participant and a One-Stop Career Center employment counselor, with additional input from the ERS. The IEP is a plan for the participant that is based on an assessment of the participant conducted by the employment counselor. As part of the IEP process, the counselor identifies the participant's job aptitudes, job preferences, job readiness and potential for transition into unsubsidized employment. The IEP must include an appropriate employment goal; objectives with timeline; barriers; and be jointly agreed upon with the participant. The IEP is developed with the participant during the first 30 days of enrollment in the program and annually thereafter. IEPs may be reviewed more often based upon the objectives outlined.

g. Describe how the assessment will be used to develop the participant's Individual Employment Plan (IEP).

The participant's IEP is developed with the participant by the One-Stop Career Center employment counselor based upon an assessment of the participant, as described above. The IEP includes both short-term and long-term goals with action steps and timelines. The IEP uses information in the assessment to identify:

- Participant goals
- Barriers
- Training needs
- Specialized skill development
- Education needs
- Supportive service needs

In an effort to transition participants into unsubsidized employment, participants are matched with appropriate host agency assignments for on-the-job training and work experience.



h. Describe how the participant will be assigned to community service including: the types of community service activity that will be emphasized and how they were chosen; methods used to match participants with community service training; the extent to which participants will be placed in the administration of the project itself; the types of host agencies used and the procedures and criteria for selecting the assignments; the average number of hours in a participant's training week; the average wage paid during training the fringe benefits offered (if any); procedures for ensuring adequate supervision.

Community Service Assignment (CSA) Criteria

- Participants are screened by the ERS and individually matched to a community service assignment based on job description and the participant's work background and skills.
- The ERS interviews the applicant at the time of enrollment to determine the most suitable Host Site and CSA that will enhance the participant's skills. Participants are then required to interview with Host Sites to ensure that they will be a suitable match for the CSA.
- Many participants are placed at Host Sites in the State's local One-Stop Career Centers.
- Only non-profit 501(3)c agencies and federal, state and local government employers are used for Host Sites. The host site provides the SCSEP/Workforce 55+ program with the job description for the CSA, which is matched with participant's job skills and employment goals.
- Participants at Host Agency sites are assigned to work 15 hours weekly.
- Participants are paid the State's minimum wage, which is currently \$7.25/hour.
- Participants are offered nine paid holidays, an annual Physician's Exam and the opportunity to enroll in the Public Employees Retirement System (PERS).
- All Host Sites are required to have a Supervisor who will oversee the participant at their assigned work experience site.

i. Describe the training that will be provided during community service training and any other types of training provided, including linkages with local One-Stop Career Centers, the Registered Apprenticeship Program, and the Disability Program Navigators.

Host Agency Supervisors are responsible for training participants assigned to their agency. All training is designed to enable participants to achieve unsubsidized employment. ERL's monitor the six-month assessment and determine if the training site is providing suitable training and ensure compliance with the Host Agency Agreement.

Older Workers accessing the program through the One-Stop Career Centers will be able to participate in:

- Adult Literacy Programs
- ESL Training Programs
- Effective job search and readiness workshops



- Interviewing techniques workshops
- Job Fairs/Positive Recruitments
- Job Clubs

j. Describe the supportive services that will be offered to help participants obtain and retain an unsubsidized job.

In addition to the services noted above, the One-Stop Career Centers will offer the following to SCSEP/Workforce 55+ participants:

- Employment Counseling
- Literacy/ESL and other training
- Transportation Assistance
- Referrals for supportive services
- Job Search Assistance
- Vocational Rehabilitation Services
- Access to jobs via:
 - Marketing of program and participants to employer community
 - *Jobs4Jersey.com*, LWD's resume bank with has over 16,000 employer openings
 - Virtual Job Fairs
 - Targeted Job Fairs for Older Workers

k. Describe arrangements that will be made to provide transportation assistance to participants.

Participants are informed of local transportation options, including free or reduced fare options that are offered by their counties. Every effort will be made to obtain job-related transportation services for the participants from local resources at no cost to the program.

l. Describe the steps that will be taken to move or place participants into unsubsidized employment, including cooperative measures that will be taken with the One-Stop delivery system, and that support high-growth industries. Any grantee that failed to meet at least 20 percent unsubsidized placements in program year 2004 must submit a corrective action plan.

To increase the unsubsidized employment rate, SCSEP/Workforce 55+ will strengthen its relationship with LWD Business Services. In turn, LWD Business Services Representatives will actively solicit job openings for older workers and market the SCSEP program to employers. High demand, high growth industries that provide suitable employment for older workers will be profiled and targeted. Additionally, LPA data will assist with outreach to key industries that will hire participants. The LWD Business Services Representatives will work closely with the SCSEP/Workforce 55+ staff, LPA, WIBs, economic development entities and One-Stop Career Centers statewide to increase unsubsidized job opportunities for participants.



m. Describe any policy for maximum duration of enrollment or maximum time in community service.

The USDOL policy for maximum duration of enrollment in SCSEP established a 48-month durational limit policy effective July 1, 2007. This policy is inclusive of enrollments with all SCSEP national grantees; in New Jersey the national grantees are Easter Seals, Experience Works, National Council on Aging (NCOA) and Urban League of Essex County. Currently, LWD strictly adheres to the 48-month durational limit policy and does not grant exceptions to extend the timeframe for participation in the SCSEP/Workforce 55+ program.

The durational limit policy is reviewed with participants during orientation. Prior to reaching durational limit, participants are notified in advance, one year, 90-days, 60-days and 30-days prior to exiting the program. Throughout a participant's enrollment in the program, ERSS provide ongoing job placement assistance in conjunction with the One-Stop Career Center. Additionally, participants nearing their durational limit receive employment counseling at which time their IEP is reviewed.

n. Describe procedures for terminating a participant, including Individual Employment Plan terminations and the grievance procedures that will address termination from the program.

Terminations can be made in the following instances:

- For Cause
- Income eligibility requirements no longer met at time of Recertification
- IEP-related

For cause terminations are made when a participant violates the rules and policies of the program as outlined in the Termination Policy. This policy is described in the Participant Orientation Package. Prior to participants reaching the Termination stage they must receive a verbal warning, a written warning and a written warning follow-up detailing the outcome. All decisions to terminate a participant for cause are at the discretion of the Program Manager.

If the decision to terminate a participant for cause is reached, the participant is given a 30-day notice in writing prior to being exited from the program. The Grievance Procedure and Grievance Form are included in the 30-day Termination Letter. Exceptions to the 30-day notice are instances where a participant commits a violation such as violence, gross misconduct, larceny or possession of drugs. These acts would result in immediate termination.

If at the time of their annual recertification a participant's income exceeds the guidelines, the participant will be exited from the program after a written 30-day notice is given.

The SCSEP/Workforce 55+ Program will use IEP-related terminations as a last option. Removal from the program occurs only after all options have been exhausted and the participant has been provided written notice.



Written grievance procedures for complaint resolution for applicants are included in the Orientation Package and verbally explained at Orientation. Specifically:

- Participants are informed of their rights
- All terminations are subject to the grievance policy
- Documentation is kept on file
- Participants are informed of their right to appeal

o. Describe the procedures for addressing and resolving participant complaints.

The SCSEP/Workforce 55+ Program has established policies and procedures for participants. These policies are administered uniformly. Each participant is provided with a copy of the approved grievance procedures during the initial orientation. Participants terminated due to administrative adverse action, i.e. IEP related termination, are provided with a copy of the approved grievance procedures at the time of termination.

The grievance procedure consists of an informal and formal hearing process. To initiate the informal grievance process, the participant must notify the ERS. The ERS must meet informally with the participant and CSA Supervisor within five working days of the reported grievance to attempt to reach a resolution. If an acceptable solution is not reached, the participant must contact the Employment Resource Liaison (ERL) and/or Program Manager immediately. The ERL and/or Program Manager will attempt to resolve the problem within twenty working days after review. If dissatisfied with the recommended resolution, the participant must file a written appeal to the Program Manager within five working days of the hearing.

The Program Manager must hold a hearing to make a decision within five working days of the receipt of the appeal. If dissatisfied with the Program Manager's decision, the participant must file a written appeal to the Assistant Commissioner, LWD, through the Director, Division of Workforce Grant and Program Management within five working days after the second decision. The Hearing Officer appointed by the Assistant Commissioner must conduct a hearing within 10 working days of the receipt of the appeal. The Hearing Officer shall render a decision within 10 working days of the hearing.

p. Describe procedures for over enrolling participants, including how over enrollments will be balanced with equitable distribution requirements.

Over enrollment is only considered when it is determined that there is a significant amount of unobligated program funds that can be moved to the participant wages and fringe category of the budget to pay for the additional enrollment of participants. The additional enrollments are distributed in accordance with Equitable Distribution and the percent of the older workers in the counties.

q. Describe steps that will be taken to ensure compliance with the maintenance of effort provision of section 501(b)(1)(F).



In order to become a Community Service Assignment (CSA) site, the host agency must submit a request to become a CSA. The CSA worksite request form states that:

- The participant would not be used to replace laid off or fired personnel
- The participant's position would not mean a reduction of hours for an agency's worker
- The participant would only be used to supplement existing services

ERLs provide program orientation and support to the Host Agency/CSA Supervisor. Additionally, ERLs monitor sites every six month to ensure compliance. The participant would be reassigned and the agency would not be used as an eligible CSA if the above guidelines are not followed.

r. Describe payroll procedures and how workers' compensation premiums are paid.

SCSEP/Workforce 55+ Program participant payroll processing procedures are briefly outlined below:

- Timesheets are received and reviewed by the SCSEP/Workforce 55+ Head Clerk
- Time charges are reviewed and verified by the Assistant Program Manager and transmitted to the LWD Division of Human Resources, Payroll Office
- Human Resources forwards the payroll to the New Jersey Department of Treasury
- The Department of Treasury processes the payroll and issues checks

New Jersey is self-insured for Workers' Compensation purposes. Therefore, no premiums are paid for any employees, including program participants. Currently, Workers' Compensation benefits are paid out of a centralized fund and no charges to the program area are made for these benefits. Workers' Compensation claims are processed through the Division of Human Resources and the NJ Department of Treasury, Bureau of Risk Management.

This system is approved by the New Jersey Department of Treasury, Bureau of Risk Management and the New Jersey Department of Personnel.

s. Describe collaboration efforts with the One-Stop System and with other partner programs under the Workforce Investment Act to maximize opportunities for SCSEP participants.

SCSEP/Workforce 55+ staff members are stationed at the One-Stop Career Centers in 13 counties statewide. This facilitates communication with other partner programs such as WIA training programs. As a mandated partner in the One-Stop system, the local partner agreements include SCSEP/Workforce 55+. This ensures that all older workers have access to WIA programs and services. As a result of the increase of baby boomers, LWD will utilize Labor Planning and Analysis data to target industries which employ older workers. This will result in the creation of employment and training opportunities for older workers. Also, through partnering with Business Services, the implementation of job fairs and job clubs will increase unsubsidized employment opportunities for participants.



t. Describe efforts to work with local economic development offices in rural locations.

The SCSEP/Workforce 55+ program will work closely with Business Services, which serves as a link between the One-Stop programs and the business community. The Business Representatives (which are located statewide in every county) work closely with economic development partners, Chambers of Commerce and other business associations to promote LWD programs such as SCSEP/Workforce 55+.

u. Describe current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

According to the Equitable Distribution report for 2011/2012, New Jersey's SCSEP positions are equitably distributed as per the distribution factor and determined equitable share for each county. The Program Manager will work closely with the National Grantees to ensure equitable distribution statewide. Focus will be placed on preventing counties from being over-served and under-served. In an effort to provide quality services to participants, NJ grantee performance will become a factor in determining equitable distribution. This will ensure that participants are being serviced well throughout the State.

v. List the cities and counties where the project and subprojects will be conducted. Include the number of SCSEP authorized positions and indicate where the positions changed from the prior year.

LWD operates the SCSEP/Workforce 55+ Program in 13 out of 21 counties within New Jersey as indicated in Figure G-2 below. In Program Year (PY) 2012, the slot distribution was changed in an effort to better serve participants. Per the Equitable Distribution for 2012/2013, SCSEP/Workforce 55+ requested additional slots in urban counties and fewer slots in rural counties. Thus, some counties were relinquished to strengthen performance and improve the provision of programs and services for participants in concentrated areas.



Figure G-2: SCSEP/Workforce 55+ Program, Authorized Positions

| COUNTY | AUTHORIZED POSITIONS PY 2011 | AUTHORIZED POSITIONS PY 2012 | Change from PY 2011 to PY 2012 |
|-------------------------------|------------------------------|------------------------------|--------------------------------|
| Atlantic | 10 | 25 | +15 |
| Bergen | 0 | 0 | 0 |
| Burlington | 10 | 9 | -1 |
| Camden | 10 | 14 | +4 |
| Cape May | 10 | 10 | 0 |
| Cumberland | 15 | 14 | -1 |
| Essex | 45 | 38 | -7 |
| Gloucester | 10 | 12 | +2 |
| Hudson | 40 | 55 | +15 |
| Hunterdon | 0 | 0 | 0 |
| Mercer | 0 | 0 | 0 |
| Middlesex | 10 | 20 | +10 |
| Monmouth | 30 | 13 | -17 |
| Morris | 10 | 0 | -10 |
| Ocean | 20 | 14 | -6 |
| Passaic | 0 | 0 | 0 |
| Salem | 10 | 0 | -10 |
| Somerset | 0 | 0 | 0 |
| Sussex | 5 | 9 | +4 |
| Union | 20 | 25 | +5 |
| Warren | 5 | 0 | -5 |
| TOTAL AUTHORIZED SLOTS | 260 | 258 | -2 |



- w. *Describe the organizational structure of the project and how subprojects will be managed, including assurances that adequate resources for administrative costs will be provided. Also describe the training that will be provided to local staff and describe how projects will be monitored for program and financial compliance, including audit plans.*

The SCSEP/Workforce 55+ Program is part of the LWD Division of Workforce Grant and Program Management. See Figure G-4, the Organizational Chart, which provides a breakdown of the various positions with the SCSEP/Workforce 55+ program – the majority of which are grant-funded.

Training

Ongoing training for Administrative Staff on SPARQ will be provided. Employment Resource Specialists (ERS staff located in One-Stop Career Center Offices) will receive ongoing training and support regarding USDOL regulations, policies and procedures. Training is also provided at the Quarterly Meetings held in Trenton.

Monitoring of Projects

The Program Manager will work with LWD Budget and Accounting to provide oversight and ensure program compliance. The Division of Budget and Accounting will be responsible for the timely submission of the Program's quarterly financial Reports, Grant Budget and Closeouts. Additionally, the Program Manager will work with the Internal Monitoring and Compliance Unit to implement a timeline in which the grant is monitored yearly.

- x. *Describe how the state will manage its providers and how it will transfer participants if new providers are selected to serve in the state.*

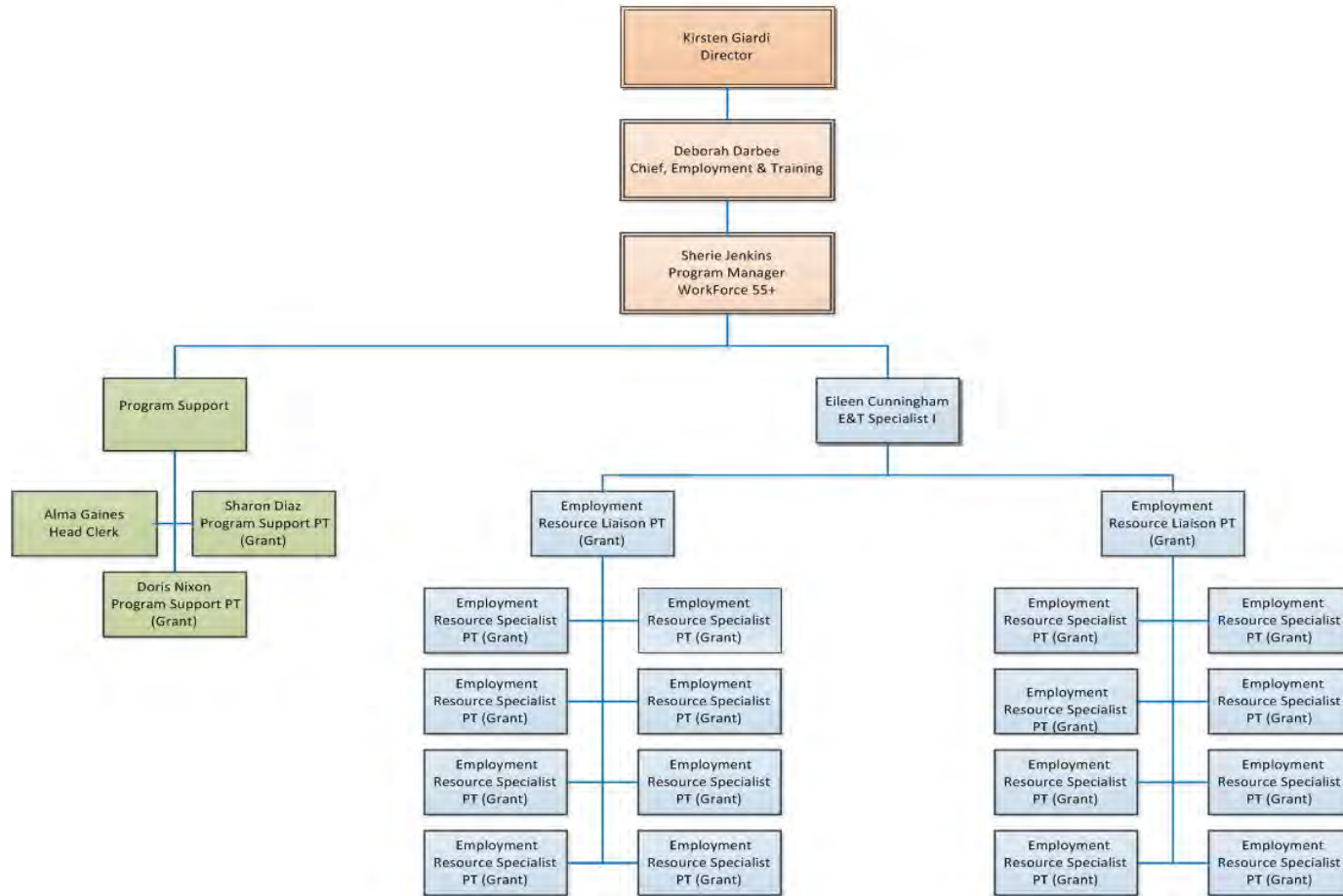
Currently, LWD administers the SCSEP/Workforce 55+ program directly, without sub-grantees. LWD is exploring options for alternate ways of administering and structuring this program. In the future, LWD envisions utilizing sub-grantees and/or outsourcing certain aspects of this program to enhance service to participants, host agencies and employers.

If new providers are selected to serve the State, SCSEP/Workforce 55+ will transfer participants to the new provider seamlessly and ensure the continuation of programs and services to participants. The Program Manager will continue to oversee the program and technical assistance will be provided to the new provider on an ongoing basis. Additionally, the Program Manager will monitor the program to ensure program performance and strengthen services to participants.



Figure G-3: New Jersey SCSEP/Workforce 55+ Program Organizational Chart

New Jersey Department of Labor and Workforce Development
Division of Workforce Grant and Program Management
SCSEP Program/WorkForce 55+
July 1, 2012





y. Include a proposed level for each performance measure for each of the program years covered by the plan. While the plan is under review or through a subsequent modification, the state will negotiate with the Employment and Training Administration to set the appropriate levels for the next year. At a minimum, states must identify the performance indicators required under the SCSEP Final Rule published on September 1, 2010, and, for each indicator, the state must develop an objective and quantifiable performance goal for the next year. The performance measures include: entered employment, employment retention, average earnings, service level, service to most-in-need, and community service.

Figure G-4: New Jersey SCSEP Program Year 2011 performance and Proposed Goals

| QUANTIFIABLE PERFORMANCE GOALS | | |
|---------------------------------------|-------------------------|--|
| GOAL | 2011 PERFORMANCE | PROPOSED GOAL PY 2012 – PY 2016 |
| Entered Employment | 36.4% | 25% |
| Employment Retention | 65.9% | 70% |
| Average Earnings | \$7,707 | \$7,000 |
| Service Level | 161.4% | 100% |
| Community Service | 84.8% | 85% |
| Most In Need | 2.50 | 2.20 |

z. Describe any request for an increase in administrative costs consistent with section 502(c)(3) of the Older Americans Act.

In an effort to ensure proper monitoring and increase training and employment opportunities for participants, LWD will request additional administrative funding on an as needed basis.

aa. Describe plans to provide a copy of this section to Area Agencies on Aging consistent with section 502(d) of the Older American Act.

The SCSEP/Workforce 55+ Program Manager will forward copies of this section of the plan to all 21 County Offices on Aging as well as each of the National SCSEP Providers in New Jersey.



6. CSBG, explain how the activities funded will:
 - a. Remove obstacles and solve problems that block the achievement of self-sufficiency, including those families and individuals who are attempting to transition off a state program carried out under part A of title IV of the Social Security Act.
 - b. Secure and retain meaningful employment.
 - c. Attain an adequate education, with particular attention toward improving literacy skills of the low-income families in the communities involved, which may include carrying out family literacy initiatives.
 - d. Make better use of available income.
 - e. Obtain and maintain adequate housing and a suitable living environment.
 - f. Obtain emergency assistance through loans, grants, or other means to meet immediate and urgent family and individual needs.
 - g. Achieve greater participation in the affairs of the communities involved, including the development of public and private grassroots partnerships with local law enforcement agencies, local housing authorities, private foundation, and other public and private partners.
 - h. Create youth development programs that support the primary role of the family, give priority to the prevention of youth problems and crime, and promote increased community coordination and collaboration in meeting the needs of youth, and support development and expansion of innovative community-based youth development programs that have demonstrated success in preventing or reducing youth crime.
 - i. Provide supplies, services, nutritious foods, and related services, as may be necessary to counteract conditions of starvation and malnutrition among low-income individuals.

CSBG funds are intended to combat the central causes of poverty. To remove obstacles and solve problems that block the achievement of self-sufficiency, including those families and individuals who are attempting to transition off a state program carried out under part A of title IV of the Social Security Act. For FFY 2012 and 2013 the DCA will utilize funds appropriated for programs described below.

- Affordable Housing [Family Goal]
- Alcohol - Substance Abuse
- Education and Training
- Emergency Shelter
- Employment Readiness
- Energy Assistance



- Family Loan
- Financial Literacy
- First Time Homebuyer Education Counseling
- Food Bank
- Food Pantry
- Homelessness Prevention
- Housing Counseling
- Housing Rehabilitation [Community Goal]
- Independent Living Support Services
- Individual Development Account
- Information & Referral – (Includes 211Help Line)
- Parent Development
- Partnerships
- Post-TANF Information & Referral
- Resource Capacity Building [Agency Goal]
- School Readiness/Child Development
- Supplementary Food & Gift Distribution
- Tenant Advocacy
- VITA (Volunteer Income Tax Assistance)
- Volunteer Service to Community Action
- Weatherization
- WIC
- Youth After-School/Summer Programs
- Youth At-Risk
- Youth At-Risk Transitional Housing

All programs listed above received CSBG non-discretionary funding. Non-discretionary funds are provided to designated Community Action Agencies that operate the programs listed. Non-discretionary funds are distributed based on a formula that takes into account poverty levels in the geographic service areas of Community Action Agencies and are therefore not distributed evenly. Programmatic priorities are identified by Community Action Agencies in their respective needs assessments, which are included in their annual application for CSBG non-discretionary funds.



H. Coordination and Non-Duplication

Describe how the state will coordinate and integrate the services provided through all of the programs identified in the Unified Plan in order to meet the needs of its customers, ensure there is no overlap or duplication among the programs, and ensure collaboration with key partners and continuous improvement of the workforce investment system. (States are encouraged to address several coordination requirements in a single narrative, if possible.)

In answering the above question, if the Unified Plan includes:

1. WIA Title I and Wagner-Peyser Act and/or Veterans Programs

Structure/process for state agencies and state board to collaborate and communicate with each other and with the local workforce investment system. (§112(b)(8)(A).)

a. Describe the steps the state will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the state and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the state board and agencies eliminate any existing state-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)

New Jersey's workforce vision is grounded in the foundation of broader partnerships and leveraged resources as a systemic model to meeting the needs of jobseekers and employers in the State. Through the lens of New Jersey's Core Values for talent development, a map for improved workforce coordination and communication is being laid to provide the next evolution in the State's collaborative platform.

Core Value 1, *Driving Investments Based on Industry Needs* signifies the growing and evolving urgency to collaborate with employers, business associations and the economic development community to ensure program viability and accountability. The current partnerships with the key New Jersey business associations, creation of the statewide Talent Advisory Councils (TACs) for the seven NJ Key Industries and the use of the Talent Networks as the strategic conduit for employer engagement all underscore the State's progression in coordination of workforce services.

Currently two Talent Advisory Councils (the Health Care Workforce Council and the State Energy Sector Partnership Council) are engaged in regular informational briefings with State Employment and Training Commission (SETC), LWD and Talent Network staff on a variety of industry topics of mutual interest. Planned between 2012 and 2014, TACs will be developed for all seven key sectors in New Jersey, enhancing even further the coordination between employer needs and jobseeker investments in the State. These TACs report to the SETC, where overarching policy discussions, workforce investment strategies and performance benchmarks are researched, reviewed and targeted for the system.

In addition, New Jersey views coordination and collaboration with its business customer as equal to the jobseekers in terms of ensuring economic viability for both. As a means to that end, the State won a technical assistance grant, Expanding Business Engagement, from USDOL in June 2012. This technical assistance will enable the current business services



strategy from one that is internal to LWD and launch an external component to create a more customer centric, systemic account management model for the employer customer.

Core Value 2, *Meeting Job Seekers Where They Are* and Core Value 3, *Equipping the Workforce for Employment* exemplify the priority of ensuring that State's talent development programs and services are accessible and available to all customers of the workforce system. Technology has been seen as the key to the synchronization of workforce partners and programs in the State. Connections to services as well as more effective jobseeker assessments have grown exponentially through the increased use of online tools, data integration and virtual engagement.

An example is the launch of *Jobs4Jersey.com*, as the State's web-based re-employment and coordination platform. This site has seen 85,000 resumes added to the job bank since September 2011. In addition, a fully integrated employer module was added in June 2012, creating a virtual space in which jobseekers and employers can meet, from any computer.

Another effective coordination vehicle to support jobseekers is the revolutionizing of the Re-Employment Orientation module as an online service. Since its inception in March 2012, more than 45,000 job seeking customers have been connected with the opportunities for service and support through this online coordination tool.

Core Value 4, *Increasing System Accountability* is in some ways the Core Value that sets the foundation for the other success. The system must assure transparency, effective use of resources and ensure customers of workforce services have a high level of satisfaction with the services they receive. To achieve these goals, New Jersey is proposing a Balanced Scorecard of expanded performance indicators (or metrics) that will measure the efficiency and effectiveness of New Jersey's workforce programs and enable continuous improvement of the system.

The scorecards predecessor and one of the most effective tools deployed by LWD during past two years to facilitate coordination and non-duplication of services is the use of Program Dashboards for at a glance monthly reporting. In addition to ensuring timely program oversight, the reports have helped to identify areas of program gaps, leverage points and/or duplication. Enabling LWD and partners to identify opportunities to redeploy resources and ensure that investments are directed where jobseekers need them most.

Recognizing integration of data is key to the most successful performance metrics models, New Jersey was recently awarded a \$900,000 Data Quality Initiative (DQI) grant. Through this recent award from USDOL, the enhanced data system will connect workforce and employment data with the administrative data systems of P-12 and postsecondary education in New Jersey. This database will not only improve coordination, but assist the State in developing performance metrics, program evaluation, data driven integration of unemployment insurance and re-employment efforts, and support sector based initiatives.

Ongoing identification of the policy and program coordination challenges at the state level are assessed by the SETC and LWD through regular communication meetings. Leadership of both organizations meet monthly, inviting in leadership from other state agencies, as barriers are identified, to identify and assess potential solutions. Current policy-level challenge considerations include investigating the policy viability of social media, implementation



strategies for the statewide ETPL, mandating *Jobs4Jersey.com* registration as a function of filing for Unemployment Insurance (UI) and mapping the additional integration points between UI and Employment Services.

b. Describe the lines of communication and mechanisms established by the governor to ensure timely and effective sharing of information between the state agencies/state board and local workforce investment areas and local boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local boards and One-Stop Career Centers. (§112(b)(1).)

The SETC, as established in New Jersey legislation, is the conduit for the planning, policy and performance oversight discussions for the State's workforce system. The SETC, through open public meetings, convenes a minimum of five times per year. Commissioners of plan partner agencies are appointed to the SETC and have the ability to influence workforce collaboration and coordination at the highest levels of state agency leadership. Furthermore, representatives from various state agencies are represented on the committees and councils of the SETC providing additional communication and input at the idea generation level. Commission, council and committee meetings all produce public minutes and are posted, along with relevant materials, for view at any time on the SETC website and provide invaluable forums for the exchange of ideas. In New Jersey, both the State Council for Adult Literacy Education Services (SCALES) and the local YICs are strong examples of replicable models for coordinated planning and program implementation.

Communication with local areas occurs through several different channels and modalities. The SETC meets face-to-face monthly with WIB Directors as a way to share WIB-related information, build regional collaborations, and identify best practices and solution find common challenges. In addition, the SETC Chair meets quarterly with WIB Chairpersons from each local area to share leadership perspectives and challenges from the local areas and identify common themes. Outcomes of these meetings have led to the development of WIB related technical assistance workshops, inter-local mentoring and regional planning. Notes from these meetings are made available through a password-protected local WIB Portal on the new SETC website.

SETC staff liaisons have been assigned to each local WIB to disseminate information, answer questions and be a resource contact. Future communication enhancements include an annual SETC State of the Workforce presentation to the Commission each year.

In addition, LWD-Workforce Development Division meets face to face monthly with One-Stop Operators and Employment Services Managers to address operational issues from a similar framework. A monthly newsletter, *Building Bridges*, details the current operational happenings statewide and includes both state and local profiles. The To Work portal is the online resource for all workforce partners, to access the most current information on the system, policies and directives as well as historical reference documents. Future communication plans include the addition of strategic workforce overviews. The SETC and LWD also encourage local workforce area staff to subscribe to the automatic notifications from USDOL for the publications of TEGs, TENs and other resources.

The State Senior Community Service Employment Program (SCSEP), also referred to as Workforce 55+ in New Jersey, makes every effort to coordinate policies between state and local agencies beginning with the Unified Plan and ending with the individual services delivered at the



One-Stop Career Center. All requests for proposals issued by LWD are thoroughly vetted to ensure that there is no duplication of services. The LWD Workforce Grant and Program Management (WGPM) team utilizes local WIB representation in several ways to ensure collaboration: a proposal reviewer, a partner entity via a Memorandum of Understanding (MOU) and/or as a required endorser of the application. Future SCSEP communication initiatives include a comprehensive presentation and training strategy, founded on the Core Values and built upon the SCSEP State Plan.

Furthermore, the LWD Office of Labor Planning and Analysis communicates through quarterly *Labor Market Views*, creates key industry reports on a bi-annual basis and issues a monthly labor demand list to all local areas. Future communication strategies include the development of annual Sector Strategy Reports for each of the seven key industries in New Jersey with the goal of informing statewide policy and investments for each.

- c. Describe any cross-cutting organizations or bodies at the state level designed to guide and inform an integrated vision for serving youth in the state within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and service for youth. How is the state promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? §112(b)(18)(A.)*

New Jersey has launched an initiative to create a “Shared Vision for Youth” for the state workforce system. Originally launched within LWD in 2011, initial meetings focused on an update of federal and state-level efforts to date, clearly defining the mission and parameters of the Youth Workgroup, and setting the agenda for a collaborative approach to addressing the needs of youth. Among the high priority issues that the Workgroup identified as critical issues included housing for youth as they leave the program, health and wellness concerns, employment and career training opportunities, and transportation issues.

Guiding principles to formulate the effort were created and included strengthened partnerships, shared resources, common youth policy, development of a statewide referral and tracking system and development of measures based on youth success and early interventions. This critical initial work laid the groundwork for a more inclusive and collaborative Youth Visioning Team.

This youth team, Jersey Fresh, comprised of 10 members from the SETC, LWD, other state agencies, community-based organizations, youth providers and private sector leaders represented New Jersey’s Shared Vision for Youth at the Youth Summit in Boston in November 2011. As a result of the technical assistance received, the team drafted preliminary vision and mission statements for youth, identified action items and developed a plan to continue the development in New Jersey through a statewide Youth Summit to be held in 2012.

Furthermore, the SETC identified that the need for the creation of an interagency, business-led statewide Youth Investment Council (YIC) was critical in establishing a statewide policy on youth through New Jersey’s Shared Vision for Youth. Through coordination with the local YICs as well as reporting up through the SETC, the youth vision will have a policy voice at the workforce table in NJ. The SETC dedicated resources to hiring a professional staff person to



support this Shared Vision for Youth and the statewide YIC beginning in the third quarter of 2012.

2. *Adult Education and Family Literacy, describe how the Adult Education and Family Literacy activities that will be carried out with any funds received under AEFLA will be integrated with other adult education, career development, and employment and training activities in the state or outlying area served by the eligible agency. (§224(b)(11).)*

New Jersey is re-aligning its Adult Literacy Programs to maximize resources, in order to create a more skilled workforce to meet employer needs. Building upon the foundation of Core Value 3, *Equipping the Workforce for Employment*, AEFLA funding is being leveraged with state and local literacy funding and programs to result in a continuum of learning for adult literacy. This re-tooled vision emphasizes investments in Basic Skills & Literacy (AEFLA), GED & Credential Attainment (AEFLA and state funding) and employer-driven Customized Training (state funding).

This vision also recognizes the importance of coordinating services to provide training and assistance based upon individual needs; serving more individuals in need of basic skills and literacy instruction and assisting customers to obtain portable, employer-recognized credentials. In addition, the unique talent needs of industry are identified and addressed through customized training opportunities. Figure H-1 outlines the re-alignment of Adult Literacy services in New Jersey's workforce system.

Figure H-1: Adult Literacy Re-Alignment Plan

| Program | Re-Aligned Delivery Role | Benefit |
|-------------------------------------|---|--|
| WIA Title II | Consortiums positioned as the lead educational providers of ABE / ESL | State-funded support leveraged to expand current model |
| Workforce Learning Links | Re-tooled to focus on attainment of work/career readiness credentials (state funding) | New Benchmarks for determining program success would now be included |
| Customized Training/Literacy Grants | Course offerings will be expanded to align with EFF standards | Creates continuous learning opportunities to better serves employers/employees |

3. *Vocational Rehabilitation:*

Describe the state agency's plans policies, and procedures for coordination with the following agencies or programs:

The Governor by Executive Order declared New Jersey to be an *Employment First* state in the spring of 2012. *Employment First* includes these essential elements:

- Being the first and preferred outcome for working-age youth and adults with disabilities, including those with complex and significant disabilities, for whom working in the past has been limited, or has not traditionally occurred



- Using typical or customized employment techniques to secure membership in the workforce, where employees with disabilities are included on the payroll of a competitive business or industry or are self-employed business owners
- Where the assigned work tasks offer at least minimum or prevailing wages and benefits
- Where typical opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public

DVRS has embraced this philosophical change for New Jersey and will institutionalize this practice throughout its eighteen offices. This will positively impact all partnerships with local agencies in supporting individuals with disabilities gain integrated employment. Outreach will be done to the following to insure coordination, cooperation, and collaboration.

- a. Federal, state and local agencies and programs, including programs carried out by the Under Secretary for Rural Development of the Department of Agriculture and state use of contracting programs to the extent that such agencies and programs are not carrying out activities through the statewide workforce investment system. (§101(a)(11)(C).)*

DVRS has a positive track record for administering appropriate DVRS services to farmers through its Agribility program. DVRS also maintains local offices in rural areas of New Jersey.

- b. Education officials responsible for the public education of students with disabilities, including a formal interagency agreement with the state educational agency. (§101(a)(11)(D).)*

DVRS understands the critical relationship that exists among education and employment that in turn affects independence and quality of life. Transition from school to adult life for youth with disabilities is a top priority for DVRS. DVRS has had a long-standing formal interagency agreement for transition from school to adult life for youth with disabilities. This agreement is with DVRS, the Office of Special Education Programs in the New Jersey Department of Education, and the Commission for the Blind and Visually Impaired (CBVI) in the New Jersey Department of Human Services.

DVRS makes outreach efforts to schools and local communities in order to identify students with disabilities who may be in need of transition services. In addition to outreach made to specific schools, DVRS participates in inter-agency information and education sessions facilitated by the Family Support Center of New Jersey (FSCNJ), which provides transition-related information to students who are eligible for the Division of Developmental Disability and their parents across the State as well as annual student conferences sponsored by the Office of Special Education Programs. The DVRS transition coordinator and other designated DVRS personnel also participate in inter-agency county-based transition committees and forums as a means to increase awareness of DVRS services and provide information about the agency.

- c. Private, non-profit vocational rehabilitation service providers through the establishment of cooperative agreements. (§101(a)(24)(B).)*

Cooperative agreements (in the broadest sense of the term) with private nonprofit vocational rehabilitation service providers are established and maintained in a variety of ways including



Notice of Grant Opportunities (NGOs) contracts, program approvals, MOUs, technical assistance workshops and ongoing monitoring.

When funding becomes available for new vocational rehabilitation projects and services, the availability of these funds are posted as an NGO on the LWD website and also communicated to providers statewide. The NGO will describe the purpose of the funding, the providers that are eligible to apply for the funding, the necessary programmatic requirements, expected outcomes and time frame for the service provision. A technical assistance workshop is held thereafter to explain and clarify the intent of the NGO. Providers may also have their contract (or cooperative agreement) renewed on an annual basis, depending upon the type of service, when the service was established, or when the service last underwent the NGO process.

DVRS also receives requests from new providers to vend an existing service and enter into a cooperative agreement by which DVRS purchases services from them. Existing providers may also request to expand their services or the counties that they serve, and thereby modify their cooperative agreement.

MOUs are another vehicle by which DVRS enters into cooperative agreements with private non-profit service providers. Most often, these types of MOUs would be with affiliated agencies that provide support services to DVRS clients or interface with DVRS, but are not vendor/providers.

DVRS also encourages vendors to become Employment Networks (ENs) via Social Security's Ticket to Work (TTW) legislation. DVRS will continue to promote a *Partnership Plus* model that will enable DVRS to provide intense services to its customers during the first intensive phase of support and then partner with another EN to provide support to VR clients for the additional milestones.

d. Other state agencies and appropriate entities to assist in the provision of supported employment services. (§625(b)(4).)

Supported employment services, including extended services, are ubiquitous in New Jersey. DVRS has cooperative agreements in the form of vendor/provider relationships with over 90 individual supported employment service providers. These providers are entirely community-based, or associated with community rehabilitation facilities such as workshops or cognitive rehabilitation programs. All programs receive funding based upon the fee-for-service, billable job coaching hour model, with the exception of 21 supported employment programs associated with the NJ Division of Mental Health and Addiction Services (DMHAS), which are currently funded through contractual agreement.

In regard to extended services, DVRS has an MOU with the NJ Division of Developmental Disabilities (DDD) specific to supported employment services in which the DDD has agreed to fund the extended services of their clients in supported employment. Since the Governor has declared through Executive Order, that New Jersey become the 14th *Employment First* state, it is critical that DVRS reexamine its current MOU with the DDD in order to ensure policy aligns with the intent of *Employment First*.

Finally, in New Jersey, approval to vend supported employment services requires strict compliance with N.J.A.C. 12:51, and CARF or equivalent accreditation within three years of initial approval. New Jersey is fortunate to have state-appropriated funding for extended services which is called the Long-Term Follow-Along (LTFA) program. The LTFA funding of



approximately \$4 million went out under an NGO for the first time in FY 2011, and 57 supported employment programs were given contracts to provide extended services.

- e. *Other public or nonprofit agencies or organizations within the state, employers, natural supports, and other entities with respect to the provision of extended services. (§625(b)(5).)*

The Department of Education, Office of Special Education Programs (OSEP) is responsible to provide transition services to students that qualify under the Individuals with Disabilities Education Act (I.D.E.A.) starting at age 14. One of the requirements that must be addressed is preparation for employment.

4. *Unemployment Insurance, summarize requests for any Federal partner assistance (primarily non-financial) that would help the SWA attain its goal.*

New Jersey is committed to the seamless integration and braiding of Unemployment Insurance and Employment Services to most efficiently and effectively serves both the jobseeker and employer. As demonstrated through the Core Values, broader partnerships are the foundational key to the State's workforce reformation. As a means to that end, New Jersey will reach out to the respective federal agency partners to request technical assistance for best practice sharing and strategic direction to achieve this UI-ES integration.

5. *CSBG, describe how the state and eligible entities will coordinate programs to serve low-income residents with other organizations, including:*
 - a. *Religious organizations.*
 - b. *Charitable groups.*
 - c. *Community organizations.*

It is the intent of the CSBG program to promote community-based planning and encourages the use of entities in the private sector of the community in efforts to ameliorate poverty in the community. Low-income persons in New Jersey's 21 counties are currently served by 26 community-based agencies. Given New Jersey's diverse population and needs, it is in the best interest of the State to permit program diversity provided that local priorities are consistent with the intent and requirements of the CSBG Act.

The CSBG program encourages its designated agencies to coordinate their planning and service delivery with each county's Human Services Advisory Council (HSAC) planning process. Such coordination would insure that local resources are used effectively to address the most pressing needs of low-income people. Priorities from previous years' HSAC assessments include, but not limited to, education, job training, economic development, health care, childcare, all of which address the causes of poverty. The Community Action network have held local and regional symposiums on poverty to better identify local needs to ensure maximum feasible participation in determining services and programs to benefit the low-income residents of the State. The State also will coordinate employment and training activities with entities providing activities through statewide and local workfare investment systems under the Workforce Investment Act of 1998.



I. Special Populations and Other Groups

New Jersey jobseekers have both unique strengths and barriers that often preclude individuals from meaningful employment. With the underpinning of *Core Value 2: Meeting Jobseekers Where They Are*, it is imperative that the hardest-to-serve, underserved and vulnerable populations have the opportunity to become valued members of New Jersey's workforce. Additionally, access to the holistic services needed to help them secure meaningful employment is critical to their success. As articulated through *Core Value 3: Equipping the Workforce for Employment*, it is public workforce sector's intention to ensure that an innovative, dynamic and accessible system evolves to meet the varying needs of the unemployed and under-employed individuals in New Jersey. A responsive and flexible infrastructure that enables persons of all abilities to enter or reenter the workforce by obtaining the skills and supports they need to be successful, is the primary goal of the system.

By enhancing and broadening its partnerships, the Department of Labor and Workforce Development (LWD) will increase the access points which bring these customers into its service delivery system. LWD needs to re-envision its services to foster stronger integration with all partners which will help LWD become a Workforce System Hub; building a community of wrap-around service providers as partners enables One-Stop Career Center staff to take ownership of resolving customers' challenges and provide follow-up to ensure customer satisfaction and achievement of their employment goals.

1. *Describe how the state will develop program strategies to target and serve special populations. States may present information about their service strategies for those special populations that are identified by multiple Federal programs as they deem most appropriate and useful for planning purposes, including by special population or on a program by program basis.*

In providing this description, if the Unified Plan includes any of the programs listed below, please address the following specific relevant populations:

- a. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs (§112(b)(17)(A)(iv) and 112(b)(17)(B)):*
 - i. *Describe the state's strategies to ensure that the full range of employment and training programs and services delivered through the state's One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, limited English proficiency (LEP) individuals, and people with disabilities.) (§112(b)(17)(iv).)*

LWD utilizes local WIB partners to promote local planning and decision making to help ensure that services are available to address the unique needs of each community while remaining in compliance with state and federal mandates. In many cases, LWD helps to fill gaps in local funding by supporting customized training programs and acquiring project funding to target special populations, such as Youth, Displaced Homemakers, Veterans, etc. This provides the



local areas with opportunities to create innovative solutions to meeting the needs of both the jobseekers and their local employers/industry.

Wagner-Peyser and WIA provide accessibility for all populations to the full range of One-Stop Career Center employment and training programs. Programs designed to serve the needs of special populations with or without significant barriers to employment are integrated into the universal access provided by Wagner-Peyser and WIA. Members of special populations, however, identified as having significant barriers to employment often require more intensive services to reach the employment goal. Significant barriers include poor previous attachment to the workforce, literacy or language barriers, ex-offender status, educational or occupational skills gap or lack of a credential, physical or mental disability, and driver's license suspension.

To help special populations with significant barriers to employment, New Jersey has created targeted programs and dedicated staff to help ensure positive outcomes. The challenge is to meet customers where they are by creating a proactive approach to promote and serve special populations. Once special populations enter the One-Stop Career Center system, ensuring that customers receive the services needed to reach their goal becomes a staff responsibility. All One-Stop Career Center staff members need to take ownership for the customer experience by providing warm handoffs when referrals to other service providers are appropriate. That involves taking the extra time to walk customers to where they need to go, introducing them to staff that can help them, and then circling back with customers to make sure their needs were met. Staff need to follow-up with customers to ensure all job-seekers remain engaged and focused on overcoming barriers to enable them to successfully (re)enter the workforce. Maintaining a stronger, more supportive connection to customers will result in better outcomes and improve the perceived value of the One-Stop Career Centers.

Public assistance recipients have benefitted from the recent implementation of a highly structured mandatory service for General Assistance (GA) applicants. The 28-day program requires GA applicants to conduct an intensive job search prior to being approved for benefits. Early indications are that the program, which began in fall of 2011, is already being successful in helping GA applicants secure employment rather than enter the public assistance rolls. Over the past year, there has been a 17 percent reduction in the GA caseload which has been attributed to the success of the GA 28-day program.

New Jersey is the Garden State and farming continues to be an important economic activity in most areas of the State, with the exception of some highly concentrated urban areas adjacent to the New York City metropolitan area. As such, New Jersey has a large seasonal population of farm workers that could potentially benefit from One-Stop Career Center services. Conducting an effective farm worker outreach program requires staff to meet with farm workers where they live and work to develop a rapport. Once a relationship has been established, staff need to ensure that working conditions are safe and sanitary; workers are not being exploited by farm owners or crew leaders; and that they have information about the basic skills/literacy and occupational training opportunities available to help them transition to more permanent opportunities that can lead to economic self-sufficiency for them and their families.

Through the Jobs for Veterans State Grant, Disabled Veterans Outreach Program (DVOP) specialists and Local Employment Veterans Representatives (LVER) help veterans with significant barriers to employment successfully navigate the job market and receive the support they need to return to the workforce.



Ensuring continuity of services for offenders transitioning from prison back to their communities is an important goal for New Jersey. WIA Title II and State Literacy funds (Workforce Learning Link) are provided to the correctional system so that work-readiness services can be implemented prior to release to help promote a seamless transition to community-based One-Stop Career Center services and then into employment.

New Jersey Builders Utilization Initiative for Labor Diversity (NJBUILD) is an employment program to help women and minorities enter non-traditional occupations. Funded by recipients of state building contracts, NJBUILD provides pre-apprenticeship and apprenticeship opportunities in building trades that have traditionally been under-represented with women and minorities.

Wagner-Peyser provides dislocated workers and other job-seekers with labor exchange services virtually at *Jobs4Jersey.com* and at the bricks and mortar One-Stop Career Centers. Those special needs job-seekers including workers dislocated from industries or occupations in long-term decline can use the One-Stop Career Center to create an employability plan and can use WIA and other funding choices to pay for any educational training needed to achieve their reemployment goal.

- ii. Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified as most likely to exhaust their unemployment insurance benefits in accordance with section 3(c)(3) of the Wagner-Peyser Act.*

Unemployment insurance claimants receive a worker profiling score upon filing for benefits. The score measures the probability of the claimant exhausting benefits before finding new employment. Those claimants determined most likely to exhaust benefits before finding employment are placed into a pool for participation in the Project Reemployment Orientation System (PROS) program for mandatory services designed to assist these claimants with better structuring their job search. The PROS program consists of an orientation followed by a series of workshops covering self-assessment skills, resume writing, interviewing skills, job search and résumé marketing. Integration of the required PROS workshops with Jersey Job Club offerings will transform PROS into a more robust reemployment program as the two programs become strongly aligned over the next two years.

For those least likely to exhaust benefits, as determined by the worker profiling model, claimants are identified for mandatory Re-employment and Eligibility Assessment (REA) participation during the third week of their claim and generally scheduled around the fifth week of their claim for a ½ day workshop. The REA workshop offers claimants One-Stop Career Center and career assessment information, labor market information, an individualized work search plan, and a review of their eligibility for unemployment insurance benefits. New Jersey will conduct about 20,000 REAs in the current program year, but hopes to dramatically increase the number moving forward due to the proven value of this effective reemployment tool.

Consistent with the goal of targeting services more strategically and moving away from the one-size fits all model employed in the past, PROS and an expanded REA program are hallmarks of LWD's efforts to ensure that services are value-added for job-seeking customers and that



mandatory participation services are not perceived as punitive from the perspective of those required to attend.

Innovative ideas and implementing informed but, at times, non-traditional service delivery methods has helped New Jersey to create a forward thinking and results oriented plan for targeting the special needs of distinct subsets of the Unemployment Insurance (UI) claimant population. Implementing the REA provisions of the Middle Class Tax Relief and Job Creation Act of 2012 demonstrates the State's commitment to putting the needs of customers first. Service capacity limitations in the One-Stop Career Centers and the need to quickly ramp up a program to effectively serve 4,000 to 5,000 UI claimants each week resulted in an innovative partnership with New Jersey's 19 county colleges to deliver REA services in conjunction with the One-Stop Career Centers. Long-term UI claimants are benefiting from the traditional One-Stop REA components, but also gaining from the expertise of the county colleges to promote their services potentially leading to career track employment opportunities. Results of this new REA program will help inform service delivery strategies moving forward.

iii. Describe how the state administers the unemployment insurance work test and how feedback requirements (under §7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.

New Jersey Unemployment Compensation law requires that a claimant for UI benefits be able to work, be available for work and be actively seeking work. Generally, the Division of Unemployment Insurance considers a minimum of three employer contacts each week a reasonable search for work. Telephone, in-person contacts, and applying for job openings or sending resumes electronically using the Onramp tool at *Jobs4Jersey.com* or directly at employer websites, are all acceptable work search methods. Work search assistance, monitoring, and feedback are achieved in the following ways:

- The State automatically pre-registers reemployment service-eligible UI claimants into the One-Stop case management system, America's One-Stop Operating System (AOSOS), which feeds the OnRamp tool at *Jobs4Jersey.com*. This pre-registration is accomplished through a daily electronic batch data transfer from the UI mainframe system to New Jersey's AOSOS database. Almost all UI claimants are pre-registered in AOSOS; only those claimants who are coded as temporarily laid off and those who are attached to a union hiring hall are exempt from this pre-registration. This electronic data transfer enables all One-Stop partners to access identifying information on UI claimants in order to offer reemployment services.
- New UI claimants are mailed a letter regarding the value of using the skills-based matching functionality of OnRamp at *Jobs4Jersey.com*. The introductory letters contain instructions and logon information for accessing the claimant's OnRamp account.
- Strategic targeting of new UI claimants for services based on their likelihood of exhausting UI benefits has gradually replaced in person reemployment orientations that gave claimants an equal chance of selection, but due to capacity limitations only served a small fraction of new claimants. Fine-tuning of the UI claimant profiling model and targeting claimants for services by veteran status, industry or occupational affiliation, and duration of unemployment will increase in frequency over the next two years. This will result in One-Stop Career Center staff more effectively serving job-seeking customers translating into better employment outcomes.



- Federal legislation requires all states to provide reemployment assistance to those claimants who are permanently laid off and are identified as most likely to benefit from One-Stop services. Selected claimants are required to participate in this mandatory program of reemployment services. Unemployment claimants who are identified and referred to reemployment services through the profiling system, Project Reemployment Opportunities System (PROS), must participate in reemployment services as a condition of continued UI benefit eligibility. The profiling system also targets individuals with the best chances of quick reemployment by requiring them to attend REA workshops. The goal is to keep job-seekers focused on the search for new employment and to ensure that those no longer looking for work do not continue to receive UI benefits.
- UI claimants calling LWD for assistance or information may be placed on hold while waiting for the next available customer service representative. Information on One-Stop Career Center reemployment services are shared with claimants as they wait including virtual services available at *Jobs4Jersey.com*.
- Data regarding reemployment rates for UI claimants is captured and reported quarterly. The comparison of the reemployment rate for those receiving One-Stop Career Center services is compared to a control group of claimants not receiving services in order to determine effectiveness of service delivery. Improving the analysis of these data will contribute to Core Value 4, *Increasing System Accountability*, as LWD moves forward in this Unified Workforce Investment Plan.

iv. Describe the state's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the state have a policy supporting co-enrollment for WIA and TAA? (§112(b)(17)(A)(ii and iv).)

New Jersey adopted a policy of 100 percent co-enrollment for Workforce Investment Act (WIA) and Trade Adjustment Act (TAA), which has been functioning since 2006. Currently, Trade Act participants are co-enrolled in *both* the WIA Dislocated Worker and Trade Act programs. This ensures that TAA participants can access all WIA services that TAA does not provide, which avoids duplication of services.

v. How is the state's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed above in section (b)(i)(a.) of this section and to ensure they are being identified as a critical pipeline of workers?

Created to serve as a conduit between the business community of New Jersey's seven key industry sectors and the workforce investment system, the Talent Networks use their position as public/private partnerships to ensure that training and education investments are aligned with the current business needs of their specific industry.

To accomplish this, Talent Network leaders connect with business and industry leaders as members of their professional associations, through networking and outreach, and as service providers for a specific transactional need. From these person to person relationships, as well as from formal Talent Network-led information gathering sessions in the form of industry round tables and Talent Advisory Councils meetings, Talent Network leaders become part of the



industry; enabling them to gather real time industry intelligence and disseminate it to all partners in the workforce investment system.

To help ensure that individuals with special needs and/or circumstances are well represented in the critical pipeline of workers, LWD intends to create Talent Advocates for dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment – including older individuals, limited English proficiency (LEP) individuals and people with disabilities. These Talent Advocates will serve as the liaison between the employer/ key sector industries and the programs charged with serving these individuals. Talent Advocates will be keenly aware of the challenges to employment that are particular to special populations, as well as the resources available to help overcome these barriers. They will also be knowledgeable about the variety of reasons why hiring an individual from one of these subsets makes good business sense and can help explain the host of tax credits and other incentives that are available to employers who hire individuals with disadvantages and/or disabilities. These Talent Advocates will align their efforts with the Talent Advisory Councils to ensure that specific strategies to recruit, train and retain members of these special populations are always represented during their meetings.

State investments in talent development must be result-oriented. Informed customer choice needs to be balanced with the probability of a successful job outcome and in this rapidly changing world, training investments must promote lifelong learning by offering jobseeker customers the ability to build on previously obtained credentials as they advance or move between jobs and careers. New Jersey's recent success with the "Fabricated Metals Training Model" has created a framework to satisfy the needs of employers for skilled workers, demonstrated how education, employers, and the public workforce system can work collaboratively, given jobseekers the credentials needed to enter and advance in a new career, promoted the needs of a special population by targeting unemployed veterans, and ensured that training program participants had a very good probability of finding employment upon graduation. Over the course of the next two years, innovative ways to better align funding to continue this promising training model will be explored.

Furthering the goal of ensuring better employment opportunities for the State's special populations, New Jersey recently adopted *Employment First*. The *Employment First* initiative will require the State government to eliminate any barriers or practices that might prevent persons with physical, developmental, and mental disabilities from being employed and will increase the employment opportunities available to persons with disabilities. The State Employment and Training Commission (SETC), LWD and the Department of Human Services will be instrumental in advancing the goals of the *Employment First* initiative and encourage private sector employers to improve their efforts to hire persons with developmental disabilities.

The basis of *Employment First*, whereby employment is viewed as the first option for people with disabilities, will create a real paradigm shift in the perspectives of many New Jerseyans. The SETC's Disability Issues Committee has been very supportive of this effort and has been hosting meetings that provide training and information on how to become a successful *Employment First* state.

The Disability Issues Committee has also been a partner in New Jersey's Medicaid Infrastructure Grant (MIG), DiscoverAbility, by acting as the leadership council for the MIG.



Committee membership had been increased to include more businesses, non-profits, governmental agencies, and people with disabilities and the number of committee meetings were increased to six a year. The committee provided input and oversight to the many DiscoverAbility projects including a college-level training for job developers, an employment outreach program to businesses, a weekly Internet radio show, an online peer learning and leadership network, webinars, and a blog. While DiscoverAbility will be ending in December 2012, several of the projects will be continuing with the help of the committee members and SETC staff.

In addition, New Jersey received a Disability Employment Initiative (DEI) grant from the federal government, and the Disability Issues Committee is providing input and oversight of that project. LWD was able to work with the State Chamber of Commerce to adjust the curriculum for the highly successful "Learn/Do/Earn" project for high school students, so that it was accessible for students with disabilities. Every pilot site has now completed at least one session of the "Learn/Do/Earn" with such positive feedback that the program will be provided each year.

Another special population is women. Through the SETC's Council on Gender Parity in Labor and Education, gender-related issues are consistently addressed. The Council works to ensure the gender equity in the State's talent development efforts. The Council is currently exploring self-sufficiency and economic security pathways across key industry sectors. The research will aid the Council, the SETC, LWD and other state agencies in planning and providing work-related services to women.

In addition, the Council also has a subcommittee that has been formed on Women in Science, Technology, Engineering and Mathematics (STEM). The committee hosts an annual conference that results in recommendations for expanding the presence women and girls in STEM careers and related educational pathways.

vi. Describe how the state will ensure that the full array of One-Stop services is available to individuals with disabilities and that the services are fully accessible.

The Division of Vocational Rehabilitation Services (DVRS) is housed within LWD. In August 2010, LWD reorganized its structure to include DVRS within the workforce development system. This provides a solid foundation to work with the State's workforce investment system. DVRS is a core participant in the One-Stop system and maintains an active presence in the 17 local WIBs as well as the SETC, New Jersey's State WIB. The SETC sponsors a statewide disability issues committee that provides oversight to the Medicaid infrastructure grant (MIG) from the Department of Human Services. Local WIBs sponsor local disability issues committees and DVRS local managers have a designated seat on them. Additional strategies include the following:

- Participation in all of the LWD efforts to coordinate services to all customers;
- Participation with LWD Labor Planning and Analysis committees that identify seven key industry sectors.

The SETC has a committee of 40 people, the Disability Issues Committee, dedicated to the cause of increasing the number of individuals with disabilities into the workforce. Through this committee, policies and practices are examined to ensure that One-Stop services are fully accessible to all. The committee has created an accessibility checklist for both facilities and



services which examined each One-Stop Career Center to ensure accessibility. The committee also seeks to educate and inform its members and their organizations on critical disability issues.

The SETC disabilities subcommittee provides the platform where ongoing conversation will continue to ensure that the full array of One-Stop services is available to individuals with disabilities. The DVRS director will prioritize attendance at these meetings.

In October 2010, LWD secured grant funding from USDOL for a youth-centered Disability Employment Initiative (DEI). DVRS was identified as the lead division to increase the capacity of pilot WIB areas to serve youth with disabilities (ages 16 – 26), in particular youth offender populations and returning veteran youth. This funding also includes ability to promote universal design in One-Stop Career Centers throughout the entire state.

A commitment for further assessments will be made regarding programmatic aspects of all services provided at current one-stop locations. Accessible information, including closed-captioning and Braille signage will be made available to persons with disabilities who need these accommodations. Public access areas will be equipped with assistive technology to ensure equitable access to information for every public member. This includes wheelchair accessibility, visual reading technology, captioning, etc. The State will ensure that every tool used for the purpose of providing services to individuals seeking employment meets the 508 requirements under the law, including software. A further commitment is made to ensure that state workers with disabilities have equal access to technology applications that will be used throughout the workforce system. Training for all staff members of the workforce system will include information regarding the Americans with Disability Act (ADA), WIA Title IV, and the New Jersey Law against Discrimination (LAD).

The state workforce will take measures to make sure its members represent persons with disabilities, including veterans with disabilities, throughout the system. This will be achieved by initiating a program replicating federal hiring programs that require a dedicated commitment to hire qualified persons with disabilities for positions throughout the State. DVRS will provide the model for this program and provide technical assistance to ensure the program is properly administered.

vii. Describe the role LVER/DVOP staff have in the One-Stop delivery system. How will the state ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the state regarding veterans' employment programs? (§§112(b)(7), 322, 38 U.S.C. Chapter 41 and 20 CFR 1001.120).)

New Jersey values its veterans and has committed to providing LVER/DVOP staff at each One-Stop Career Center to work specifically with veterans. When veterans come to the One-Stop Career Center, they are directed to the veteran staff to assist them with their employment needs or for referrals to partner agencies for other needs that the veteran might have. The veterans' employment programs will follow the agreement reached between the Secretary and the State and will have at its goal, the highest level of service for the veteran customers.



- viii. Department of Labor regulations at 29 CFR 37 require all recipients of Federal financial assistance from DOL to provide meaningful access to LEP individuals. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. The regulations also apply to sub-recipients when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the state will ensure access to services through the state's One-Stop delivery system by persons with limited English proficiency and how the state will meet the requirements of ETA Training and Employment Guidance Letter (TEGL) 26-02 (May 29, 2003) which provides guidance on methods of complying with the Federal rule.*

New Jersey has taken reasonable steps in order to avoid discrimination against LEP customers on the grounds of national origin to ensure that such persons receive, free of charge, the language assistance necessary to afford them meaningful access to One-Stop Career Center programs, services, and information. During this five-year plan period, the State will continue to be responsive to the needs of foreign language speaking customers to ensure compliance with TEGL 26-02.

Consideration is given when hiring staff that they represent the communities they serve. As an example, native Spanish language customers are by far the most common foreign language speakers served by the One-Stop Career Centers in New Jersey. A concerted effort was made during the last five-year plan to ensure that certified bi-lingual Spanish/English staff were available at every One-Stop Career Center. These staff members deliver workshops, including One-Stop orientations, and one-on-one services in Spanish on a routine basis. Likewise, a significant pocket of Khmer speakers in the farming communities of southern New Jersey prompted the hiring of a certified Cambodian/English bi-lingual staff member to ensure proper representation in their local One-Stop Career Center.

Certified speakers are often supplemented by bi-lingual staff members that have not been officially designated as such by New Jersey's merit system. Customers speaking French Creole, Russian, Polish, Vietnamese, and Mandarin, for example, can often find staff members who are competent in their language at their local One-Stop Career Center.

New Jersey publishes informational material in Spanish and other languages as determined by local need. The OnRamp tool at *Jobs4Jersey.com* can translate text into 38 languages. In addition, the State uses Language Line services to assist with service delivery when the One-Stop lacks competency in the foreign language. Language Line allows One-Stop staff to immediately employ a foreign language translator by telephone who can then interpret for staff and the customer.

New Jersey outreaches to Migrant and Seasonal Farm Workers by deploying Spanish speaking staff to work sites, camps, and meeting places frequented by farm workers. In addition, a five-week summer school has been established for youth in the Migrant and Seasonal Farm Workers program. This program, with the help of bi-lingual teachers, advances the literacy skills of school age youth.

The Workforce Learning Link program funded with state resources provides LEP customers the opportunity to use Rosetta Stone and other software to improve their English speaking skills. Customized Training Literacy grants are made to employers with LEP employees so that those



employees can master work related English. New Jersey's WIA Title II grant program serves about 20,000 LEP participants each year.

New Jersey has a long-standing program of offering surplus equipment to community-based organizations. This program has allowed several hundred PCs to be redeployed from the One-Stops to libraries and non-profit organizations for use by LEP and other individuals.

- ix. Each state workforce agency shall operate an outreach program in order to locate and to contact migrant and seasonal farmworkers (MSFWs) who are not being reached by the normal intake activities conducted by the local offices. To this end, each state agency must include an annual agricultural outreach plan, setting forth numerical goals, policies, and objectives. Regulations at 20 CFR 653.107 require that the outreach plan include the following elements:*
- *Assessment of need*
 - *Proposed outreach activities*
 - *Services provided to agricultural employers and MSFWs through the One-Stop delivery system*
 - *Numerical goals*
 - *Data analysis*

New Jersey has an agricultural workforce and as such, operates an outreach program to contact migrant and seasonal farmworkers (MSFWs), especially those not being reached by normal intake activities at the One-Stop Career Center. New Jersey does and will continue to follow all regulations regarding their annual agricultural outreach plan that sets goals, policies, and objectives. In doing outreach, the State is mindful of using bi-lingual staff so that communication with those who speak languages other than English will not be a barrier. In addition, a five-week summer school has been established by the Department of Education for school-age youth of MSFWs to advance their literacy and numeracy skills. The New Jersey Agricultural Services Plan can be found in the Appendices of this Plan.

b. Adult Education and Family Literacy:

- i. Low income students (§224(b)(10)(A).)*
- ii. Individuals with disabilities (§224(b)(10)(B).)*
- iii. Single parents and displaced homemakers (§224(b)(10)(C).)*
- iv. Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency (§ 224(b)(10)(D).)*
- v. Criminal offenders in correctional institutions and other institutionalized individuals (§ 225).)*

The WIBs continue to provide planning and coordination, which are key principles that underline New Jersey's unified workforce investment system. The WIBs' comprehensive planning of services and programs within the One-Stop Career Centers allow the workforce investment system to adequately respond to all clients' needs. The WIBs' collaborative and inclusive planning process preserve the strengths of individual programs and the uniqueness of individual



institutions while at the same time drawing them together as partners in meeting New Jersey's workforce needs.

Additionally, however, the current planning process requires a more in-depth assessment of how adult literacy services should be integrated into the system to ensure that all customers in need of literacy services are well served and that they have access, as appropriate, to all other services of the One-Stop Career Centers. The SETC will issue guidelines for local WIB literacy planning and system building and integration.

The SETC also works with the Department of Corrections and the Juvenile Justice Commission to align educational and training opportunities for incarcerated individuals.

Special Populations Services

Low Income Students

Disadvantaged persons, the poor, and minorities participate in adult education programs less often than other groups do, even though these are the populations that would benefit the most. Adults who possess higher literacy levels tend to seek further learning and training opportunities more frequently. Due to the fact that those who need it the most are the least likely to participate in an adult education program, more emphasis needs to be placed on identifying, recruiting, and serving these particular groups of adults.

The following population groups have been identified as having unique needs for further education and training and as being the most in need of adult education services:

- untrained or undertrained adults in the workforce
- adults requiring family literacy services
- adults with less than a high school education
- adults with less than a ninth-grade education

Individuals with Disabilities

The accountability standard of the 1998 Workforce Investment Act includes the Rehabilitation Act Amendments of 1998 to improve access to adult education programs and achieve employment outcomes for students with disabilities. Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1997 and the Americans with Disabilities Act of 1990 have provisions related to testing accommodations for students with disabilities. The ADA ensures equal access for all students' educational programs, including students with disabilities; accommodations provide an opportunity for all students to demonstrate their skills. Adults with disabilities may include individuals who were born with disabilities as well as individuals who became disabled during childhood or later in life. This group may include those individuals who have physical or mental impairments that substantially limit one or more major life activities.

Programs funded under the WIA Title II Adult Education and Family Literacy Act, in New Jersey must provide a description of the steps that will be taken to ensure equitable access to, and participation in, this grant project by all eligible clients, teachers and other program beneficiaries with special needs in compliance with the requirements of the General Education Provision Act (GEPA). WIA Title II Programs generally are able to provide adults with disabilities with the



opportunity for enhancement of skills that is consistent with their abilities and needs within their learning environments. However, when appropriate accommodation cannot be made referrals to outside placements are made.

Single Parents and Displaced Homemakers

Local providers of Adult Education programs are encouraged to expand workplace readiness and workplace literacy programs through collaborative linkages with business and industry partners as well as with literacy volunteer organizations. In serving this population, counseling services are very crucial to the success of participants. Through WIA Title II funds, local providers are encouraged to incorporate into their projects support services including counseling. As noted in Question 1.v., the One-Stop Career Center and the local Displaced Homemakers are active partners with their customers. Referrals are made between the two agencies to provide the support needed to further the goal of employment for the customer. This referral may include a referral for literacy and/or job training. Single parents, along with Displaced Homemakers, are referred to any social services that they may need.

Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency

English Literacy/English as a Second Language consists of approved courses designed to include instruction in English for those whose native language is not English. Beginning, intermediate, and advanced courses include a curriculum in listening, speaking, reading, and writing using the English language. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills, workplace literacy, bridge programs, family literacy, and EL/Civics.

Criminal offenders in correctional institutions and other institutionalized individuals

The LWD Adult Education and Family Literacy Act (AEFLA) program ensures that not more than 10 percent of 82.5 percent of the funding for the cost of educational programs is allocated for programs for criminal offenders in the correctional facilities as well as for other institutional individuals. Emphasis is on programs that promote: 1) adult basic education; 2) programs for individuals with disabilities as well as other special needs; 3) English literacy programs; 4) secondary school credit programs; 5) transitional support to prepare students to make a successful transition to the community; and 6) life skills and employability skill development to prepare students to gain employment.

LWD will use the same grant announcement and application process to provide funds to serve individuals in correctional facilities and other institutions that is being used for all other eligible providers.

Providers that receive funds to provide programs and services to correctional facilities and other institutions will be required to describe in their grant application, in addition to all other program requirements, how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

As noted previously, the SETC also works with the Department of Corrections and the Juvenile Justice Commission to align educational and training opportunities for incarcerated individuals.



c. TAA and NAFTA-TAA, describe how rapid response and basic readjustment services authorized under other Federal laws will be provided to trade-impacted workers.

The New Jersey WIA Rapid Response team provides immediate, proactive assistance to current employees who are notified of a pending lay-off. A Rapid Response orientation is scheduled within 48 hours of a mass layoff notice to inform workers of services available to dislocated workers at their local One-Stop Career Center. Workers who have been adversely impacted by foreign trade will also be informed of the Trade Act program and the additional benefits available.

The Dislocated Worker's Rapid Response team works with the Trade Act coordinator to serve clients during this first contact with LWD. If there is already a Trade Act petition filed on a company, a Trade Act representative will also attend the Rapid Response orientation to explain the eligibility requirements and benefits of the Trade Act program. If all eligibility requirements are met, Trade Act representatives can immediately begin to enroll the worker in the program. Trade Act participants are currently co-enrolled in *both* the WIA Dislocated Worker and Trade Act programs to ensure that WIA core and intensive services are available to all Trade Act clients at any time during their job search.

The Rapid Response team's orientation will inform all dislocated workers, including possible Trade Act participants of the following information:

- 1) Reemployment services offered by One-Stop Career Centers such as career counseling, job search, job referral, and training
- 2) Unemployment Insurance application procedures
- 3) Labor market information for local area
- 4) Local community college information and contacts

As LWD's relationships with key industry sectors continue to strengthen, Trade Act participants will be re-directed to explore employment opportunities in industries with the most potential for future growth and advancement. They will be provided with the list of educational facilities and/or training providers that can capitalize on transferrable proficiencies and help develop the new skills needed to successfully transition to a key industry.

d. Vocational Rehabilitation:

i. Minorities with most significant disabilities. (§21(c).)

DVRS is measured annually on the ratio of minority to non-minority service rate. The federal required performance is .80, and DVRS exceeds this standard at .94. DVRS is very conscience of the myriad of diversity that is New Jersey. The local office staff members strive to make sure that individuals with minority status are provided equal access to all DVRS services. The DVRS leadership team is very cognizant of cultural need within certain catchment areas as well. A priority is given to hiring Spanish bilingual counselors in areas where populations demonstrate the need. DVRS also provides Deaf Language specialists regionally to serve individuals with hearing loss who communicate using American Sign Language.



There is current recognition in the vocational rehabilitation field nationally that underserved populations, including individuals of color and individuals who are low functioning Deaf need additional attention in order to provide appropriate service. The 38th Institute on Rehabilitation Issues (IRI) is addressing this exact topic and a target goal for DVRS in Year 2 will be to train counselors using the IRI to build capacity throughout the State to better serve these populations.

In order to better reach minorities with the most significant disabilities it may be necessary to establish new partnerships with programs that specialize in providing support to them. DVRS will need to assess its current practices regarding how and where services are provided; it may be necessary to establish cultural brokers within minority populations who understand cultural implications of families who have members with significant disabilities in order to establish the trust needed to be able to provide vocational rehabilitation services. Technology will also play an important role in providing better outreach to underserved populations.

The State Rehabilitation Council (SRC) has identified that there are emerging groups of people, in particular individuals with autism spectrum disorders, persons with criminal backgrounds, and persons with substance abuse who demonstrate a need for intense vocational rehabilitation. The SRC recommends that DVRS continue to develop and enhance services to these segments of the State's population. DVRS has accepted this recommendation and plans to implement strategies that address the needs of these emerging populations, in particular individuals within these groups who have minority status.

e. TANF: indicate whether the state intends to:

i. Treat families moving into the state from another state differently than other families under the program, and if so, how the state intends to treat such families under the program;

With respect to the level of WorkFirst New Jersey (WFNJ)/Temporary Assistance for Needy Families (TANF) assistance issued, New Jersey treats families who move into New Jersey from another state no differently than families who have been residing in New Jersey.

ii. Provide assistance under the program to individuals who are not citizens of the United States, and if so, shall include an overview of such assistance (§402(a)(1)(B) (i) and (ii)); and

Only those persons who are either United States citizens or eligible non-citizens shall be eligible for WFNJ/TANF benefits. "Eligible non-citizen" means an individual defined in the provisions of section 431 of the PRWORA, as amended (8 U.S.C. 1641).

Eligible non-citizens will be eligible for WFNJ/TANF benefits to the maximum extent permitted by federal law. The following individuals who were present in the United States prior to August 22, 1996, are considered to be qualified aliens: legal permanent residents, refugees, asylees, conditional entrants, non-citizens paroled into the United States for at least one year, non-citizens whose deportation has been withheld, battered non-citizen spouses, battered non-citizen children, non-citizen parents of battered children, non-citizen children of battered parents who fit certain criteria, and Cuban/Haitian entrants. Non-citizens who entered the United States



on or after August 22, 1996 are barred from receiving WFNJ/TANF for their first five years in the United States with the following exceptions: veterans and persons on active duty in the U.S. military, their spouses or unmarried dependent children, refugees, asylees, non-citizens whose deportation is being withheld, Cuban or Haitian entrants, and certain Amerasian immigrants. Pursuant to section 431 of the PRWORA, as amended (8 U.S.C. 1641), certain non-citizens who are survivors of family violence are considered eligible for WFNJ/TANF benefits when the non-citizen (or parent of a battered child, or children of battered parents) has been battered or subjected to extreme cruelty in the United States by the spouse or parent of the non-citizen. If the individual responsible for the battery or cruelty continues to reside in the same household or family assistance unit as the individual who was subjected to such battery or cruelty, then the non-citizen shall be ineligible for benefits. During the five-year period in which these survivors of family violence (and their families, as described above) are prohibited from receiving federal TANF benefits, New Jersey will provide services to these survivors of family violence with state Maintenance of Effort (MOE) funding.

iii. Outline how the state intends to conduct a program designed to reach state and local law enforcement officials, the education system, and relevant counseling services, that provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include men. (§401(a)(1)(A)(vi).)

The New Jersey Advisory Council on Adolescent Pregnancy addresses statutory rape. The Council has committed itself to support the efforts by the Division on Women and NJ Law Enforcement agencies to provide education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include men.

The New Jersey Coalition against Sexual Assault (NJCASA) is the collective voice for sexual violence prevention programs and for survivors of sexual assault in New Jersey. Many of the sexual violence prevention programs, including education, are provided by NJCASA member programs. The NJCASA offers free confidential services 24 hours a day, seven days a week and can be accessed through the State's hotline number (1-800-601-7200) or each county's rape crisis hotline. Most importantly, the NJCASA provides survivors of sexual assault with a professionally trained rape care advocate to offer support to the survivor during law enforcement interviews and/or medical examinations. The advocate ensures that counsel and necessary legal services are provided to young women and their families to encourage and support court testimony.

NJCASA has several public information campaigns, which include TV PSAs, radio PSAs, billboards throughout the state and posters distributed to medical and law enforcement agencies as well as to other organizations. The NJCASA's work with men addressing male accountability regarding violence against women is gaining national attention. Several statewide events have included "The Men's Initiative" and "A Call To Men: Becoming Part of the Solution To End Violence Against Women" First National Conference.

NJCASA developed brochures in Bengali, Hindi, Korean, Russian, and Spanish. Paired with Language Line hotline translation services, the brochures provide local programs with a tool for reaching more of New Jersey's diverse communities.



While working closely with the Governor's Advisory Council Against Sexual Violence (GACASV), the Legislative Committee and Prevention & Public Education Committee collectively began to evaluate the effectiveness of current NJ statutes pertaining to sexual violence. This research will help to identify strategies that are effective in preventing sexual violence. New Jersey is participating in the Enhancing and Making Programs and Outcomes Work to End Rape (EMPOWER) Project. The focus of this effort is to implement statewide prevention initiatives.

- f. SCSEP (§3(a)(1).): Indicate how the state will meet the priority for serving individuals age 65 and older and individuals*
- i. with a disability;*
 - ii. with limited English proficiency or low literacy skills;*
 - iii. who live in a rural area;*
 - iv. who are veterans;*
 - v. who have low employment prospects;*
 - vi. who have failed to find employment after utilizing services under WIA;*
 - vii. who are homeless or at risk for homelessness.*

The Senior Community Services Employment Program (SCSEP), also known in New Jersey as WorkForce 55+, has Employment Resource Specialists located in the One-Stop Career Centers work to recruit and select participants in accordance with priority of service. In selecting eligible individuals for SCSEP participation priority will be given to individuals who have one or more of the following characteristics:

- Are 60 years of age or older
- Have a disability
- Have limited English proficiency
- Have low literacy skills
- Reside in rural areas
- Are veterans (or, in some case, spouses of veterans)
- Have low employment prospects
- Have failed to find employment after utilizing services provided through the One-Stop Career Center
- Are homeless or at risk for homelessness

Recruitment efforts will be ongoing in order to maintain full enrollment throughout the year. New Jersey promotes the SCSEP program with participant recruitment posters and pamphlets, senior citizen newsletters, radio and television interviews, announcements and presentations.

Referrals in the priority of service categories will be accomplished through intensified outreach focused on the targeted populations. In order to identify and recruit these individuals, SCSEP/Workforce 55+ staff will reach out to partners including One-Stop Career Center staff,



the Division of Vocational Rehabilitation Services, the State Veterans Program, county welfare agencies, local offices on aging and other community- and faith-based organizations, to name a few. The program will also review Labor Planning and Analysis demographic statistics and U.S. Census Data to successfully recruit from the above targeted groups.

Potential participants who are disabled, if needed, are immediately referred to DVRS for specialized services which can provide them with the extra supports needed to secure and maintain employment opportunities. Potential participants who are homeless or at risk of being homeless are immediately set up with an appointment with the Division of Social Services to obtain information about housing resources and local shelters, as needed. Additionally, individuals who have failed to find employment after utilizing WIA services are referred back to the One-Stop Counselor to determine if the individual is employable and eligible for additional services to help find employment. If the participant is found not to be employable by the Counselor, this will be documented and they will be referred to other agencies such as Office of Aging for additional supportive services.

g. CSBG: Please address the following specific relevant populations in answering question 1:

- i. Low-income families.*
- ii. Families and individuals receiving assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).*
- iii. Homeless families and individuals.*
- iv. Migrant or seasonal farmworkers.*
- v. Elderly low-income individuals and families.*
- vi. Youth in low-income communities.*

In accordance with P. L. 103-252, Human Services Amendments of 1994, section 675(c)(13), states are required to secure from each eligible entity as a condition to its receipt of funding under the CSBG Act, a community action plan. The plan includes the following:

1. A community needs assessment
2. A description of the service delivery system targeted to low-income individuals and families in the service area
3. A description of how linkages will be developed to fill identified gaps in services through information, referral, case management, and follow up
4. A description of how funding under the Act will be coordinated with other public and private resources
5. A description of outcome measures to be used to monitor success in promoting self-sufficiency, family stability and community revitalization



DCA requires that the Community Action Agencies (CAAs) complement existing needs assessments with targeted needs assessments for their target population, which include one or more of the following:

- Low-income families
- Families and individuals receiving assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)
- Homeless families and individuals
- Migrant or seasonal farmworkers
- Elderly low-income individuals and families
- Youth in low-income communities

The CSBG program encourages its designated agencies to coordinate their planning and service delivery with each county's Human Services Advisory Council (HSAC) planning process. Such coordination would ensure that local resources are used effectively to address the most pressing needs of low-income individuals and families. Priorities from previous years' HSAC assessments include, but are not limited to, education, job training, economic development, health care, childcare, all of which address the causes of poverty. The Community Action network have held local and regional symposiums on poverty to better identify local needs to ensure maximum feasible participation in determining services and programs to benefit the low-income residents of the state.

h. HUD Employment and Training Programs: (Reminder: the following is a suggestion for incorporating HUD programs into the state's Unified Plan. However, following this guidance will not trigger funding for HUD programs):

- i. Public housing residents*
- ii. Homeless and other groups*

HUD, under the auspices of the Department of Community Affairs, does not operate any employment and training programs at this time.

2. Identify the methods of collecting data and reporting progress on the special populations described in question 1 of this section.

Through the use of the Results Oriented Management and Accountability – ROMA – the State requires submission of quarterly reports that provide for a summary of both fiscal expenditures and programmatic outcome measures. The outcome units for each program are based on one or more of the six ROMA-defined National Goals and the 16 National Indicators for the CSBG program.

3. If the Plan includes Adult Education and Family Literacy or Vocational Rehabilitation, describe the steps the eligible agency will take to ensure equitable access to, and equitable participation in, projects or activities carried out with the respective funds by addressing the special needs of student, teachers, and other program beneficiaries in order to overcome



barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age. (§427(b) General Education Provisions Act.)

DVRS is part of the workforce team within LWD. DVRS offices are co-located in 18 local catchment areas throughout the state. The DVRS counselors are aware of the services offered in the One-Stops, including literacy labs, and do encourage DVRS customers to access these services if warranted. Customers who come through the One-Stop are provided information about DVRS when they have orientation, and DVRS will have customers referred to them by the One-Stop staff when appropriate. DVRS services are based on client choice; as such DVRS does not identify groups of people, i.e. TANF populations, as needing vocational rehabilitation services based on category.

LWD continues to provide on-going assessment of service providers to ensure full integration into the One-Stop Career Center service delivery system to meet the needs of all customers. The workforce vendors that provide education/training to individuals seeking employment also need to be evaluated to ensure that physical barriers as well as program barriers are addressed in Years 1 and 2. Vendors cannot refuse to provide appropriate accommodations or academic adjustments to individuals with disabilities who otherwise qualify for their programs.

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J. Professional Development and System Improvement

Integral to the assimilation of the system's four Core Values is the need to build the skills of the State's workforce. To tackle the ambitious strategies and complex initiatives set out in this Plan, New Jersey needs strong internal leadership. Skilled staff who can manage large projects and initiatives and implement change management skills to ensure all stakeholders in this complex system are engaged in new programs, are critical to its success.

In addition, front-line staff needs updated customer-service as well as 21st century job-seeking knowledge to share with jobseeker customers. All workforce staff need to understand New Jersey's key industries and have access to industry sector information in order to optimally work with employer customers.

The following initiatives will be used for professional development and system improvement in New Jersey:

- Develop a leadership pipeline for New Jersey's workforce system of change agents who can develop and implement strategies that meet customer needs
- Create Jobs4Jersey University to share and leverage 21st century skills for state and local area front-line staff serving jobseekers
- Build on employer and sector-focused skills for state and local areas engaged in business development activities
- Build internal capability and capacity to implement, improve, change and grow through development of skills in process improvement, project management methodologies, and change management
- Provide opportunities for and encourage cross-functional training, technical assistance including federal, state and local areas within the workforce system
- Build capacity in nonprofit partners who are funded through LWD programs to be accountable to deliver quality services that meet performance goals

How will the state develop personnel to achieve the performance indicators for the programs included in the Plan?

Leadership Development

- Create and implement cross-functional strategic initiative teams
- Determine new skills needed and provide training for that skillset
- Bring in a series of speakers who will spark innovation
- Provide Project Management, Process Improvement, Change Management training
- Create more opportunities for exercising new leadership



New Jersey's vision is to develop and strengthen the leadership pipeline to ensure that the State has the capacity and capabilities to lead innovation and change initiatives, as well as encourage individual personal and professional growth and teamwork. Toward that goal, the Department of Labor and Workforce Development (LWD) developed the Talent Development Leadership Series targeting aspiring leaders as well as those in current leadership positions.

In addition, personnel statewide have had the opportunity to participate in Project Management Training and received certification from the New Jersey Institute of Technology. To date, many Workforce Development staff have completed this training which includes project planning, implementation, performance indicators and measurement skills.

At all department levels, there has been a shift in personnel development that values not only subject matter expertise, but focuses on cross training and team building. In fact, the Youth Corps Program, Adult Literacy, and the Prisoner Reentry Initiative have practiced cross training and "train the trainer" models in an effort to improve project effectiveness. Training is open to all state personnel, field staff, Workforce Investment Board (WIB) members, One-Stop Career Center personnel, as well as grant recipients. This approach ensures that all stakeholders understand best practices and performance measures in their funded programs.

Field Staff

Building on successful Certified Business Developer training held for state and local area personnel in three regional areas, LWD will continue to deliver customer-focused training for front-line staff. To facilitate taking this strategy to the next level LWD will create Jobs4Jersey University. This tool will roll out distance learning and in-person training experiences to the field in order to reach all front-line staff. This tactic builds on LWD's internal expertise in serving persons with disabilities and veterans for example and have already brought in expertise for these special populations for front-line staff.

In answering this question, if the Unified Plan includes:

1. WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

- a. Capacity of Local Boards -- How will the state build the capacity of local boards to develop and manage high performing local workforce investment system? (§§111(d)(2) and 112(b)(14).)*

The State Employment and Training Commission (SETC) in its role as the State WIB is legislatively mandated to oversee and build the capacity of the local boards to enable them to manage the local workforce investment system. Two recent SETC policies regarding this role were adopted into New Jersey Administrative Code as of October 2011, the WIB Certification Policy and the WIB Performance Accountability Policy for performance.

Through this newly established process, the Governance Committee has established a foundation for local WIBs of 14 standard criteria that must be met to meet WIB re-certification by the Governor. The full WIB Certification timeline and criteria can be found in the Appendices of this Plan.



b. Local Planning Process -- Describe the state mandated requirements for local workforce areas' strategic planning. What assistance does the state provide to local areas to facilitate this process, (§112(b)(2) and 20 CFR 661.350(a)(13)), including:

i. What oversight of the local planning process is provided, including receipt and review of plans and negotiation of performance agreements?

ii. How does the local plan approval process ensure that local plans are consistent with state performance goals and state strategic direction?

In a time of significant economic transition, New Jersey recognizes that is imperative, now more than ever, that the State be focused on leveraging the resources of all workforce partners. Based in the sector strategy model of workforce development, myriad stakeholders were sought out to develop a comprehensive understanding of where the system is and where it needs to go over the next three to five years.

New Jersey undertook a comprehensive unified planning approach, building on the broader partnership model for workforce currently utilized by the SETC and LWD. The required and voluntary collaborations enabled the Plan to accomplish a blending and integration of the Innovative Workforce Vision and Core Values across agencies, to expand the ability of the workforce system as a whole to meet the needs of jobseekers and employers.

The SETC and LWD conducted six meetings with WIB Chairpersons, board members, and Youth Investment Council (YIC) representatives, executive directors, One-Stop operators and Employment Service managers to create the Innovative Workforce Vision and Core Values. This process yielded outcomes that spoke to the need to further develop industry-based regional planning across local WIB areas, to capitalize on local expertise, leverage resources and further integrate state and regional planning.

Local WIB regional planning guidance will be created in Year 1 to connect the local area's work with the broader scope of the SETC's statewide Industry Advisory Councils and the strategies of the Talent Networks. Local WIBs will be asked to complete regional plans that link their local areas to their regional and state sector strategies. This planning will be formally integrated into the second WIB Certification Cycle, commencing in July 2014

After state targets are negotiated with USDOL, those targets are shared with the local areas and identified as the benchmark. The local areas are required to submit in writing their recommendation for local performance targets within the benchmark, and if lower than the State's negotiated levels, provide a justification and valid data supporting local levels lower than the State benchmark.

c. Oversight/Monitoring Process -- Describe the monitoring and oversight criteria and procedures the state utilizes to move the system toward the state's vision and achieve the goals identified above, such as the use of mystery shoppers, performance agreements. (§112(b)(14).)

The SETC has established minimum standards criteria for each local WIB, through the WIB Certification Process. This two-year assessment cycle includes standardized criteria for local



areas that is measured and reviewed quarterly by both the Governance Committee and the SETC. The process, launched in February 2012, will work to identify best practices, gaps in services and performance lags for each of the local areas and present as an aggregate for the whole system.

Best practices will be shared, through written and peer-to-peer trainings throughout the year, as organized by the SETC as part of the WIB capacity-building effort. In addition, those areas identified with gaps or lags work with their SETC staff partner to create an action plan for technical assistance to strengthen the identified areas of concern.

In addition, the newly developed Performance Committee, comprised of business leaders and Commission members, will be responsible for the creation and monitoring of both the common measures and the newly established performance metrics of the Balanced Scorecard. This Committee will provide quarterly overviews of system performance, technical assistance (jointly with LWD) for non-compliance with Performance Accountability Policy standards and an annual State of the State Performance Summary for the Balanced Scorecard.

2. Vocational Rehabilitation, describe the designated state agency's policies, procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified state rehabilitation professional and paraprofessional personnel for the designated state unit pursuant to section 101(a)(7) of the Act. (§101(a)(7).)

The Division of Vocational Rehabilitation Services (DVRS) maintains a Comprehensive System of Personnel Development (CSPD) that establishes and supports a highly qualified staff dedicated to offering vocational rehabilitation services to eligible individuals with disabilities.

In keeping with the mission of the agency the CSPD focuses on the following areas:

- Pre-service training
- Recruitment of qualified personnel
- Staff development and training needs of current employees
- Continuing education and lifelong learning
- Retention of qualified DVRS personnel

Guidelines have been provided by WIA Title IV; the Rehabilitation Act of 1973, as amended; and the New Jersey Civil Service Commission (CSC) hiring policies and terms of employment. DVRS works in collaboration with LWD training unit to maintain files on the in-service training records and changes in the credentials of all agency employees. The agency's staff development and training coordinator also maintains records of the Technical Assistance Continuing Education (TACE) training and offers the certified rehabilitation counselor (CRC) credit approval for all of the training programs created and/or sponsored by the agency.



Qualified Personnel Needs

LWD routinely publishes an employee roster, which is reviewed against budget information to determine the most up-to-date number of employees actively serving the agency. A recent analysis of the agency's human resources needs has revealed that it can function with a total of 298 staff members which will ensure that there is a minimum requirement to maintain 140 counselors and adequate supervisory, management and administrative support.

The agency currently serves approximately 30,000 individuals with an average caseload level of slightly more than 225. The anticipated level set at 140 counselor positions will result in reduced caseload size. DVRS will need to increase the number of counselors in every local office in order to serve additional individuals who will be accessing services in part due to the Governor's *Employment First Executive Order*.

Each DVRS counselor is evaluated annually and the achievement of the graduate credential is monitored. All DVRS counselors will meet or be in an approved plan to meet the CSPD standards by 2013. Any DVRS counselor not meeting the CSPD standards or not under an approved training plan will no longer perform the non-delegable functions of a rehabilitation counselor. Most DVRS counselors have a master's degree in rehabilitation counseling or a closely related field. The agency anticipates that those who are not presently in a program will be of retirement age by 2013. All staff members are made aware of trainings, online degree programs and continuing education courses that will enable them to reach the CSPD standard. Counselors who do not have a master's degree are not eligible for promotion.

The NJ CSC is the established hiring authority in state service and recruits potential employees with a master's degree in vocational rehabilitation counseling or a certified rehabilitation counselor (CRC). At the request of LWD's Office of Human Resources & Labor Relations, the CSC revised the education and experience sections of the job specifications for the DVRS Counselor I and II titles along with those of the Supervising Rehabilitation Counselor title to ensure that the recruitment practices are compatible with federal requirements and that the standards or qualifications are based on the highest requirements in the State for the vocational rehabilitation counseling profession. As defined in the Code of Federal Regulations [34 CFR 361.18(c)(2)(i)], highest requirements in the State applicable to that profession or discipline means the highest entry-level academic degree needed for any national or state-approved or recognized certification, licensing, registration, or other comparable requirements that apply to that profession or discipline. In the State of New Jersey, the Professional Counselor Licensure Law identifies a combination of education and experience as standards for the designation of licensed rehabilitation counselor (LRC). Recognizing a possible shortage of potential candidates to fill entry-level vocational rehabilitation counselor positions, DVRS also recognizes a certified rehabilitation counselor as a qualifying standard.

The minimum education criterion to be considered for employment had been a master's degree in rehabilitation counseling or a CRC. With technical assistance from the U.S. Department of Education, Rehabilitation Services Administration (RSA), DVRS has been granted the modification that expands the educational criteria to include a master's degree in a closely related field such as social work, psychology, counseling, education and special education, along with successful completion of one graduate course in *Theories and Techniques of Counseling*. A recent recruitment effort using the new educational criteria and widespread networking campaign has yielded 120 applicants for the current 25 positions available.



The Rehabilitation Act recognizes the need for an ongoing and progressive in-service training program to upgrade the skills, increase the knowledge and maximize the performance of personnel employed by DVRS who provide vocational rehabilitation services to individuals with disabilities.

DVRS takes pride in the high quality of staff development at all levels that are maintained in the in-service training program. Each year the program unit performs a training needs assessment that reflects a number of areas, such as:

- Priorities outlined in the current DVRS State Plan
- Staff development issues culled from individual development plans as a part of the performance evaluation system
- Polling managers and supervisors
- Scanning the environment for issues related to current legislation, trends and advances in the practice of vocational rehabilitation

The program unit staff members reach out to a number of areas to meet the needs for training programs that will be pertinent to the staff, useful to the practice of vocational rehabilitation and offer opportunities to enhance lifelong learning. The following entities are employed in the execution of the in-service training program:

- Region 2 Technical Assistance and Continuing Education (TACE) Center located at the State University of New York at Buffalo
- The LWD Office of Training and Staff Development (OTSD)
- The Association of Persons in Supported Employment (APSE)
- The National Rehabilitation Association (NRA)
- The Council of State Administrators in Vocational Rehabilitation (CSAVR)
- The University of Medicine and Dentistry of New Jersey (UMDNJ) DRAFT
- The Garden State Employment and Training Association (GSETA)
- The NJ Division of the Deaf and Hard of Hearing



K. Performance Accountability

Performance Accountability is critical to the State's Core Value 4, *Increasing System Accountability*. This value serves as a foundation to the success of the other values and the State's talent development system as a whole. During the program years covered by the Unified Workforce Investment Plan, the State will investigate universal registration in WIA and Wagner-Peyser and develop system of robust and diverse metrics, including customer satisfaction, based on a Balanced Scorecard model. This system will inform a new set of public performance accountability dashboards, which will expand on the dashboards currently used by the Department of Labor and Workforce Development (LWD). The system will also support more rigorous independent evaluation of programs. The new initiatives outlined in this Section, in conjunction with the traditional accountability efforts, will improve performance as well as lead to increased transparency and accountability and improved customer satisfaction.

Nothing in this guidance shall relieve a state of its responsibilities to comply with the accountability requirements of WIA titles I and II, including, for example, the requirements to renegotiate performance levels at statutorily defined points. The appropriate Secretary will negotiate adjusted levels of performance with the state for these programs prior to approving the State Plan.

- 1. What are the state's performance methodologies, indicators and goals in measurable, quantifiable terms for each program included in the Unified Plan and how will each program contribute to achieving these performance goals? (Performance indicators are generally set out by each program's statute.)*

In answering the above question, if the Unified Plan includes:

- a. WIA Title I and Wagner-Peyser Act and/or Veterans Programs:*

Improved performance and accountability for customer-focused results are central features of WIA. To improve, states need not only reporting systems in place to collect data and track outcomes based on service delivery, but also performance management and accountability systems to analyze the information and modify strategies to improve performance. See Training and Employment Guidance Letter (TEGL) No. 17-05, Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues, issued February 17, 2006.)

In this section, describe how the state measures the success of its strategies in achieving its goals, and how the state uses these data to continuously improve the system.

- i. Describe the state's performance accountability system, including any state-system measures and the state's performance goals established with local areas. Identify the performance indicators and goals the state has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. For each of the core indicators, explain how the state worked with local boards to determine the level of the performance goals. Include a discussion of how the levels compare with the state's previous outcomes as well as with the state-adjusted levels of performance established for other states (if*



available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. Include a description of how the levels will help the state achieve continuous improvement over the life of the plan. (§§112(b)(3) and 136(b)(3).)

WIA and Wagner-Peyser

In Program Year (PY) 2011, all New Jersey program targets for WIA and Wagner-Peyser were based on the Common Measures. The State has had a series of Common Measures performance waiver requests approved by the U.S. Department of Labor (USDOL) since PY 2009. Local targets have historically been set based on the same federal regression model as used at the state level. New targets will be set after the state targets have been approved by USDOL.

Figure K-1 displays the Program Year 2012 performance targets for WIA and Wagner-Peyser programs, alongside targets and outcomes for PY 2011. New Jersey was meeting or exceeding all targets for 2011, when calculated through June 29, 2012. Overall, the proposed targets for Program Year 2012 represent modest increases over the previous program year.

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**Figure K-1
WIA and Wagner-Peyser Programs
Program Year 2011 Performance and Proposed PY 2012 Targets**

| <u>Program/Measure</u> | <u>Program Year 2011</u> | | | <u>PY 2012</u> |
|--------------------------------------|--------------------------|---------------|---------------------|----------------------------|
| | <u>Targets</u> | <u>Actual</u> | <u>% of Targets</u> | <u>NJ Proposed Targets</u> |
| WIA Adult | | | | |
| Entered Employment | 79.3% | 82.2% | 103.6% | 81.9% |
| Employment Retention | 79.2% | 83.3% | 105.1% | 83.7% |
| 6 Month Average Earnings | \$12,463 | \$12,190 | 97.8% | \$12,303 |
| WIA Dislocated Worker | | | | |
| Entered Employment | 79.8% | 80.5% | 100.1% | 80.4% |
| Employment Retention | 79.9% | 84.8% | 106.1% | 84.9% |
| 6 Month Average Earnings | \$15,869 | \$16,648 | 104.9% | \$16,744 |
| WIA Youth | | | | |
| Placement in Employment or Education | 59.0% | 64.6% | 109.4% | 61.7% |
| Attain Degree/Certificate | 59.0% | 75.3% | 127.6% | 76.3% |
| Literacy/Numeracy Gains | 45.0% | 65.1% | 144.6% | 65.4% |
| Wagner-Peyser | | | | |
| Entered Employment | 43.0% | 40.0% | 93.0% | 40.4% |
| Employment Retention | 70.2% | 74.0% | 105.4% | 74.7% |
| 6 Month Average Earnings | \$14,810 | \$15,500 | 104.7% | \$15,655 |



America's One-Stop Operating System

America's One-Stop Operating System (AOSOS) is at the core of New Jersey's common data system used to support its workforce development system business needs for all programs exclusive of DVRS (discussed separately, below). Developed under a federal, multi-state and local areas partnership, AOSOS has the flexibility to meet the operational, tracking and reporting challenges of the Workforce Investment Act of 1998's vision for the consolidation and coordination of multiple employment and training programs' services.

The mission-critical AOSOS supports a number of federal and state workforce development programs including: Workforce Investment Act (WIA) Title I; Wagner-Peyser Public Labor Exchange; Veterans Labor Exchange Programs (LVER and DVOP); Trade Adjustment Act (TAA); NJ's Workforce Development Partnership Program (WDP); and, WorkFirst New Jersey (TANF, Food Stamps, and General Assistance). AOSOS includes data-sharing interfaces with Unemployment Insurance, Department of Human Services systems and an interactive voice response system (IVR) that allows staff to generate automated telephone calls to One-Stop customers for a variety of business purposes.

Division of Vocational Rehabilitation Services (DVRS)

The Division of Vocational Rehabilitation Services maintains the Web-Based On-line Rehabilitation Case-management System (WORCS). Federal reports are generated directly from the data collected by counselors. The system records when a participant is "job ready"; the Job Ready data page collects more than 50 data elements about the participant's employment history and job interests. The system was designed to produce a series of structured, ad hoc reports to answer both statistical and demographic questions.

WORCS provides all required reporting elements from the U.S. Department of Education, Rehabilitation Services Administration (RSA). These reports include:

- Quarterly VR 113 – Cumulative Caseload Report
- Annual VR 911 – Case Service Report
- Annual VR – 2 – VR Program/Cost Report
- Annual VR 636 – Supported Employment Caseload Report

Direct access to quarterly wage records is scheduled during the second phase of system acquisition, when an upgrade will facilitate direct data sharing. This is expected to be fully implemented during Program Year 2013.

In order to encourage continuous monitoring and improvement, all the way through to the front line staff, every counselor has access to their caseload; managers have access to their local office information, and field chiefs / upper management can look at the state as a whole. As with other programs in LWD, a dashboard approach is used to track the employment outcomes monthly, at minimum.

In addition, there are standard monthly dashboard reviews for the approximately 50 grants, programs and projects in Workforce Development. This ensures accountability for outcomes, compliance, and fund spending. It also serves as an early-warning management tools in order to make mid-stream corrections. This is especially advantageous because it encourages data review that is more frequent than the standard quarterly reporting of the common measures.



Performance outcomes and targets

New Jersey met or exceeded performance targets for WIA and Wagner-Peyser programs during the 2009 and 2010 Program Years; the State is also on target to meet or exceed the targets for Program Year 2011 (Figure K-2).

WIA Adult performance has consistently shown entered employment and employment retention rates of greater than 80 percent. Six month average earnings is the one measure that did not exceed the targets during the three program years, however it has consistently been over \$12,000. WIA Dislocated Worker program performance also met or exceeded all targets, including exceeding all goals in PY 2010 and PY 2011. The actual PY 2011 measures are slightly lower than and the levels attained in 2010.

WIA Youth program performance consistently exceeded targets for all three of the most recent program years. Furthermore, the levels of performance have improved each year. For Wagner-Peyser, the performance levels have been consistent across the three program years. The target for entered employment has met, but not exceeded.

As described above, continuous improvement is encouraged by setting incrementally higher targets each program year. The targets, in conjunction with the program improvements driven by the other Core Values, will help to support this improvement.

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Figure K-2
WIA and Wagner-Peyser Programs
Program Years 2010-2011 Performance and Proposed PY 2012 Targets

| Program/Measure | Program Year 2009 | | Program Year 2010 | | Program Year 2011 | | |
|--------------------------------------|-------------------|----------|-------------------|----------|-------------------|----------|--------------|
| | Targets | Actual | Targets | Actual | Targets | Actual | % of Targets |
| WIA Adult | | | | | | | |
| Entered Employment | 84.8% | 86.0% | 79.3% | 81.6% | 79.3% | 82.2% | 103.6% |
| Employment Retention | 77.0% | 82.9% | 79.2% | 85.4% | 79.2% | 83.3% | 105.1% |
| 6 Month Average Earnings | \$12,075 | \$11,942 | \$12,463 | \$12,135 | \$12,463 | \$12,190 | 97.8% |
| WIA Dislocated Worker | | | | | | | |
| Entered Employment | 82.4% | 82.3% | 79.8% | 83.1% | 79.8% | 80.5% | 100.1% |
| Employment Retention | 81.9% | 85.3% | 79.9% | 87.4% | 79.9% | 84.8% | 106.1% |
| 6 Month Average Earnings | \$16,200 | \$15,798 | \$15,869 | \$18,010 | \$15,869 | \$16,648 | 104.9% |
| WIA Youth | | | | | | | |
| Placement in Employment or Education | 59.0% | 62.1% | 59.0% | 62.6% | 59.0% | 64.6% | 109.4% |
| Attain Degree/Certificate | 59.0% | 67.5% | 59.0% | 75.1% | 59.0% | 75.3% | 127.6% |
| Literacy/Numeracy Gains | 45.0% | 53.6% | 45.0% | 56.2% | 45.0% | 65.1% | 144.6% |
| Wagner-Peyser | | | | | | | |
| Entered Employment | 43.0% | 41.0% | 43.0% | 41.0% | 43.0% | 40.0% | 93.0% |
| Employment Retention | 70.2% | 72.0% | 70.2% | 74.0% | 70.2% | 74.0% | 105.4% |
| 6 Month Average Earnings | \$14,810 | \$15,250 | \$14,810 | \$16,476 | \$14,810 | \$15,500 | 104.7% |



- ii. Describe any targeted applicant groups, such as TANF recipients, Veterans, ex-offenders, and migrant and seasonal farmworkers, under WIA title I, the Wagner-Peyser Act or Title 38 Chapters 41 and 42 (Veterans Employment and Training Programs) that the state tracks. (§§111(d)(2), 112(b)(3) and 136(b)(2)(C).)*

Specific targeted groups can be tracked using demographic and programmatic data in AOSOS and WORCS. In addition, under the proposed Balanced Scorecard, TANF recipients, Veterans, and other groups will be tracked using the Customer Service/Flow measures. Measures will include determining the number served for each of these groups, and the population representation (or population mix) of these groups against the general population served.

- iii. Identify any performance outcomes or measures in addition to those prescribed by WIA and what process is the state using to track and report them.*

LWD uses an internal dashboard system to monitor all projects, programs and grants, including those workforce programs covered by the Unified Workforce Investment Plan. This facilitates integration across programs because, in addition to the reports sent to the locals, it allows management access to an at-a-glance status of all initiatives. The dashboards are a supplement to, not a replacement for, regular communication and updates from relevant staff.

Going forward integrated performance accountability dashboards will be developed. This will be accompanied by a dashboard review process for review at the State Employment and Training Commission (SETC) meetings and meetings of state and local staff. The dashboards will also be made available to the public online. In addition, there will be more detailed dashboards and regular review process that will include monthly and quarterly updates to performance metrics (as appropriate). Finally, the new dashboards will be distributed to relevant partners who will be trained in the use of dashboards to drive performance improvements

OnRamp has enabled the State to collect more comprehensive and precise information about job seekers' work experience and skills and employer job opportunities than required by USDOL. In addition, AOSOS is used to collect counseling notes, employability development plans, and various data in support of the State's workforce grants, initiatives and programs.

- iv. Describe the state's common data system and reporting processes in place to track progress. Describe what performance information will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records, and how the statewide system will have access to the information needed to continuously improve. (§112(b)(8)(B).)*

The State's Common Data System, AOSOS, is used to track program progress, especially with respect to performance targets. LWD provides local areas with the following reports to monitor their progress:

- Quarterly reports documenting common measures performance outcomes against goals for each WIB area (similar to the ETA 9090 report used by LWD for federal reporting)



- Quarterly or monthly reports (depending on the specific measure) documenting performance outcomes for enhanced Balanced Scorecard measures for each WIB area. These will be provided as the SETC and LWD implement the Balanced Scorecard model, and as data becomes available.
- Quarterly basic rosters of WIA participants

During PY 2012 LWD will investigate supplementing these reports with additional end-user tools, especially for the local areas. The dashboard system described above is also a key element of tracking program performance.

Per federal workforce grant reporting requirements, State Wage Records are used in the calculation of programs' quarterly common measure performance outcomes. As over ten percent of the State's working residents cross a state border to go to work each day, New Jersey also uses the Wage Record Interstate System (WRIS) and Federal Employment/Wage Data (FEDES) wage systems to more accurately evaluate and determine program performance outcomes.

v. Describe any actions the governor and state board will take to ensure collaboration with key partners and continuous improvement of the statewide workforce investment system. (§§111(d)(2) and 112(b)(1).)

The Governor and the SETC, the State Board, ensure collaboration with key partners and continuous improvement by including agency representatives on the SETC (see Section E for board composition). The SETC Performance Committee, which is currently being formed, provides high-level oversight on the performance of the workforce system. It is specifically tasked with the following activities:

- Identify quantifiable performance standards for use in evaluating the workforce investment system, and guidelines for procedures to encourage and enforce compliance with these standards, as required by *N.J.S.A. 34:15C-8*
 - Review adequacy of existing WIA Common Measures in evaluating the workforce investment system
 - Review recommendations from LWD on additional performance measures
 - Provide recommendations to the Commission on additional appropriate measures and on guidelines for implementing the measures
- Establish performance standards for all recommended performance measures
- Review existing workforce performance outcomes and provide input/analysis of system strengths and areas for improvement to the Commission
- Provide input regarding ongoing systems evaluations for WIA and WDP programs and make recommendations to the Commission for evaluation plans

Going forward, this system will also be enhanced through quarterly performance updates at Board meetings.



vi. How do the state and local boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the state take if performance falls short of expectations? How will the state and local boards use the review process to reinforce the strategic direction of the system? (§§111(d)(2), 112(b)(1), and 112(b)(3).)

Currently, performance is evaluated based on the Common Measures. New Jersey will use the Balanced Scorecard model to evaluate performance. The SETC's Performance Committee will advise the SETC on performance standards for the workforce system, based on the Balanced Scorecard model. Local WIBs are required to have a One-Stop Committee to monitor performance of the workforce system in the local area and achievement of negotiated performance goals. In the performance review process, the SETC and local WIBs will use dashboards to monitor performance and make strategic mid-course corrections for the system.

In 2011, New Jersey adopted new rules, N.J.A.C. 12:42-3, Local Workforce Investment Areas and Local Workforce Investment Boards: Performance, Technical Assistance, Corrective Actions and Penalties, with the purpose to ensure accountability of local areas in meeting the needs of employers and jobseekers, to ensure that local areas meet local performance measures, and to ensure adequate return from local areas on federal and state investments. These rules, also known as the SETC's Performance Accountability Policy, provide the following system of corrective actions if performance falls short of expectations:

Corrective Actions: Where cause exists under N.J.A.C. 12:42-3.5 or 3.6, LWD may require the local area and/or the local board to engage in any or all of the following corrective actions:

1. Participation in technical and quality assurance activities;
2. Participation in training;
3. On-site visits by LWD to monitor and assist with daily operations of the local area and/or the local board;
4. Cooperation with LWD in LWD's development of a corrective action plan for the local area;
5. Timely implementation of a corrective action plan;
6. Submission to LWD of additional and/or more detailed financial and/or performance reports;
7. LWD-directed meetings between LWD officials, the local board chair, local board members, the local board's Executive Director and/or the local area's elected officials;
8. Formal LWD presentation to the local area's elected officials and/or local board members; or
9. Any other corrective action deemed appropriate by LWD.

Penalties: Where cause exists under N.J.A.C. 12:42-3.5 or 3.6, LWD may impose any or all of the following penalties on the local area and/or the local board:

1. Require payment by reimbursement only, with required supporting documentation;



2. Delay, suspend or deny contract payments;
3. Reduce or deobligate local area funds;
4. Find local area ineligible for additional discretionary funds;
5. Terminate a contract between LWD and the local area and/or the local board;
6. Restructure the local board, including decertification of the current local board and appointment and certification of a new local board;
7. Merge the local area into one or more other local areas;
8. Prohibit the use of particular service providers or One-Stop partners that have been identified as achieving poor levels of performance; or
9. Any other penalty deemed appropriate by LWD.

vii. Include a proposed level for each performance measure for each program year covered by the plan. While the plan is under review, the state will negotiate with the respective ETA Regional Administrator to set the appropriate levels for the applicable year. States must identify the performance indicators required under section 136, and, for each indicator, the state must develop an objective and quantifiable performance goal for each program year covered by the plan. States are encouraged to address how the performance goals for local workforce investment areas and training providers will help them attain their statewide performance goals. (§§112(b)(3) and 136).)

The proposed targets are presented in Figure K-1 at the beginning of this Section (K.1.a.i.). The targets represent the State's effort to show continuous improvement over the targets from the previous program year. Performance targets will be negotiated in the future for Years 2 to 4 covered by the Unified Workforce Investment Plan.

b. Adult Education and Family Literacy:

i. Include a description of how the eligible agency will evaluate annually the effectiveness of the Adult Education and Family Literacy activities, such as a comprehensive performance accountability system, based on the performance measures in section 212.

Annual Evaluations

New Jersey Adult Education evaluates programs according to the core indicators of performance in the Adult Education and Family Literacy Act:

- Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement
- Receipt of a secondary school diploma or its recognized equivalent



The primary tool that will be utilized by the LWD Literacy Program to evaluate local programs on an annual basis is LACES (Literacy, Adult and Community Education System), New Jersey's management information system for adult education. LACES is a statewide, comprehensive, web-based system which maintains student information including student demographics, assessments, goals, and performance outcomes. The system allows data to be tracked by individual student, class, instructor, and program. In addition, LACES provides a wide range of information, including snapshots of student and program performance, and personnel qualifications. On an annual and ongoing basis, LWD staff reviews each provider's enrollment as well as performance, which is evaluated according to NRS indicators through LACES.

In addition, LACES will allow local service providers to generate reports to edit, check and analyze performance for their consortium program. Through these reports, local programs will be able to compare their program's performance with state benchmarks in order to develop action plans for continuous improvement.

- ii. Identify levels of performance for the core indicators of performance described in section 212(b)(2)(A) for the first three program years covered by the Plan (§ 212(b)(3)(A)(ii).), and any additional performance indicators selected by the eligible agency. (§ 212 (b)(2)(B).)*

Levels of performance for each of the core indicators of performance are established annually. These levels are expressed in an objective, quantifiable, and measurable form and demonstrate the progress of the local providers in continuously improving performance. Levels of performance at a minimum must meet or exceed the actual performance for each indicator measured in the prior year.



**Figure K-3
Adult Education and Family Literacy
Program Years 2008-2011 Performance and Proposed PY 2012 Targets**

| MEASURES | 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 |
|-------------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|---------|-----------|
| | Target | Actual | Target | Actual | Target | Actual | Target | Actual* | Target |
| Beginning Literacy | 34% | 19% | 34% | 25% | 35% | 23% | 30% | 25% | 32% |
| ABE Beginning | 34% | 23% | 37% | 25% | 38% | 27% | 31% | 29% | 36% |
| ABE Low Intermediate | 35% | 23% | 34% | 26% | 35% | 25% | 31% | 26% | 35% |
| ABE High Intermediate | 34% | 15% | 33% | 19% | 34% | 16% | 22% | 18% | 28% |
| ASE Low | 42% | 15% | 39% | 13% | 40% | 17% | 26% | 17% | 32% |
| ESL Beginning Literacy | 38% | 25% | 37% | 24% | 38% | 33% | 31% | 32% | 40% |
| ESL Low Beginning | 42% | 30% | 47% | 36% | 48% | 42% | 42% | 36% | 45% |
| ESL High Beginning | 43% | 34% | 43% | 36% | 44% | 43% | 40% | 36% | 49% |
| ESL Low Intermediate | 40% | 30% | 43% | 32% | 44% | 38% | 38% | 37% | 43% |
| ESL High Intermediate | 41% | 25% | 38% | 23% | 39% | 27% | 26% | 27% | 35% |
| ESL Advanced | 36% | 22% | 33% | 14% | 34% | 16% | 20% | 20% | 20% |
| Core Follow-up Outcome Measures | | | | | | | | | |
| HS Diploma/GED | 21% | 61% | 30% | 24% | 31% | 27% | 52% | 24% | 43% |
| Entered Postsecondary Ed / Training | 31% | 30% | 29% | 19% | 30% | 20% | 59% | 17% | 38% |
| Entered Employment | 33% | 21% | 39% | 28% | 40% | 27% | 48% | 4% | 38% |
| Retained Employment | 50% | - | 58% | 13% | 59% | 11% | 59% | 6% | 30% |
| *2011-2012 Data is preliminary | | | | | | | | | |



Figure K-4
Core Indicators of Performance for FY 13
Adult Basic Education (ABE)/English as a Second Language (ESL)

| ABE/ESL | |
|---|---|
| Core Indicator 1: Demonstrated improvement in Educational Functioning Levels (EFLs), reading, writing and speaking the English Language; numeracy, problem-solving, English acquisition and other literacy skills. | Measurement: Percentage of Students who increase their EFL based upon an NRS approved assessment. |
| Core Indicator 2: Placement in postsecondary education or training, or unsubsidized employment, or retention of employment. | Measurement: Percentage of Students who achieve the outcome based upon data match with employment records and/or postsecondary education Survey data entered into Literacy Adult and Community Education System (LACES). |
| Core Indicator 3: Receipt of a secondary school diploma or its recognized equivalent. | Measurement: Percentage of Students who achieve the outcome, based upon data match with State GED Test database. |
| Core Indicator 4 (for all learners enrolled in programs that include a focus on family literacy): Acquire the skills necessary to become active and informed parents. | Measurement: Percentage of Students with the goal who achieve the outcome, based on Survey data entered into LACES. |

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**Figure K-5
Integrated English Literacy and Civics Education (IELCE)**

| IELCE | |
|--|--|
| Core Indicator 1: Demonstrated improvement with limited English proficiency including immigrants and others in Educational Functioning Levels (EFLs) in reading, writing and speaking the English Language; numeracy, problem-solving, English acquisition and other literacy skills. | Measurement: Percentage of limited English Students including immigrants and others who increase their EFL based upon an NRS approved assessment. |
| ESL Beginning Literacy | 31% of # enrolled |
| ESL Beginning Low | 42% of # enrolled |
| ESL Beginning High | 40% of # enrolled |
| ESL Intermediate Low | 38% of # enrolled |
| ESL Intermediate High | 26% of # enrolled |
| ESL Advanced | 20% of # enrolled |
| Core Indicator 2: Enable immigrants and others with limited English language proficiency to acquire the citizenship skills necessary to become active and informed parents, workers and community members. | Measurement: Percentage of students with the goal who achieve the outcome, based upon Survey data entered into LACES. |
| Obtain citizenship | 11% of # enrolled |
| Achieve citizenship skills | 50% of # enrolled |
| Core Indicator 3: Enable immigrants and others with limited English proficiency to acquire the skills necessary to increase involvement in community activities. | Measurement: Percentage of Students with the goal who achieve the outcome, based on Survey data entered into LACES. |
| Increase Involvement in community activities | 36% of # enrolled |
| Vote or register to vote | 16% of # enrolled |

iii. Describe how such performance indicators or measures will be used to ensure the improvement of Adult Education and Family Literacy activities in the state or outlying area. (§ 224(b)(4).)

Desk audits

LACES will be monitored closely by LWD staff, throughout the reporting period to guide training and targeted technical assistance needs. LWD will utilize LACES to generate the required Annual NRS Performance Report for the USDOE. Each county program is responsible for meeting the percentage measurements in the performance indicators and for meeting enrollment goals, which are a percentage of the target population.

End of Year Narrative Report

An end of year narrative report is required in October of each year of participation. The report must contain an overview of the program year activity and the contributions of each consortium partner, including completed professional development activities.

Programs that fall below the minimum levels of performance adopted by the LWD are notified and a corrective action plan is required to be developed and submitted to the Literacy Programs



Office for review and approval. Additional resources and support may be made available through the Literacy Program Office in the LWD to assist the program in addressing their needs.

For all consortia and their respective partner agencies not obtaining 95 percent of contracted enrollment at the end of the contract period, the amount of funding and number of allowable program clients for future contracts are adjusted to reflect the actual number served in each of the components and levels contracted to serve (ABE/ASE/ESL and IELCE, Levels I, II, and III). Such reductions are normally in addition to any funding reductions to consortia based on the availability of Federal Adult Education and Family Literacy Act Funds.

Agencies not meeting the 95 percent enrollment requirement that have been reimbursed funds are required to refund to LWD the cost per client amount received for each client in each level in the appropriate component in which they were contracted for services. LWD may suspend payments to those grantees not making sufficient progress towards contractual enrollment goals and/or the local goals and objectives contained in the initiating NGO. Sufficient progress is defined as having enrolled 50 percent of the contractual level of clients by the end of the second quarter of the contract year and 75 percent of the contractual level of clients by the end of the third quarter; as reported on the NRS Tables in LACES. NOTE: For clients to populate the NRS Tables all required demographic information, assessment, and 12 or more hours of instruction must be entered into LACES database.

Grant recipients are required to submit periodic program and fiscal progress reports as a contingency of grant funding. The fiscal and reporting dates are provided to programs annually.

On-Site Program Review

General On-site Program Reviews will be conducted on a five-year cycle, so approximately 20 percent of local programs are evaluated on an annual basis. The On-Site Program Review is designed to access critically important aspects of program quality that are not available through statistical reports and self-assessments. The reviews focus on Quality of Administration and Quality of Instruction.

All consortium lead agencies are notified in advance of the review in order to provide appropriate preparation time. LWD staff will provide on-site training and technical assistance to help programs prepare for their review. A list containing the specific focus of the on-site program review will be made available to programs to aid them with their preparations.

- c. TANF, outline how the state intends to establish goals and take action to prevent and reduce the incidence of out of wedlock pregnancies, with special emphasis on teenage pregnancies. (§402(a)(1)(A)(v).)*

Prevention of out-of wedlock pregnancy is one of many focuses of the Temporary Assistance for Needy Families (TANF) Program. The federal government has recognized that out-of-wedlock pregnancy, especially for a teenager, is one predictor of future receipt of public assistance.

Although the data from 2008 indicates that the number and percent of births to teens in New Jersey continues a long decline that has lasted several decades, the number of births occurring to unmarried mothers has continued to increase since 1995. The data for 2008 indicates unmarried mothers account for 35 percent of births in New Jersey. New Jersey proposes to stop the increasing trend and maintain the number of out-of-wedlock births at or below the 2008 rate



in 2012, 2013, and 2014. Services focus on adolescents and are provided through various efforts. For details regarding programmatic action that the State is taking to prevent and reduce the incidence of out-of-wedlock pregnancies, with special emphasis on teenage pregnancies, please refer to the program descriptions below which reflect New Jersey's pregnancy prevention activities.

New Jersey Advisory Council on Adolescent Pregnancy

New Jersey has established an Advisory Council on Adolescent Pregnancy to develop a prevention and education outreach strategy for adolescents. The Council is charged with reviewing and developing policies that will prevent adolescent pregnancy and out-of-wedlock births and improve services to at-risk, pregnant, and parenting adolescents. Services recommended by this Advisory Council are funded with segregated federal TANF money.

The Adolescent Pregnancy Prevention Initiative

The Adolescent Pregnancy Prevention Initiative (APPI) seeks to reduce New Jersey's teen pregnancy rate by providing counseling, sex education, and referrals to family planning services for teens. The APPI supports adolescent pregnancy prevention efforts through a variety of programs such as the Parent Linking Program (PLP), NJ School Based Youth Services Programs (SBYSP), and the Office of School Linked Services in the Department of Children and Families (DCF). The APPI also consists of the Adolescent Pregnancy Prevention County Opportunities Initiative and a Hotline that operates through Parents Anonymous NJ (1-800-THE KIDS) for teens and their parents concerned about pregnancy. All of the programs serve both males and females. The APPI and the PLP coordinate with the already existing TANF funded School Based Youth Services Programs (SBYSP). The SBYSP provides a comprehensive set of services on a "One-Stop shopping" basis at urban, rural, and suburban high school sites, with at least one site in each of the 21 counties. The SBYSP is also established in some middle school and elementary school sites. Each site provides connections to health care (including family life education), mental health and family counseling, job and employment training, substance abuse counseling, recreation, and referral services. Programs operate before, during, and after school, and during the summer.

In conjunction with SBYSP sites, the APPI also provides sites in or near high schools. The APPIs target teens at risk of pregnancy, and include mentoring, family life education, and other support services through the services of a skilled social worker, with coordinated, collaborative partnerships in the school and community.

Although all of the APPI programs focus on prevention of first pregnancies, the PLPs focus on the prevention of subsequent pregnancies. The PLP provides child care at the school site and addresses reduction of repeat pregnancies by providing intensive case management and social services, access to health services, parenting education, and relationship education to increase the teen parents' ability to relate effectively. Outcome measurements show the PLP programs have almost a 100 percent success rate for participating parents in areas such as graduation from high school, obtaining employment, or attending college, and very few second pregnancies

A hotline, 1-800-THE-KIDS, has been established to take calls 24 hours per day on teen issues, specifically teen pregnancy prevention. Other efforts include public relations (i.e. cards, posters and Public Service Announcements (PSA) promoting the hotline, Adolescent Pregnancy Prevention Month activities at the state and local level, and the staffing of an interactive website,



www.sexetc.org, through the Rutgers University Network for Family Life Education, which has a nationally acclaimed newsletter by teens for teens, known as Sex Etc.).

The APP County Opportunities Initiative provides funds to each of the 21 counties to create programs specifically designed to reduce teen pregnancy. It provides referrals to appropriate community-based agencies and family planning organizations.

In addition to these efforts, the Department of Health and Senior Services maintains administrative oversight for the Abstinence Education Projects, which were designed to teach pre-teen and teenage populations the benefits of abstinence. An additional collaboration is the NJ Teen Prevention Education Program (PEP). Teen PEP is a collaboration of the Department of Health and Senior Services and the Princeton Center for Leadership Training and HiTOPS, Inc. (Health Interested Teens' Own Program on Sexuality). Teen PEP is based on the peer-to-peer education model developed by the Princeton Center and the nationally recognized sexual health curriculum developed by HiTOPS, Inc. The collaborating partners work with interested high schools across New Jersey to institute the Teen PEP sexual health course that is consistent with the curriculum standards developed by the Department of Education

Independent Living Skills Training/Supports

Independent Living Skills Training/Supports are provided to youth who are aging out of care provided through the Division of Child Protection and Permanency (formerly the Division of Youth and Family Services). The skills training and supports will enable these youth to become self-sufficient. The primary focus of the training program is pregnancy prevention. To support pregnancy prevention the youth are provided with skills to enhance their independence, including money management, employment directed skills, and good decision making. One-time services or goods that will help the youth become employed or go back to school are also provided. For example, the youth may be provided with services to assist in finding a place to live, transportation to secure housing or employment, or an initial basic furniture purchase. Other items that facilitate independence such as tuition reimbursement and payment for driving lessons or car insurance can also be provided. However, to receive these funds, the youth must first participate in life skills education that teaches pregnancy prevention. Federal TANF funds are used for this purpose.

New Jersey Youth Corps Adolescent Pregnancy Prevention Program

The five essential components of New Jersey Youth Corps are community service projects, personal and career counseling, employability and life skills, education development and continuing support services. Through these comprehensive services offered by New Jersey Youth Corps, pregnancy prevention services are provided to youth either who are at risk of pregnancy or who are teen parents at risk of subsequent pregnancies. To support pregnancy prevention the Youth Corps assists youth by promoting education and self-esteem, employability and self-sufficiency. New Jersey Youth Corps and Pregnancy Prevention Program is funded with segregated federal TANF money.

Kinship Wraparound Services

Kinship wraparound services' goal is to prevent teen pregnancy in children who are unable to live with their parents by providing related adults with the supports necessary to take these children into their homes. These supports make it possible for the children to live with family members instead of ending up in the foster care system. Children who are raised within a family structure are less likely to become pregnant and produce babies out of wedlock than children



who do not have any family involvement. The program provides up to \$500 annually for services and supports such as furniture, clothes, computers, opportunities to participate in sports, and non-sporting activities such as tutoring, summer camps, or other extracurricular activities which cultivate lifelong habits that will eventually reduce the young persons' risk for teen pregnancy. On July 1, 2011, this program moved under DCF through a memorandum of understanding. Services remain the same. These services are available to families at or under 250 percent of the FPL. The program is funded with federal TANF and/or state Maintenance of Effort (MOE) funds.

Early Start

Early Start is an initiative designed to reduce repeated teen pregnancies, promote child/family literacy and increase parent-child interaction in an effort to prevent child abuse and neglect in New Jersey's most at-risk families. Early Start vendors will provide a host of in-home services including counseling services that focus on teen pregnancy prevention, parenting/child development skills, client assessment and screening, enrollment in Family Care, promoting the Early Start Initiative and establishing referral packages. Early Start will prepare at-risk children between 0-3 years old for preschool through the delivery of intensive, in-home services by local community providers using a home visitation model. In addition, distribution of Healthy Baby Kits to At-risk families, Early Childhood Development tools, and in-home child care training are also funded as part of this initiative. The Early Start initiative is funded with federal TANF money.

d. SCSEP: Provisions on performance are set forth in section G.1. (g)(xxv) of these instructions.

The State's performance and proposed goals for the Senior Community Services Employment Program (SCSEP) follow:

| Figure K-6 SCSEP Performance and Goals | | |
|---|-----------------------------|---|
| GOAL | 2011 Performance | Proposed Goals PY 2012 – PY 2016 |
| Entered Employment | 36.4% | 25% |
| Employment Retention | 65.9% | 70% |
| Average Earnings | \$7,707 | \$7,000 |
| Service Level | 161.4% | 100% |
| Community Service | 84.8% | 85% |
| Most In Need | 2.50 | 2.20 |



e. CSBG:

- i. Describe how the state and all eligible entities in the state will participate in the Results Oriented Management and Accountability System, a performance measure system pursuant to section 678E(b) of the Act, or an alternative system for measuring performance and results that meets the requirements of that section, and a description of outcome measures to be used to measure eligible entity performance in promoting self-sufficiency, family stability, and community revitalization.

Through the use of the Results Oriented Management and Accountability (ROMA), the State requires submission of quarterly reports that provide for an accounting of both fiscal expenditures and programmatic outcome measures. The outcome units for each program are based on one or more of the six ROMA-defined National Goals and the 16 National Indicators for the CSBG program.

New Jersey developed 39 standardized Logic Models illustrating the six National Goals and 16 National Indicators. The State's eligible entities, who receive CSBG funds, must utilize these Logic Models. The Logic Models are required to be used in both the CAAs CSBG applications and reporting. The Logic Models not only track outcomes for all contracted services and programs but also the steps made towards those goals as benchmarks accomplished. These models have also been integrated directly into the Client Social Service Tracker (CSST), the automated information system used by New Jersey's CAA network. This allows the CAAs to document their clients' progress toward self-sufficiency and the impact of CAA services and activities by producing reports in the Logic Model format directly from their CSST database.

The following are the National Performance Indicators:

Goal 1: Low-income people become more self-sufficient.

- 1.1: Employment - The number and percentage of low-income participants in Community Action employment initiatives who get a job or become self-employed
- 1.2: Employment Supports - The number of low-income participants for whom barriers to initial or continuous employment are reduced or eliminated through assistance from Community Action
- 1.3: Economic Asset Enhancement and Utilization - The number and percentage of low-income households that achieve an increase in financial assets and/or financial skills as a result of Community Action assistance, and the aggregated amount of those assets and resources for all participants achieving the outcome

Goal 2: The conditions in which low-income people live are improved.

- 2.1: Community Improvement and Revitalization - Increase in, or safeguarding of, threatened opportunities and community resources or services for low-income people in the community as a result of Community Action projects/initiatives or advocacy with other public and private agencies
- 2.2: Community Quality of Life and Assets - The quality of life and assets in low-income neighborhoods are improved by a Community Action initiative or advocacy



2.3: Community Engagement – The number of community members working with Community Action to improve conditions in the community.

Goal 3: Low-income people own a stake in their community.

3.1: Community Enhancement through Maximum Feasible Participation - The total number of volunteer hours donated by low-income individuals to Community Action. (This is **ONLY** the number of volunteer hours from individuals who are low-income.)

3.2: Community Empowerment through Maximum Feasible Participation - The number of low-income people mobilized as a direct result of a Community Action initiative to engage in activities that support and promote their own well-being and that of their community

Goal 4: Partnerships among supporters and providers of service to low-income people are achieved.

4.1: Expanding Opportunities through Community-Wide Partnerships - The number of organizations, both public and private, that Community Action actively works with to expand resources and opportunities in order to achieve family and community outcomes.

Goal 5: Agencies increase their capacity to achieve results.

5.1: Agency Development - The number of human capital resources available to Community Action that increase agency capacity to achieve family and community outcomes.

Goal 6: Low-income people, especially vulnerable populations, achieve their potential by strengthening family and other supportive systems.

6.1: Independent Living - The number of vulnerable individuals receiving services from Community Action who maintain an independent living situation as a result of those services.

6.2: Emergency Assistance - The number of low-income individuals served by Community Action who sought emergency assistance and the number of those individuals for whom assistance was provided

6.3: Child and Family Development - The number and percentage of all infants, children, youth, parents, and other adults participating in developmental or enrichment programs who achieve program goals.

6.4: Family Supports (Seniors, Disabled and Caregivers) - Low-income people who are unable to work, especially seniors, adults with disabilities, and caregivers, for whom barriers to family stability are reduced or eliminated

6.5: Service Counts - The number of services provided to low-income individuals and/or families



- ii. Describe the standards and procedures that the state will use to monitor activities carried out in furtherance of the plan and will use to ensure long-term compliance with requirements of the programs involved, including the comprehensive planning requirements. (§91.330)*

CSBG Program representatives conduct on-site visits on a regular basis to ensure that contractual obligations are being fulfilled, programmatic goals are being achieved, and that services are being provided in a timely, efficient, and effective manner. Program representatives are responsible for identifying potential and actual problems, and aiding agencies in implementing corrective actions. If deficiencies are identified, a corrective action plan must be developed giving the agency time for remediation. Since 2008, at a minimum, one-third of all Community Action Agencies receive a full on-site review annually.

A Fiscal Report and Logic Models are filed by every agency on a quarterly basis. This report is due no later than 30 days after completion of the quarter. In order to receive reimbursement for expenses, the fiscal report must be accompanied by a signed invoice for payment. All agencies are also contractually required to submit Logic Models on their activities.

CSBG must monitor every agency a minimum of once every three years. DCA program representatives ensure that all program compliance requirements are addressed by the local agencies utilizing a standardized Field Monitoring Report. All monitoring reviews and reports are standardized and consistent. The program monitoring checks the Board of Director, including tripartite composition, by-laws and policies. They also check income eligibility of the clients served. An auditing firm, currently under contract with the State of New Jersey, provides fiscal monitoring of CSBG grantees to ensure that funds are being properly expended and in a timely manner. An entrance conference is conducted prior to the monitoring. After each monitoring visit the firm produces a completed monitoring instrument, a summary report highlighting all findings and conducts exit conference with the Executive Director or his/her designee. The fiscal monitoring reviews FSR with their general ledger and their invoices. They also check payroll sheets to confirm time has been charged correctly to the grant. DCA program representatives are responsible for providing or arranging for training and technical assistance to local agencies in areas of program planning, management, board responsibilities, duties and procedures.

DCA may suspend funding to a grantee when a monitoring, evaluation or independent audit report indicates noncompliance with an established policy, approved program, contract requirement, accounting procedure or fiscal control requirement. If problems identified are not corrected, DCA may terminate its contract with the local agency and reallocate the remaining funds to another eligible grantee. Action to reduce or terminate funding will not be taken until communication with the Governing Board fails to produce corrective action acceptable to DCA. DCA will consider the record, as well as past performance of the local agency, before reaching any determination. All reductions and terminations of funding for cause will be carried out in compliance with the provision of the 1991 New Jersey Community Action Agency Act and section 678C of the Community Services Block Grant Act.



2. Has the state developed any common performance goals applicable to multiple programs? If so, describe the goals and how they were developed.

During Program Year 2012, New Jersey will begin two major performance accountability related initiatives: (1) a Balanced Scorecard approach and (2) an investigation into the implementation of dual enrollment in WIA and Wagner-Peyser.

The Balanced Scorecard

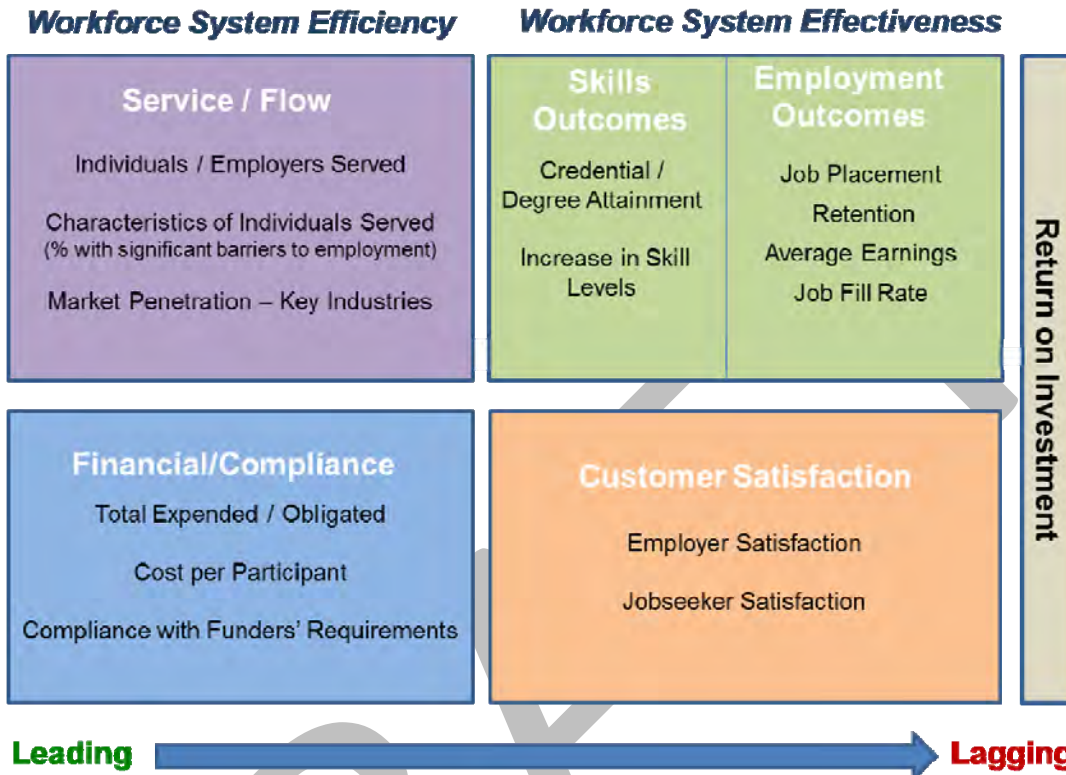
As introduced in Section A, the Balanced Scorecard is the organizing principle of enhanced performance metrics for New Jersey's talent development system. The approach goes beyond the Common Measures by including a more holistic approach in order to improve system efficiency and effectiveness. The State is committed to supporting performance accountability for partners and grantees, encouraging continuous improvement in workforce system performance, ensuring transparency of program performance and outcomes, and enabling improved analysis and evaluation of workforce programs and services. This is consistent with the Governor's Performance Initiative which has challenged all state departments to publicly release metrics on a monthly basis to support transparency and accountability across state government.

Some of the federal programs have required performance metrics, many of which are focused exclusively on employment outcomes and vary across programs. These metrics will go beyond the federally-required Common Measures, and can be applied across the 50 workforce programs. The metrics focus on both efficiency and effectiveness, and are grouped into four areas:



Figure K-7: Balanced Scorecard

Balanced Scorecard: Performance Accountability Model



The Common Measures are included in the Balanced Scorecard. The additional measures will be local measures and the SETC will work to expand WIB accountability for the new performance metrics over the next three to five years. The metrics will be reported for each separate workforce program and will be aggregated to obtain measurements for the workforce system.

The metrics will also be reported by service provider. Overall, the metrics will enable answers to the following questions:

- Are we doing the right things?
- Are we doing the things right?

Early versions of the Balanced Scorecard methodology were presented at a statewide workforce development conference. In addition, WIB directors were interviewed and surveyed for feedback.

A resolution to endorse the Balanced Scorecard will be considered by the SETC in September 2012. The SETC has tasked a committee to work with LWD on fully developing the specific



variables and measures, as well as investigating the feasibility of implementing dual enrollment in WIA and Wagner-Peyser.

Universal Enrollment

In order to more fully capture the range and impact of workforce programs, LWD and the SETC will investigate the feasibility of implementing dual enrollment in WIA and Wagner-Peyser for all clients. LWD staff has already engaged in initial discussions with two dual enrollment states (Texas and New York) at the recommendation of the ETA regional office.

A schedule is outlined below for investigation and potential implementation of these two initiatives. The findings from the first program year will determine the approach implemented in future program years:

Implement Balanced Scorecard Metrics

- Finalize the operational definitions of the Balanced Scorecard Metrics identified by the SETC's Performance Committee in Year 1 of this Plan.
- Begin developing Balanced Scorecard Metrics for all workforce programs.
- Pilot full implementation of new system-wide measures in Year 2.

Investigate Universal Registration for Wagner-Peyser and WIA Participants

- SETC Performance Committee to work with LWD to explore the implications of having unified performance metrics for the two primary One-Stop Career Center programs
- SETC to make a final recommendation of future approach in Year 1 of this Plan.



L. Data Collection

Valid data and timely communicated results are essential to Core Value 4, *Increasing System Accountability*.

1. *What processes does the state have in place to collect and validate data to track performance and hold providers/operators/sub-grantees accountable?*

The Analysis and Evaluation unit within the Department of Labor and Workforce Development (LWD) Office of Labor Planning and Analysis conducts annual ETA-mandated data validations of the Unemployment Insurance, Workforce Investment Act, Trade Adjustment Assistance, and labor exchange programs. The purpose of these validations is to ensure the accuracy and reliability of reportable data and ensure data quality standards are being met. The validation processes operate within the general framework and schedules established by ETA. The general structure of a typical validation includes: report verification; sample selection and document review for the quality portion (the document review process involves field visits to review procedures and required documentation); data processing and review; transmitting validation information to ETA; and, communicating the validation findings to the program areas. These validation efforts are designed to strengthen the workforce system by ensuring that accurate and reliable information on program activities and outcomes are produced and reported.

LWD grantees are held accountable by the terms of their contracts, which include required performance outcomes, which are monitored through LWD monthly reports. Utilizing a grant standardization process and the dashboard method for continuous performance accountability, LWD has improved its grant management standards. In the next five years, the grant and program management group will provide more training and technical assistance to grantees regarding program outcomes and accountability.

LWD uses its workforce longitudinal data system (WLDS) for additional outcome reporting. Training providers on the Eligible Training Provider List have their participant outcomes (employment rate, retention rate, average earnings) calculated, and posted on the New Jersey Consumer Report Card website, NJTopps.org. Quarterly provider reports are also disseminated to One-Stop Career Center staff to assist them in helping customers select appropriate training providers. In addition, separate reports are generated for each of New Jersey's 17 WIBs that detail the employment outcomes that their customers realized after completing the training programs to which their WIB referred them. These localized results assist the WIBs in setting performance benchmarks that training providers must meet in order to receive customers with Individual Training Account (ITA) vouchers, and they allow One-Stop staff to gauge the performance of the training providers in their area so they can better assist their customers in making career and training decisions.

In answering the above question, if the Unified Plan includes:

- a. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs, describe the state's common data system and reporting processes in place to track progress. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records, and how the statewide system will have access to the information needed to continuously improve. (§112(b)(8)(B).)*



America's One-Stop Operating System

America's One-Stop Operating System (AOSOS) is at the core of New Jersey's common data system used to support its workforce development system business needs for all programs exclusive of DVRS (discussed separately, below). Developed under a federal, multi-state and local areas partnership, AOSOS has the flexibility to meet the operational, tracking and reporting challenges of the Workforce Investment Act of 1998's vision for the consolidation and coordination of multiple employment and training programs' services.

The mission-critical AOSOS supports a number of federal and state workforce development programs including: Workforce Investment Act (WIA) Title I; Wagner-Peyser Public Labor Exchange; Veterans Labor Exchange Programs (LVER and DVOP); Trade Adjustment Act (TAA); NJ's Workforce Development Partnership Program (WDP); and, WorkFirst New Jersey (TANF, Food Stamps, and General Assistance). AOSOS includes data-sharing interfaces with Unemployment Insurance, Department of Human Services systems and an interactive voice response system (IVR) that allows staff to generate automated telephone calls to One-Stop customers for a variety of business purposes.

In 2011, New Jersey launched *Jobs4Jersey.com* and OnRamp, a new web-based "front door" to AOSOS that allows jobseekers and employers to find each other using a set of state-of-the-art job and talent matching tools. The online OnRamp tools assist jobseekers in creating resumes and performing effective job searches by matching their skills to employer job listings. Employers use the same skills-based matching tools to match their job listings against a database of jobseeker resumes.

Division of Vocational Rehabilitation Services (DVRS)

The Division of Vocational Rehabilitation Services maintains the Web-Based On-line Rehabilitation Case-management System (WORCS). Federal reports are generated directly from the data collected by counselors. The system records when a participant is "job ready"; the Job Ready data page collects more than 50 data elements about the participant's employment history and job interests. The system was designed to produce a series of structured, ad hoc reports to answer both statistical and demographic questions.

WORCS provides all required reporting elements from the U.S. Department of Education, Rehabilitation Services Administration (RSA). These reports include:

- Quarterly VR 113 – Cumulative Caseload Report
- Annual VR 911 – Case Service Report
- Annual VR – 2 – VR Program/Cost Report
- Annual VR 636 – Supported Employment Caseload Report

Direct access to quarterly wage records is scheduled during the second phase of system acquisition, when an upgrade will facilitate direct data sharing. This is expected to be fully implemented during Program Year 2013.

In order to encourage continuous monitoring and improvement, all the way through to the front line staff, every counselor has access to their caseload; managers have access to their local office information, and field chiefs / upper management can look at the state as a whole. As



with other programs in LWD, a dashboard approach is used to track the employment outcomes monthly, at minimum.

In addition, there are standard monthly dashboard reviews for the approximately 50 grants, programs and projects in the Workforce Development unit within LWD. This ensures accountability for outcomes, compliance, and fund spending. It also serves as an early-warning management tools in order to make mid-stream corrections. This is especially advantageous because it encourages data review that is more frequent than the standard quarterly reporting of the common measures.

- b. SNAP Employment & Training, describe how employment and training data will be compiled and where responsibility for employment and training reporting is organizationally located at the state level. Include the department, agency, and telephone number for the person(s) responsible for both financial and non-financial employment & training (E&T) reporting.*

Responsibility for New Jersey Supplemental Nutrition Assistance Program (SNAP) Employment & Training (E&T) reporting at the state level will be shared between the Department of Human Services (DHS)/Division of Family Development (DFD) and LWD. Program reporting and monitoring responsibilities of NJ SNAP E&T will be prepared by LWD, and reports will be submitted to the federal agency in conjunction with DHS/DFD, which is currently recognized by the U.S. Department of Agriculture (USDA) as the officially responsible state agency for NJ SNAP E&T.

- a. Responsibility for Non-Financial NJ SNAP E&T Reporting: Preparation of all non-financial NJ SNAP E&T reporting will be the responsibility of the State Coordinator for NJ SNAP, NJ SNAP E&T, LWD, Division of One-Stop Programs and Services. Finalized reports will be forwarded to USDA Food & Nutrition Service (FNS) through the Division Director and the DHS/DFD Director's Office.
- b. Responsibility for Financial NJ SNAP E&T Reporting: Financial NJ SNAP E&T reporting will be the responsibility of the Bureau of Business Services in the DHS/DFD, in conjunction with LWD. A monthly accounting of administrative expenditures for the NJ SNAP E&T will be prepared by LWD, Office of the Controller, and submitted to DHS/DFD for federal reporting purposes. Any changes in the responsibilities outlined in this Section will be submitted for federal approval to USDA/FNS prior to implementation.



NEW JERSEY NJ SNAP EMPLOYMENT AND TRAINING PROGRAM
ORGANIZATION OVERVIEW

DEPARTMENT OF HUMAN SERVICES

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DIVISION OF FAMILY DEVELOPMENT

Jeanette Page-Hawkins, Director

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Marybeth Schaedel, Assistant Director, NJ SNAP/ EBT

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NJ SNAP Field Representatives

DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT

Harold J. Wirths, Commissioner

WORKFORCE DEVELOPMENT

Mary Ellen Clark, Assistant Commissioner

DIVISION OF WORKFORCE FIELD OPERATIONS

Catherine Starghill, Director

Joseph Dombrowski, Assistant Director, Employment Services

(609) 777-1042

Debra Darbee, Chief, Employment & Training Programs

(609) 984-4383

WFNJ Field Representatives

One-Stop Programs and Services

Local One-Stop Career Center Offices



2. What common data elements and reporting systems are in place to promote integration of Unified Plan activities?

The Balanced Scorecard model (discussed in detail in Section K) will promote integration of activities by providing system-wide metrics across comparable measures. The full implementation of these metrics will include:

- Inventory all records systems and data processes, including designating the systems of record
- Create common operational definitions
- Develop dashboard review process
- Institutionalize standardized training for staff

Common data elements and reporting systems are in place at both the local and state level in order to promote integration and facilitate monitoring.

LWD provides local areas with the following reports to monitor their progress:

- Quarterly reports documenting common measures performance outcomes against goals for each WIB area (similar to the ETA 9090 report used by LWD for federal reporting)
- Quarterly or monthly reports (depending on the specific measure) documenting performance outcomes for enhanced Balanced Scorecard measures for each WIB area. These will be provided as the SETC and LWD implement the Balanced Scorecard model, and as data becomes available.
- Quarterly basic rosters of WIA participants

During Program Year 2012, LWD will investigate supplementing these reports with additional end-user tools, especially for the local areas.

The Workforce Development unit within LWD uses a dashboard system to monitor all projects programs and grants, including those workforce programs covered by the Unified Plan. The dashboard is used to maintain focus on measurable outcomes, track progress against those outcomes and serve as an early warning system to keep the grant, program or project on track. Dashboards are reviewed monthly.

As discussed in Section K, New Jersey recently was awarded a grant under the Workforce Data Quality Initiative (WDQI) to expand LWD's current partial workforce longitudinal data system into a complete system encompassing data from education (P-12), the workforce system and postsecondary education. This system will further encourage the integration of activities by providing more robust outcome measures and improved evaluations.

New Jersey Department of Education

The New Jersey Department of Education currently utilizes the National Student Clearinghouse to get postsecondary/college data that is then matched to data contained in the New Jersey's Longitudinal Database, NJSMART. This data informs NJDOE on student outcomes for those individuals that choose to continue their education at a postsecondary institution. In regards to



placement data for postsecondary CTE students, UI records are matched to students completing postsecondary CTE programs on an annual basis.

Additionally, New Jersey is a member of the Wage Record Interchange System 2 (WRIS2), which allows for the evaluation of long-term employment and earnings outcomes of CTE participants at both the secondary and postsecondary level. WRIS2 also allows for the evaluation of CTE programs in providing the knowledge and skills needed to obtain employment and achieve a family sustaining wage in the workforce.

In the future, New Jersey will be able to track students from preschool through employment. In June, 2012 the State of New Jersey received \$5 million in federal funding to expand the current data system NJSMART to track students from preschool through higher education institutions and into the workforce. This successful Statewide Longitudinal Data System (SLDS) Grant funds both Education and Higher Education.

The project leverages the cooperation of several state agencies and better integration of collected data to create a P-20W data resource. This data resource will be used to identify key variables that impact a student's ability to succeed in college and complete a college degree; an integral part of being prepared for the emerging job market. New Jersey Higher Education (NJHE) has a statutory obligation to collect, analyze and evaluate data on New Jersey institutions of higher education. NJHE collects data from 31 state colleges and universities and 9 independent institutions into the Student Unit Record Enrollment (SURE) system to track student demographics and academic progress.

In order to create and sustain a more robust state longitudinal data system, NJHE will expand its data collection and integrate with the data collection systems of the New Jersey Department of Education and LWD. Creating this unified data warehouse and linking data at a student/individual level will help the agencies more easily and efficiently share data, create aggregate level dashboards and consumer reports, and fulfill federal reporting requirements for each of the agencies. These reports will help inform the agencies of emerging community needs and influence the implementation of public policy. Funding will be used to expand the State's current data system from K-12 into one that tracks students from pre-k through workforce entry. This expansion will provide valuable information to better help measure the effectiveness of programs and to drive improvement efforts.



M. Corrective Action

Describe the corrective actions the state will take for each program, as applicable, if performance does not meet expectations.

Currently, performance expectations are based on the Common Measures. New Jersey will use the Balanced Scorecard model, which includes Common Measures, to evaluate performance going forward. In the performance review process, the SETC and local WIBs will use dashboards to monitor performance and make strategic mid-course corrections for the system.

In 2011, New Jersey adopted new rules, N.J.A.C. 12:42-3, Local Workforce Investment Areas and Local Workforce Investment Boards: Performance, Technical Assistance, Corrective Actions and Penalties, with the purpose to ensure accountability of local areas in meeting the needs of employers and job seekers, to ensure that local areas meet local performance measures, and to ensure adequate return from local areas on federal and state investments. These rules, also known as the SETC's Performance Accountability Policy, provide the following system of corrective actions if performance falls short of expectations:

Corrective Actions: Where cause exists under N.J.A.C. 12:42-3.5 or 3.6, LWD may require the local area and/or the local board to engage in any or all of the following corrective actions:

1. Participation in technical and quality assurance activities;
2. Participation in training;
3. On-site visits by LWD to monitor and assist with daily operations of the local area and/or the local board;
4. Cooperation with LWD in their development of a corrective action plan for the local area;
5. Timely implementation of a corrective action plan;
6. Submission to LWD of additional and/or more detailed financial and/or performance reports;
7. Department-directed meetings between LWD officials, the local board chair, local board members, the local board's Executive Director and/or the local area's elected officials;
8. Formal Department presentation to the local area's elected officials and/or local board members; or
9. Any other corrective action deemed appropriate by LWD.

Penalties: Where cause exists under N.J.A.C. 12:42-3.5 or 3.6, LWD may impose any or all of the following penalties on the local area and/or the local board:

1. Require payment by reimbursement only, with required supporting documentation;
2. Delay, suspend or deny contract payments;
3. Reduce or deobligate local area funds;
4. Find local area ineligible for additional discretionary funds;
5. Terminate a contract between the LWD and the local area and/or the local board;



6. Restructure the local board, including decertification of the current local board and appointment and certification of a new local board;
7. Merge the local area into one or more other local areas;
8. Prohibit the use of particular service providers or One-Stop partners that have been identified as achieving poor levels of performance; or
9. Any other penalty deemed appropriate by LWD.

In answering the above question, if the Unified Plan includes:

1. *Vocational Rehabilitation, include the results of an evaluation of the effectiveness of the vocational rehabilitation program, and a report jointly developed with the State Rehabilitation Council (if the state has such a council) on the progress made in improving effectiveness from the previous year including:
 - a. *An evaluation of the extent to which program goals were achieved and a description of the strategies that contributed to achieving the goals.**

The New Jersey State Rehabilitation Council (SRC) provides oversight and advises the Division of Vocational Rehabilitation Services (DVRS) within LWD. LWD is the State's Designated State Agency (DSA) under Title IV of the Workforce Investment Act. The SRC is a partnership of people with disabilities, advocates, and other interested persons who are committed to ensuring through policy development, implementation, and advocacy that New Jersey has a rehabilitation program that is not only comprehensive and consumer-responsive but also effective, efficient, and significantly funded. The SRC is dedicated to ensuring that people with disabilities receive rehabilitation services that result in gainful employment. Representing the myriad of diversity that is New Jersey, council members believe that individuals with disabilities are the "untapped resource" to the business community and assert that disability is a natural part of the human experience that in no way diminishes a person's right to fully participate in all aspects of American life. Members of the SRC in New Jersey believe in a public system of vocational rehabilitation that is responsible and accountable to those it serves and to those who fund it; they believe that competitive jobs generate tax revenue and enable all individuals, including individuals with disabilities, to spend discretionary income which contributes to the State's economy.

The SRC and DVRS jointly develop and review elements of the DVRS State Plan. An assessment of the effectiveness of the vocational rehabilitation delivery system has resulted in the following recommendations based on information gathered from public forums, consumer satisfaction survey, comprehensive needs assessment, staff, and meetings with critical stakeholders.

SRC Recommendation:

In order to provide, expand and improve services to individuals with disabilities, the SRC recommends that DVRS increase its efforts to hire and retain qualified staff.

Agency Response:

DVRS accepted the recommendation and worked with the SRC to implement the strategies described in *Attachment 4.10 for the Comprehensive System of Personnel Development*. DVRS initiated a team of floating counselors to work in offices



experiencing staff vacancies to alleviate the caseload backlog and improve customer service.

In March 2011, the DSA approved the promotion of five managers and nine supervisors. In March 2011, the DSA approved the promotion of 22 counselors. In April 2011, the DSA approved the hiring of 25 new counselors. DVRS was successful in hiring new staff by October 2011. DVRS will continue to work with the DSA executive management to fill vacancies stemming from retirements and/or terminations of staff.

SRC Recommendation:

The SRC acknowledges its duty to examine the success of the DVRS program through public hearings. The SRC recognizes the importance of keeping open lines of communication with DVRS and consumers of vocational rehabilitation services. The SRC recommends that DVRS work cooperatively to develop, administer and arrange opportunities for consumer input.

Agency Response:

DVRS accepted the recommendation and achieved that goal through ongoing public meetings that are scheduled every spring throughout New Jersey in accessible locations throughout the State.

SRC Recommendation:

The SRC recognizes that people with disabilities need full access to the One-Stop systems. The SRC recommends that DVRS continue in its leadership in providing training, coordination, support, and access to the One-Stop systems throughout New Jersey.

Agency Response:

DVRS accepted the recommendation and met this goal by continuing to work with the SRC to develop strategies that increased the numbers of One-Stop Career Center customers who self-identify and were subsequently referred to DVRS for assistance. In August 2010 the DSA officially rolled DVRS into its Workforce Development services. DVRS has been an instrumental partner in identifying strategies to enhance the workforce flow of services that will support individuals with disabilities who access the One-Stop systems in New Jersey. Currently group orientations given by DVRS and One-Stop Career Center staff are being given in specific local offices to enhance opportunity for individuals in need of vocational rehabilitation information. The DVRS counselors in one office were given enhanced training on the workforce AOSOS database system as a pilot initiative to ensure the accurate recording of customer flow.

SRC Recommendation:

The SRC is mindful that there is a need to enhance services to customers who are the most significantly compromised by psychiatric illness. The SRC recommends that DVRS continue to develop and enhance services to this segment of the State's population.

Agency Response:

DVRS accepted the recommendation and met this goal by continuing to work with the SRC to develop strategies that increased integrated employment opportunities for VR customers disabled by psychiatric illness. DVRS has enjoyed a collaborative relationship with the Division of Mental Health and Addiction Services for many years which results in quality employment outcomes for DVRS customers with significant psychiatric illness.



DVRS will work to ensure that RSA monitoring findings regarding this contractual relationship with DMHAS are resolved.

SRC Recommendation:

The SRC recommends that DVRS continue the many activities to enhance the transition of students with disabilities from school to post-school activities including employment.

Agency Response:

DVRS accepted the recommendation and met this goal through continued work with the SRC and other critical stakeholders, including local school districts, the state education agency, the Division of Developmental Disabilities, the Division of Disability Services, and New Jersey's Centers for Independent Living to develop strategies that identified DVRS as a critical partner in providing services to students with disabilities in transition with particular emphasis on strategies that result in gainful, integrated community employment.

b. To the extent the goals were not achieved, a description of the factors that impeded that achievement.

SRC Recommendation:

The SRC recognizes that job seekers with disabilities sometimes require innovative approaches to enhance their chance to garner gainful integrated employment. The SRC recommends that DVRS pursue strategies such as using paid internships and/or on-the-job training (OJT) opportunities for qualified DVRS job seekers as appropriate.

Agency Response:

DVRS accepted the recommendation and worked with the SRC to develop policies that promote the use of paid internship experiences and OJT opportunities. This goal was not achieved during Program Year 2011, in part due to restructuring of the DVRS program to align with the workforce system. It is the intent of DVRS to continue with this goal in Program Year 2012 and to establish internship programs that align with industry sector strategies by using the Talent Networks.

c. An assessment of the performance of the state on the standards and indicators established pursuant to section 106 of the Act. (§101(a)(15)(E)(i).)

The Rehabilitation Services Administration (RSA) requires reporting on seven key indicators for its Federal Program Evaluation of DVRS performance on an annual basis.

Evaluation Standard 1: Employment Outcomes

Indicator 1.1: Difference in the Number of Individuals with Employment Outcomes

- Number of Employment Outcomes for FY 2010: 3,926
- Number of Employment Outcomes for FY 2011: 3,935
- Increased by 9 Employment Outcomes

Outcome: Number of employment outcomes for FY 10 was 3,926 and in FY 11 3,935. DVRS passed this indicator for 2011.



Indicator 1.2: Percentage of Individuals Receiving Services Who Had Employment Outcomes (required performance level is 55.8%)

- Number with Employment Outcomes: 3,935
- Number Who Received Services: 7,310

Outcome: DVRS did not meet this standard at 53.9%

Explanation for not meeting RSA standard: DVRS was able to expand its counseling staff in 2011. In doing so it was necessary to cull all the caseloads that were unassigned and actively close cases, including individuals who had received services from DVRS.

Plan for Improvement: DVRS will assign a counselor to look at closed cases where services were provided to make sure that they were closed properly.

Indicator 1.3: Percentage of Individuals with Employment Outcomes Who Were Competitively Employed with Earnings Equivalent to At Least the Minimum Wage of \$7.15 (required performance level is 72.6%)

- Number with Employment Outcomes: 3,935
- Number of Competitive Employment Outcomes: 3,935

Outcome: DVRS reports a 100% competitive employment rate and exceeded this standard.

Indicator 1.4: Percentage of Individuals with Competitive Employment Outcomes Who Had Significant Disabilities (required performance is 62.4%)

- Number with Competitive Employment Outcomes: 3,935
- Number of Competitive Employment Outcomes for Individuals with Significant Disabilities: 3,814

Outcome: DVRS served 96.93% and exceeded this standard.

Indicator 1.5: Ratio of Average VR Hourly Wage to Average State Hourly Wage (required performance is 0.52)

- Average Hourly Wage for Individuals with Competitive Employment Outcomes: \$12.09
- Average Hourly Wage for State: \$25.92

Outcome: DVRS did not pass standard at 0.47 (based on a 40 hour work week)

Explanation for not meeting RSA standard: DVRS joins many of its counterparts in the Northeast section of the Nation in failing this measure based upon the high income of the State's residents. New Jersey's proximity to New York City, the financial capital of the world and its position in the middle of the Northeast corridor between Boston and Washington make it a prime residential choice for many high earners. NJ has reported to be among the top five highest per capital income states in the Nation, which raises the bar in a significant way when the program is measured against the other states.



Plan for Improvement: The average weekly earnings of individuals achieving a successful outcome was \$378 per week. While those earnings are significantly over the national minimum wage the agency has directed the counseling staff to strive for employment opportunities that have longevity and a career ladder. DVRS joined forces with the NJ Civil Service to introduce individuals with disabilities to the prospects of careers in the public sector. It is felt that this has been an opportunity that has been overlooked as a viable career choice and the agency is working with the State's hiring authorities and affirmative action officers to encourage greater participation in this area. The agency is also encouraging employment by the federal government and has stepped up their training on the various hiring initiatives for people with disabilities such as the *Schedule A* hiring program and the recent Social Security opportunities.

Indicator 1.6: Difference in Percentage of Individuals Achieving Competitive Employment Who Report Own Income as Primary Source of Support at Closure and Application (required performance is 53.0%)

- Competitive employment Outcomes: 3,935
- Primary Support as Own Income at Application – 743
- % Self-Support at application: 18.88%
- Primary Support as Own Income at Closure: 3,623

Outcome: DVRS exceeded standard at 71.19%

Evaluation Standard 2: Equal Access to Services

Indicator 2.1: Ratio of Minority to Non-Minority Service Rate (required performance is .80)

- Non-Minorities Exiting the DVRS Program: 6,452
- Non-Minorities Who Received Services: 3,878
- Non-Minority Service rate: 60.11%
- Minorities Exiting the DVRS Program: 6,249
- Minorities Who Received Services: 3,515
- Minority Service Rate: 56.25%

Outcome: DVRS exceeded standard at .94

2. Unemployment Insurance.

In response to USDOL's 2011 assessment of New Jersey's performance related to the Unemployment Insurance (UI) service delivery program, New Jersey submitted and received approval for its 2011/2012 State Quality Service Plan (SQSP) to address deficiencies in timeliness and quality. The actions taken by UI operations to correct the deficiencies have shown positive improvement. The May 2012 Performance Report shows that, for the month, nearly all of the UI performance measurement categories affecting the filing and adjudication of claims were either met or surpassed. Over the past several years the struggling economy more than doubled the claim workload. The addition of part-time inexperienced staff to replace staff that left due to retirement, further impacted the quality of determinations as the newer staff learned the complexities of the UI program. UI is refining its action plan to further address deficiencies and improve performance which will be detailed in its 2012-2013 SQSP.



- a. Explain the reason(s) for the measurement areas in which the state's performance is deficient.*

First payment and monetary/non-monetary determination timeliness, quality of determinations and Benefit Accuracy Measurement deficiencies were identified. These deficiencies may be attributed to an increased workload to staff ratio, due to economic conditions coupled with the need for capacity skills building for new hires and front-line staff.

- b. Include a description of the actions/activities which will be undertaken to improve performance.*

Numerous activities have been and continue to be undertaken to improve performance. Supervisory staff was required to monitor schedules and discuss failed cases with appropriate examiners. Training was initiated for nonmonetary supervisors who have direct day-to-day oversight of adjudicators. Supervisors were expected to transfer knowledge to their examiners and routinely evaluate their work for effective integration of new knowledge and consistency of performance. An additional 24 part-time clerical staff were hired to address timeliness of claims processing. Twenty-five additional professional part-time employees were hired to work in the adjudication offices. Overtime was provided at the end of each day and on Saturdays. Work was sorted to capture like reasons for separations in order to increase the number of cases worked on each day. Lastly, a number of IT initiatives were developed which increased the web filing of claims and certifications which, in turn, permitted many more claims to be processed without any agent intervention.

- c. If a Corrective Action Plan was in place the previous fiscal year, provide an explanation of why the actions contained in that plan were not successful in improving performance, and an explanation of why the actions now specified will be more successful.*

Corrective Action Plans were initiated and have shown steady and continual progress in closing the performance gaps. The May 2012 Performance Measurement Report showed that of the eight specific UI performance measurements all but one measurement was attained. Non-separations within 21 days (80%) fell just short with a rating of 79.3%.

- d. Describe plans for monitoring and assessing accomplishments of planned actions and for controlling quality after achieving performance goals.*

The New Jersey Unemployment Insurance program was awarded a Supplemental Budget Request of \$500,000. A portion of these funds will be used for an "Adjudication Training Plan." The purpose of the project is to develop web-based adjudication tools and training for adjudicators in order to better utilize time and staff resources to improve adjudication quality scores and timeliness. Highlights of the initiative are to: improve examiner's ability to obtain relevant information in accordance with federal standards; improve adjudication quality through proper fact-finding; improve appeals timeliness; reduce invalid determinations.



N. Waiver and Work-Flex Requests

Will the state be requesting waivers as a part of this Unified Plan?

New Jersey is requesting waivers as part of the Unified Workforce Investment Plan.

In answering this question, the following waiver provisions apply if the Unified Plan includes:

1. WIA Title I and Wagner-Peyser Act: States wanting to request waivers as part of their Unified Plan submission must attach a waiver plan, as required by 20 CFR 661.420(c), that includes the following information for each waiver requested:

- Statutory and/or regulatory requirements for which a waiver is requested.*
- A description of the actions the state or local area has undertaken to remove state or local statutory or regulatory barriers*
- A description of the goals of the waiver, how those goals relate to Unified Plan goals, and expected programmatic outcomes if the waiver is granted.*
- A description of individuals impacted by the waiver.*
- A description of the processes used to monitor implementation, provide notice to any local workforce investment board affected by the waiver, provide affected local workforce investment boards an opportunity to comment on the waiver request, and ensure meaningful public comment, including comment from business and labor.*

Figure N-1 details the waiver requests associated with this Plan.

In addition, all constituents, especially the impacted local workforce investment areas will have ample opportunity to provide input and feedback on the proposed waivers through the public comment period. Once finalized, local areas will be issued a copy of the approved waivers and expected to demonstrate the use of specific waivers through file documentation. Compliance with this established process is confirmed through regularly scheduled monitoring of WIA programs by LWD's Monitoring and Compliance Division.

2. Vocational Rehabilitation: If a state requests a waiver of the statewide requirement identified in assurance number 13 for the vocational rehabilitation program in Section III of this Unified Planning guidance, the request must be made in accordance with the provisions of 34 CFR 361.26(b).

DVRS is not requesting a waiver of the statewide requirement.



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|----------------------------------|-----------------|---|
| 1 | Local WIB input into ETPL | New | <p>New Jersey requests a new waiver of WIA Sec 663.500, 663.510 (d) requiring local board recruitment and application of new training providers to the statewide ETPL. The waiver will support the full utilization of the statewide online ETPL registration and eligibility determination system (NJTOPS) and reduce the staffing burden on the local areas to manage locally what can be completed statewide. This will allow Local boards that identify new potential training providers to utilize an established system and not necessitate the expenditure of local resources to duplicate an established process.</p> <p>Local Boards will continue to be utilized as local area experts in the establishment and refinement of the ETPL and related processes. Through participation in both targeted focus groups and ongoing ETPL task forces, local areas will have the opportunity to provide input into the statewide policies and protocols.</p> <p>The State will monitor progress and ensure accountability for federal funds on connection with these waivers by reviewing quarterly expenditure, performance and other reports through regular contact with the ETA Regional Office liaisons and through its monitoring and performance accountability system.</p> <p>This waiver request is posted on the New Jersey State Employment and Training Commission website at www.njsetc.net, as part of the NJ State Unified Workforce Investment Plan.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|----------------------------------|------------------|---|
| 2 | Customized Training Match | Extension | <p>New Jersey requests an extension of the waiver requiring a 50% employer match for Customized Training as identified in WIA 101 (8) (C). The waiver will continue to provide the flexibility to use federal funds when state funds are not a viable option to provide customized training for up to 10 individuals at the onset of a workforce relationship.</p> <p>Granting the waiver extension will enable local boards to more effectively market WIA- funded customized training to the private sector in the identified key industries, expanding job creation incentives and business engagement opportunities. The amount of an individual employer's match will be determined at the discretion of the One-Stop Operator, based on the size and need of the employer to a maximum of 10 individuals in a demand-growth occupation.</p> <p>Under the waiver the following sliding scale is permitted:</p> <ol style="list-style-type: none"> 1) no less than 10 percent match for employers with 50 or fewer employees 2) no less than 25 percent match for employers with 51-250 employees. <p>For employers with more than 250 employees, the current statutory requirements (50 percent contribution) continue to apply.</p> <p>When determining the funding source for customized training, the state must use the appropriate funds for the WIA- eligible population. The State may provide customized training to low-income adults with WIA Adult funds, and may provide customized training to dislocated workers with WIA Dislocated Worker funds.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|----------------------------------|------------------|---|
| 3 | Adult-DW Funds Transfer | Extension | <p>New Jersey requests the continuation of the waiver of the statutory and regulatory requirements at WIA Section 133 (b) (4) /WIA Regulations 667.140. which stipulate that a local board may transfer, if such transfer is approved by the governor, not more than 20 percent of the funds allocated to Adult and Dislocated Worker employment and training.</p> <p>The results of this waiver will be increased flexibility in allocating and expending WIA Adult and Dislocated Worker funds for local areas. Increasing the transfer authority will allow local areas to respond to changes in the local labor market as well as the changing needs of the business community. The programmatic impact will be the flexibility to channel resources to the population with the greatest need at that time, thereby providing efficient and timely usage of available WIA funds Also, this waiver is consistent with one of the improvements that the Administration has been seeking in the reauthorization of WIA – the consolidation of the WIA Adult and Dislocated Worker funding streams, clearly allowing local areas the necessary flexibility to handle their funding needs more efficiently and more in keeping with each area’s specific needs.</p> <p>New Jersey under WIA had received prior waiver approvals for transfer of up to 50 percent of their funds. New Jersey was approved a waiver that the Governor be given authority to approve a request from the local board to transfer up to 50 percent of a program year allocation for adult employment and training activities and up to 50 percent of a program year allocation for dislocated worker employment and training program activities between the two programs for WIA funding.</p> |
| 4 | Incumbent Worker Training | Extension | <p>New Jersey requests continuing a waiver at WIA section 133 (b) of the restrictions on the use of local area WIA funds for Incumbent Worker Training at the local area level. The waiver would allow local Workforce Investment Boards to spend up to 10 percent of funds allocated to a local area under section 133 (b) to carry out incumbent worker training programs targeting employed workers earning below self-sufficiency.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|------------|-----------------|--|
| 5 | Youth ITAs | Extension | <p>New Jersey requests the continuation of a waiver from 20 CFR 664.510 to allow older youth, when appropriate, to select approved ITA programs from the New Jersey's Eligible Training Provider List while retaining their youth classification. The goals of this waiver are as follows:</p> <ol style="list-style-type: none"> 1) To provide an additional training option that allows for increased customer choice. With the availability of ITAs for older youth more of these customers can achieve educational and occupational goals without the additional barrier of having to meet adult or dislocated worker eligibility requirements; 2) To remove the need for co-enrollment of older youth accessing ITAs as adult or dislocated workers, eliminating duplicative documentation and requirements; and 3) To foster improvement in the expenditures for out-of-school youth towards meeting the federal mandate to expend 30 percent of youth funds for this population. <p>It is expected that the utilization of ITAs for older youth will have a positive impact on the local area's ability to meet or exceed performance goals of this population. New Jersey also requests that in areas where the traditional competitive procurement process for identifying eligible providers has been exhausted an additional process be instituted that allows local areas to directly negotiate with appropriate public entities, such as community colleges, to design effective programs that will meet the local needs of provision of youth services.</p> <p>In the event that procurement does not produce the services deemed essential for demand-growth occupations, the ability for local boards to negotiate directly with public entities in this process will promote increased flexibility at the local level and support the demand-driven programs for youth. The process to be adopted is to be consistent with N.J. Local Public Contracts Law at N.J.S.A. 40A:11-5 which states the process by which exceptions can be made to the requirement for competition.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|-----------|-----------------|---|
| 6 | OJT Match | Extension | <p>New Jersey requests the continuation of the waiver for the OJT Match. By removing the requirement of a 50 percent employer contribution towards the cost of training to businesses with 100 or less employees, LWD and local WIBs will be able to more effectively market WIA-funded OJT training to the private sector in support of building relations with employers in high demand, high growth industries. Allowing businesses to apply the sliding scale to determine the contribution amount will increase participation in OJT programs at the local level.</p> <p>Employers will benefit by having a labor pool with the marketable skills they require. The specific goals to be achieved by the waiver are to: 1) Improve the ability of LWD to respond to changes in employer and industry needs; 2) Increase control for program delivery; 3) Increase employer/Board collaboration to address industry needs and worker training; 4) Increase accountability for service providers; and 5) Provide greater flexibility in designing and implementing WIA programs.</p> <p>Under the waiver the following reimbursement amounts will be permitted: 1) up to 90 percent for employers with 50 or fewer employees; 2) up to 75 percent for employers with 51-250 employees. For employers with more than 250 employees, the current statutory requirements (50 percent reimbursement) will continue to apply. When determining the funding source for on-the-job training, the State must use the appropriate program funds for the appropriate WIA-eligible population.</p> <p>The State may provide on-the-job training to low-income adults with WIA Adult funds, and may provide on-the-job training to dislocated workers with WIA Dislocated Worker funds. On-the-job training provided with statewide funds must serve WIA eligible individuals.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|------------------------|------------------|--|
| 7 | Common Measures | Extension | <p>New Jersey requests the continuation of a waiver at WIA Section 136 (b) and 29 CFR 666.100 plus 667.300 that would allow the exclusive use of the Common Performance Measures for performance accountability and reporting for the WIA Adult, Dislocated Worker, Youth, Wagner- Peyser, Veterans, and Trade Act programs. The waiver would streamline the performance reporting system, encourage system integration, and enable local areas to better focus on delivery of customer services rather than costly administrative duties. The waiver will permit local workforce areas to focus additional resources on training opportunities and regional workforce service strategies.</p> <p>The Common Measures focus on attainment of employment, employment retention, earnings, youth education and credentials, and efficiency. New Jersey's intent mirrors that of the Workforce Investment Act and WIA Reauthorization – to simplify and streamline the performance accountability system that is an integral part of a reformed workforce development system. This request is consistent with New Jersey's vision for a more knowledgeable, skilled, engaged, and flexible workforce. The Common Measures performance standards give program administrators and operators a set of more clear, understandable outcomes measures across all workforce programs.</p> <p>This will enhance oversight and assessment of program effectiveness. Training and Employment Guidance Letter (TEGL) 17-05 describes the Employment & Training Administration's Common Measures Policy. TEGL 14-08 indicates "The common measures have become the basis of the workforce system's performance accountability." According to the DOLETA website, 31 states have already been granted a waiver for implementation of, and reporting only for, the common measures.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|---|------------------|---|
| 8 | Eligible Training Provider List (ETPL) | Extension | <p>New Jersey requests an extension of its current waiver of the Workforce Investment Act (WIA) and the accompanying regulations to extend the period of initial eligibility and subsequent eligibility for training providers (entities which are eligible to receive WIA Title I-B funds or Workforce Development Partnership Program funds) on the Eligible Training Provider List (ETPL) to June 30, 2013. The State of New Jersey, Department of Labor and Workforce Development (LWD) remains fully committed to the value of the ETPL and its implementation, maintenance and quality assurance as a means for ensuring customer choice and promoting appropriate, relevant and in-demand training. The additional time is needed to ensure that the information that the State will make available to the public is reliable, accurate, and equitable to clients and to training providers.</p> <p>This extension is necessary in order to promulgate and implement new rules governing the State's eligible training provider certification process, for placement on the Statewide ETPL, as required by 29 U.S.C. 2842 (Section 122 of WIA). These rules will provide the underpinning for: Initial ETPL certification process for exempt training providers; Initial ETPL certification process for non-exempt training providers; Application submission process; Initial ETPL certification determination; Exceptions to training provider ETPL certification requirements; Application for subsequent eligibility determination; Determination of subsequent eligibility; Standards of performance; Development and maintenance of ETPL; Dissemination of ETPL; Inspection and monitoring; Denial or termination of ETPL certification; Repayment; and Appeals.</p> <p>Implementation of these regulations will strengthen all aspects of the delivery system for the provision of quality training which the State makes available to eligible recipients in order to strengthen New Jersey's workforce system and to enhance the overall economic health in congruence with the Strategic Five-Year Unified State Plan for the New Jersey Workforce Investment System. It is expected that the ETPL will contain reliable and complete information with which to determine initial and subsequent eligibility for training providers after June 30, 2013.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|--------------------------------------|---|-------------------------|---|
| <p>8 <i>continued</i></p> | <p>Eligible Training Provider List (ETPL) <i>continued</i></p> | <p>Extension</p> | <p>The ETPL is accessible by the training provider community through the Internet at www.njtopps.org. The list is maintained by the Center for Occupational Employment Information (COEI).</p> <p>New Jersey requests an extension to the waiver for the State Employment and Training Commission (SETC), in conjunction with the COEI, to promulgate rules that govern all aspects of implementation, maintenance and evaluation of the ETPL by ensuring that appropriate guidelines are implemented for initial and subsequent approval for placement on the ETPL, to ensure that clients of these training programs participate in quality programming to fulfill their respective training needs and job placement needs.</p> <p>The focus will be on continuous improvement, monitoring and evaluation and the use of appropriate data for informed decision-making. LWD continues to work with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, to conduct ongoing evaluations of the available student record information to determine whether it is reliable and sufficient for program performance measurement. Work is continuing to resolve several issues including reporting into the New Jersey Consumer Report Card (CRC), quality of the data and decision-making protocols necessary for the removal of training providers who do not meet quality performance standards.</p> <p>When performance measurement information is prepared, it will be reviewed by staff at the SETC, LWD, and all cognizant agencies as well as by individual training vendors. After this review, determinations about subsequent eligibility to remain on the ETPL will be made and the information will be available on the CRC Internet site for public viewing, use, and decision-making.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|--|------------------|---|
| 9 | Class-size Training for Older Youth | Extension | <p>New Jersey requests the continuation of a waiver of the statutory and regulatory requirements at WIA Regulations Section 123, IDENTIFICATION OF ELIGIBLE PROVIDERS OF YOUTH ACTIVITIES. The local boards, as per WIA requirements, have awarded grants or contracts on a competitive basis based upon the recommendations of the youth council and the criteria in the State plan, and conduct oversight with respect to the providers. Processes comply with OMB requirements codified in 29 CFR Parts 95.40-95.48 and 97.36.</p> <p>The goal of the waiver is to give the local workforce investment areas greater flexibility and access to the training providers when the competitive process has been exhausted. It will positively impact WIA services available to eligible older youth. Local areas will be able to obtain quality services for these youth even when there is a lack of eligible providers for this population.</p> <p>New Jersey is requesting an extension for the process instituted in the event the competitive procurement process for identifying eligible providers has been exhausted. Such process would provide that local areas directly negotiate with public entities, such as community colleges, to design effective programs to meet the local needs for youth services in the event that procurement does not produce the services deemed essential for demand growth occupations. The ability for local boards to negotiate directly with public entities that provide the required training will promote increased flexibility at the local level and support the development of demand-driven programs for youth. The process is consistent with NJ Local Public Contracts Law at N.J.S.A. 40A11-5 which states the process by which exceptions can be made to the requirement for competition, and reads as follows:</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|--------------------------------------|--|-------------------------|---|
| <p>9 <i>continued</i></p> | <p>Class-size Training for Older Youth <i>continued</i></p> | <p>Extension</p> | <p>"(3) Bids have been advertised pursuant to section 4 of P.L.1971, c.198 (C.40A:11-4) on two occasions and (a) no bids have been received on both occasions in response to the advertisement, or (b) the governing body has rejected such bids on two occasions because it has determined that they are not reasonable as to price, on the basis of cost estimates prepared for or by the contracting agent prior to the advertising therefor, or have not been independently arrived at in open competition, or (c) on one occasion no bids were received pursuant to (a) and on one occasion all bids were rejected pursuant to (b), in whatever sequence; any such contract may then be negotiated and may be awarded upon adoption of a resolution by a two-thirds affirmative vote of the authorized membership of the governing body authorizing such contract; provided, however, that:</p> <ul style="list-style-type: none"> i) A reasonable effort is first made by the contracting agent to determine that the same or equivalent goods or services, at a cost which is lower than the negotiated price, are not available from an agency or authority of the United States, the State of New Jersey or of the county in which the contracting unit is located, or any municipality in close proximity to the contracting unit; (ii) The terms, conditions, restrictions and specifications set forth in the negotiated contract are not substantially different from those which were the subject of competitive bidding pursuant to section 4 of P.L.1971, c.198 (C.40A:11-4); and iii) Any minor amendment or modification of any of the terms, conditions, restrictions and specifications, which were the subject of competitive bidding pursuant to section 4 of P.L.1971, c.198 (C.40A:11-4), shall be stated in the resolution awarding such contract; provided further, however, that if on the second occasion the bids received are rejected as unreasonable as to price, the contracting agent shall notify each responsible bidder submitting bids on the second occasion of its intention to negotiate, and afford each bidder a reasonable opportunity to negotiate, but the governing body shall not award such contract unless the negotiated price is lower than the lowest rejected bid price submitted on the second occasion by a responsible bidder, is the lowest negotiated price offered by any responsible vendor, and is a reasonable price for such goods or services." |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|--------------------------------------|--|-------------------------|--|
| <p>9 <i>continued</i></p> | <p>Class-size Training for Older Youth <i>continued</i></p> | <p>Extension</p> | <p>The State of New Jersey's public procurement law allows for non- competitive selection under "sole-source" conditions as per the terms of N.J.S.A. 40A 11-5 Section (3). The State will review the process undertaken by each local WIB to determine that services cannot be procured competitively prior to final procurement. The documentation provided by the WIBs must adhere to the requirements as stated in 40A 11-5 Section (3) above.</p> <p>The following evidence will be required to establish failure of competitive procurement:</p> <p>A description of the local area's procurement process must be in place. This process is part of the local area WIA State Plan as required by WIA Section 118 (9).</p> <p>The local areas will forward copies of the Notice of Availability advertised in a newspaper [as required by N.J.S.A. 40A:11-4.5 (a) and 29 CFR 97.36 (d) (3) (i)] to the Department of Labor and Workforce Development and either a) copies of proposals determined to be insufficient with an explanation of why they are insufficient or b) a letter stating that no proposals were received.</p> <p>The results of the local area procurement process will be reviewed annually in the Monitoring and Compliance Unit (MCU) Procurement and Contracting Review to determine if the process has been followed with any findings and/or recommendations issues in a final report forwarded to the local area.</p> <p>A description of the local resolution of a related issue will be submitted to the State. This will also be reviewed annually in the MCU Procurement and Contracting Review.</p> <p>Verification of receipt, review, and approval of the above items will be sent to local areas by the Department of Labor and Workforce Development's Division of One-Stop Coordination and Support.</p> |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|--------------------------------------|--|-------------------------|---|
| <p>9 <i>continued</i></p> | <p>Class-size Training for Older Youth <i>continued</i></p> | <p>Extension</p> | <p>The local area will adhere to the terms and conditions as in N.J.S.A. 40A 11-5 Section (3). A formal communication will be developed to notify the local areas regarding the terms and conditions of the approved waiver.</p> <p>New Jersey requests the continuation of the waiver regarding class-size training for older youth. The following conditions that would determine the need for classroom size training for older youth who could not receive proper training through the ITA system are:</p> <ul style="list-style-type: none"> • Based upon a cost-analysis, the cost-effectiveness has been determined as appropriate for the classroom training. In order to establish justification for the classroom training a cost analysis is required prior to release of a Request for Proposal. • Specific social and/or developmental activities must be embedded in the classroom training in order to meet the goals of the individuals' education/training development plan. |



Figure N-1: New Jersey Workforce Waiver Requests

| Request | Waiver | Type of Request | Description |
|---------|--|-------------------------|---|
| 10 | <p>Competitive Procurement for Youth Program Elements</p> | <p>Extension</p> | <p>Pursuant to Section 189 (i) (4) (B) and WIA Regulations 661.420 (c) New Jersey requests a continuation of the waiver of the statutory and regulatory requirements at WIA Regulations Section 123, IDENTIFICATION OF ELIGIBLE PROVIDERS OF YOUTH ACTIVITIES, of the requirement for competitive procurement of service providers for the following three (3) youth program elements: supportive services, follow-up services, and work experience.</p> <p>The local boards, as per WIA requirements, have awarded grants or contracts on a competitive basis based upon the recommendations of the youth council and the criteria in the State plan, and conduct oversight with respect to the providers. These processes comply with OMB requirements codified in 29 CFR Parts 95.40-95.48 and 97.36.</p> <p>The goal of the waiver is to allow the grant recipient or One-Stop to provide these services directly rather than through a service provider that has been competitively procured. Under this waiver, the local workforce areas, with the consent and participation of and through the One-Stop Operator, would be allowed to waive the requirement for competitive procurement of service providers and directly provide the following three (3) youth program elements - supportive services, follow-up services, and work experience - in order to ensure continuity of youth services.</p> <p>Individuals affected by this waiver are eligible Youth who are being appropriately served under WIA Title I in order to receive greater assistance via WIA-funded training and employment programs.</p> |



Appendix 1:

Community Services Block Grant (CSBG) Legislative Public Hearing Notice



SEN. PAUL SARLO
Co-Chair
ASM. LOUIS D. GREENWALD
Co-Chair

SEN. ANTHONY R. BUCCO
ASM. JOSEPH R. MALONE, III
ASW. NELLIE POU
SEN. BARBARA BUONO

New Jersey State Legislature

ERNEST T. HAGANS
Secretary

JOINT BUDGET OVERSIGHT COMMITTEE

STATE HOUSE ANNEX
PO BOX 068
TRENTON NJ 08625-0068

(609) 292-8030
FAX (609) 777-2442

PUBLIC HEARING NOTICE

The Joint Budget Oversight Committee will hold a public hearing on Thursday, September 29, 2011, at 10:00 A.M. in Committee Room 3, First Floor, State House Annex, Trenton, New Jersey.

The purpose of the public hearing is to consider and hear testimony on the following federal block grant administered by the Department of Community Affairs.

- *Community Services Block Grant*

Any person or organization wishing to testify at the hearing should contact Ernest T. Hagans in the Office of Legislative Services at (609) 292-8030. Speakers with prepared testimony should bring 15 copies of such testimony to the hearing. All speakers are requested to limit their oral presentation to five minutes.

Issued 9/27/2011

For reasonable accommodation of a disability call the telephone number or fax number above, or TTY for persons with hearing loss (609)777-2744/toll free in NJ (800)257-7490. The provision of assistive listening devices requires 24 hours' notice. Real time reporter or sign language interpretation requires 5 days' notice.

For changes in schedule due to snow or other emergencies, call 800-792-8630 (toll-free in NJ) or 609-292-4840.



Appendix 2:

SETC Policy Resolution #2010-01 WIB Member Appointments

NEW JERSEY STATE EMPLOYMENT AND TRAINING COMMISSION

POLICY RESOLUTION: SETC #2010-01

SUBJECT: Revised Local Workforce Investment Board Member Appointments and Process

Purpose:

This policy revises the existing membership requirements for local Workforce Investment Boards (WIBs), as well as the process for appointing members to the local WIB.

Background:

The Local Chief Elected Official (CEO) of the designated local Workforce Investment Board Area (LWIA) is responsible for the process for appointing and reappointing members to the local Workforce Investment Board.

The State Employment and Training Commission (SETC) Governance Committee reviewed the existing policy and is proposing changes to the existing policy. The purpose of the revisions is to create a process that is flexible and supports increasing the number of appointments of business and industry leaders to the local Workforce Investment Boards and to insure that appointments to the business and organized labor categories reflect the local and regional composition. In addition, the changes center on establishing open and transparent nominating and appointment processes in compliance with the Workforce Investment Act requirements. The "Policy on WIB Member Appointments and Process" is attached and details the new policy requirements.

Upon formal resolution of the State Employment and Training Commission (SETC), a notice will be posted on the SETC website that includes the "Policy on WIB Member Appointments and Process" and will invite written public comment. In addition, a widespread distribution of the Policy Document will be distributed to the Local Chief Elected Officials, local Workforce Investment Board Chairs, and Executive Directors. Subsequently, the resolution, and written comments will be submitted to the U.S. Department of Labor with a request to amend New Jersey's State Unified Plan.

Resolution:

It is hereby resolved that the State Employment and Training Commission formally adopts the revised "Policy on Workforce Investment Board Member Appointments and Process" and will amend the State Unified Plan and WIB member handbook accordingly.

Attachment: Policy on WIB Member appointments and Process

Approved: September 2, 2010

New Jersey State Employment and Training Commission

Policy on Local Workforce Investment Board Member Appointments and Process

Board Member Requirements

The Chief Elected Official (CEO) is responsible for the process of appointing members to the local Workforce Investment Boards (WIB). The following are the categories and required representatives of Board membership.

| | |
|--|---|
| Business Representatives | Local WIB membership must have a majority (minimum 51%) of business representatives who reflect the composition of the local and regional pool of employers. Section 117 (b)(2)(A)(i) |
| | The Chair of the Board must be a private sector representative elected by the Board. |
| | Business members shall be business owners, chief executives, or chief operating officers of nongovernmental employers, or other private sector executives who have optimum policy-making or hiring authority. "Optimum policy-making authority" is described as an individual who can reasonably be expected to speak affirmatively on behalf of the entity he or she represents and to commit that entity to a chosen course of action [20 C.F.R. §661.203(a)] |
| | Business members should reasonably represent the industrial and demographic composition of the local and regional business community, including emerging industries, with substantial employment opportunities in the local or regional area. Membership should include women, minorities and individuals who have disabilities. Additional business members should be appointed if needed to meet the business and industry composition of the local or regional area. |
| | Approximately one-half of the appointed members should reflect the region's larger employers and approximately one-half be representatives of small business. The term "small business" means a private, for-profit enterprise that employs not more than 500 employees. |
| | Representatives from proprietary schools cannot be considered a business sector member. |
| <i>Process for securing nominations for business representatives</i> | <ul style="list-style-type: none"> ▪ Business representatives on the Board are selected from individuals nominated by local business organizations and trade organizations, Section 117(b)(A). ▪ Nominations must be aligned to the business representation described above. ▪ Nominations are submitted to the Chief Elected Official. Copies of the nominations must be provided to both the local WIB Chair and Executive Director. |

| | |
|---|--|
| Economic Development | <p>Local WIB membership must have, at a minimum, two representatives from economic development authorities, agencies or organizations.</p> <p>A representative from a County Economic Development Agency must be one of the appointees.</p> <p>Representatives must be board members or employees of an economic development organization and must be individuals with optimum policy making authority within their own organization.</p> |
| Organized Labor Representatives | <p>Local WIB membership must have, <u>at a minimum</u>, two (2) representatives from organized labor. Section 117(b)(2)(A)(iii).</p> <p>Representatives of labor organizations should reflect the various types of industries that have substantial employment in the local or regional area. Additional appointees should be named if needed to adequately reflect labor representation in the local/regional industry composition.</p> <p>Representatives of labor organizations must be individuals with optimum policy making authority within their own organization.</p> <p>Labor representatives must be affiliated with organized labor by being a union member, labor union staff, or other individual participating in labor union activities. A labor federation is defined as an alliance of two or more organized labor unions for the purpose of mutual support and action. [20 C.F.R. §660.300]</p> <p>Representatives of labor organizations should be active in apprenticeship programs such as the Apprenticeship Advisory Committee or serve in an advisory capacity for a college or school board.</p> |
| <i>Process for securing nominations for labor representatives</i> | <p>Recognized state and local labor federations submit nominations to the Chief Elected Officials. Nominations must be aligned to the labor representation described above. Copies of the nominations must be provided to both the local WIB Chair and local WIB Executive Director.</p> |
| Community-Based Organizations (CBO) | <p>Local WIB membership must have, <u>at a minimum</u>, two (2) representatives from community and/or faith-based organizations.</p> <p>The term CBO, includes faith-based entities, and refers to a private nonprofit organization that is reflective of the needs of a significant segment of the community. Organizations that represent faith-based organizations, as well as veterans and individuals who have disabilities must be represented. Additional representatives of CBOs should be appointed if needed to reflect significant population segments.</p> <p>A representative from the Community Action Agency is required to be represented on the local WIB.</p> <p>Representatives of CBOs must be individuals with optimum policy making authority within their own organization.</p> <p>Members appointed to the local WIB must be actively engaged with a CBO as a board member, employee, or active member.</p> |
| <i>Process for securing nominations for</i> | <p>Community leaders submit nominations to the CEO, Section 117(b)(A)(iv). Copies of the nominations must be provided to both the local WIB Chair</p> |

| | |
|---|---|
| <i>CBO representatives</i> | and Executive Director. |
| Education Representatives | At a minimum, the following must be appointed to the local WIB: <ul style="list-style-type: none"> • Community or County College President • County Superintendent of Vocational and Technical/Career Schools • County Superintendent of Schools • Superintendent from an Abbott School or Superintendent from K-12 system • In addition, an individual representing Adult Education or Literacy, with optimum policy-making authority, must be appointed from either a local education agency or other major publicly funded program. |
| <i>Process for securing nominations for Education Representatives</i> | Education leaders submit nominations to the Chief Elected Official with a copy to the local WIB Chair and local WIB Executive Director except in those instances where a specific individual is required to be appointed to the local WIB, Section 117(b)(A)(ii). |
| One-Stop Partner Agencies | In addition to One-Stop Partners identified under the above categories, the following organizations must be represented on the local WIB. <ul style="list-style-type: none"> • NJ Department of Labor and Workforce Development (LWD) programs including Wagner-Peyser, Veterans Services, Unemployment Insurance and Vocational Rehabilitation. <i>Note: This is frequently the Workforce New Jersey Manager</i> • WIA Program Administrator • Local or State Older American's Act program • Housing and Urban Development • Local Community Services Block Grant, http://www.acf.hhs.gov/programs/ocs/csbj/documents/caa/nj.html • Carl D. Perkins programs (if not represented through the County Vocational and Technical/Career School) • County Board of Social Services • Local One-Stop Operator • Human Services Advisory Council Director/Coordinator/Chair <p>Since several of the programs come under the jurisdiction of one agency, one representative may cover more than one program, if the individual meets all the criteria for representation. WIA section 121(b) and 20 CFR 662.200 (j).</p> |
| Other Individuals | Local Elected Officials may appoint other individuals to the Board. |
| Multi County/City jurisdictions | In local Workforce Investment Areas that are comprised of more than one County and/or City, CEOs by agreement, may rotate membership among specific institutions and programs within any one of the categories. |

Process for local WIB Nominations and Appointments

The Chief Elected Official (CEO) is responsible for the process of appointing members to the WIB. Private Sector representatives, labor representatives, community-based organization representatives and several education representatives must be nominated by a highly regarded local organization in accordance with the requirements of Section 117 of the Workforce Investment Act (WIA) and as stipulated in New Jersey's State Plan and any modifications thereto. The CEO may require each of the nominating organizations recommend a minimum of 1-1/2 individuals (but no more than two individuals) per each open slot.

At the time of appointment, the term of the member is established. Local WIB member terms must be fixed and staggered over a three year period of time. "Fixed" means that they must be from one point in time to another. "Staggered" means that membership turnover must be less than one-third in any given year.

Organizations submitting a nomination must use a nominating form and be accompanied by a current resume or curriculum vitae. The local nominating organizations must submit their nominations to the CEO with a copy to both the local WIB Chair and WIB Executive Director.

In many jurisdictions, the local Board of Chosen Freeholders and/or the local Municipal Authority formally approve appointments to the local WIB. The CEO, acting on behalf of the Board of Chosen Freeholders/Municipal Authority is responsible for providing notification of the appointments in writing to both the local WIB Chair and WIB Executive Director. Similarly, the CEO must provide a copy of all letters of appointments and written letters of acceptance by the new Board member to both the local WIB Chair and WIB Executive Director within fifteen days. A copy of the written appointment, letters of notification of appointments and letters of acceptance must be maintained in the files by the local WIB Executive Director. WIB Executive Directors must also notify the SETC immediately when appointments to the Board are made and the term of membership.

Board members serve until their successor is appointed.

Process for filling Vacancies

When a vacancy occurs, the local WIB is required to notify the CEO in writing within 30 days of receiving the notice. In addition, the local WIB must notify the CEO of terms expiring 120 days prior to the expiration, or sooner.

When a Board Member's term has expired, the CEO must submit a written notification to the Board Member indicating either that they are being reappointed to the Board or notifying them that their term has expired.

All vacancies must be filled within 90 days from the time a vacancy occurs. The CEO must ensure that the vacancy is filled in the same manner as the original process. Appointees to vacant positions will serve until the end of the term assigned to the vacant position.

Copies of all notifications must be kept on file at the local WIB office.

Local WIB Attendance Policy

Board members are expected to be actively engaged in the work of the local WIB, attending meetings as well as serving on local WIB Committees. The local WIB By-laws must include an attendance policy which establishes minimum attendance requirements at Board meetings and/or Committee meetings. Local WIB Chairs are responsible for notifying the Board member, in writing, that s/he is in violation of the local WIB's attendance policy and that the members' term has lapsed due to attendance requirements in the By-laws. An appeal process must be included in the By-laws. Copies of the correspondence must be submitted to the CEO and WIB Executive Director. The CEOs must fill this vacancy in the same manner as the original process and within the time frame described above.

New Jersey State Employment and Training Commission

Summary of Revisions

Local Workforce Investment Board Member Appointments and Process

I. Background

The State Employment and Training Commission (SETC), functioning as the State Workforce Investment Board, is responsible for conducting oversight of the local workforce system. The SETC is responsible for developing policies, standards and procedures that improve the quality of the State and local workforce system. The SETC charged its Governance Committee with the responsibility of recommending strategies and policies that will enhance and empower local Workforce Investment Boards to achieve full accountability and high performance.

II. Analysis of WIB Membership

The Governance Committee examined the federal Workforce Investment Act (WIA), State regulations and the goals of the New Jersey State Unified Plan. The Chief Elected Official (CEO) of the designated local Workforce Investment Board Area (LWIA) is responsible for the process of appointing and reappointing members to the local Workforce Investment Board in alignment with WIA and New Jersey State policy, as established by the SETC. The following issues were taken into consideration:

- 1) Ensure that the Board membership process is flexible enough to allow that local and regional industries can be adequately represented on the local WIB, based on the local and regional labor market. Appointments to the business and organized labor categories should reflect the local and regional composition.
- 2) Eliminate the percentage requirements for appointments in the organized labor and community-based organizations categories thereby, encouraging more industry appointments. Presently these percentage requirements frequently result in the need to add two or more additional members for every new appointee.
- 3) Create the opportunity for local workforce investment areas to streamline the size of their Board.
- 4) Establish open and transparent nominating and appointment processes that are fully in alignment to WIA requirements.
- 5) Ensure that there is a process for full communication concerning Board nominations and appointments between the CEOs and WIB Chairs.

III. Summary of Changes to the Nominating, Appointment and Vacancy Processes

Nominations

WIA specifically requires a nominating process for business representatives, organized labor, education and community-based organizations. Changes to the nominating process include:

- Terms of appointments of Board members must be fixed and staggered over three years rather than two.
- In the business, organized labor, community-based and education categories, nominations must be submitted to the CEO by types of required organizations designated under the Workforce Investment Act (WIA).
- Appointments must also meet the specific requirements under WIA.
- The CEO may require that each of the nominating organizations recommend a minimum of 1-1/2 individuals (but no more than two individuals) for every WIB open slot; thereby creating multiple choices from which the CEO may choose. These appointments must meet the baseline criteria in their respective categories.
- The local WIB Chair and Executive Director must receive copies of written documentation from the CEO within 15 days on the following:
 - nominations submitted to the CEOs,
 - selection/ratification by the Boards of Chosen Freeholders on appointments and term of appointment
 - letter of appointment
 - written acceptances of appointees
- WIB Directors will be responsible for maintaining up-to-date files on all appointments as described above.

Vacancies

- Requirement that the WIB Chair and/or the Executive Director must notify the CEO in writing within 30 days of a Board vacancy.
- Requirement that the WIB Chair and/or the Executive Director must notify the CEO in writing within 120 days prior to terms expiring.
- Requirement that local WIB By-laws include an attendance policy which establishes minimum attendance at Board meetings and/or Committee meetings. In administering the attendance policy, the WIB Chair is responsible for notifying the WIB member that his/her term has lapsed due to attendance requirements in the By-laws, with a copy to the CEO and WIB Executive Director. An appeal process must also be included in the By-laws.
- All vacancies must be filed within 90 days from the vacancy in the same manner as the original process.

- WIB Directors will be responsible for maintaining up-to-date files on all vacancies as described above.

Changes to Membership Requirements

- In addition to business and labor representation reflecting local employers, CEOs are now encouraged to expand representation to include employers throughout their region. This is in keeping with the development of regionally-based industry sector strategies.
- Appointment to the Board should include women, minorities and individuals who have disabilities in the business category.
- Removal of the 7-1/2% representation requirement in the organized labor category; instead, indicate that a minimum of two labor representatives must be appointed as required under WIA. However, CEOs should consider making appointments beyond the minimum if needed to adequately reflect the local/regional industry composition.
- Removal of the 7-1/2% representation requirement in the community-based organization (CBO) category; instead indicate a minimum of two CBOs and/or faith-based representatives be appointed. Representatives must include faith-based organizations as well as organizations that represent veterans and individuals who have disabilities. Additional representatives should be appointed if needed to adequately reflect substantial population segments in the local WIB area.



Appendix 3:

New Jersey Agricultural Services Plan



State of New Jersey

DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
PO BOX 110
TRENTON, NEW JERSEY 08625-0110

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lieutenant Governor

HAROLD J. WIRTHS
Commissioner

October 7, 2011

Mr. George Kincannon, Regional Monitor Advocate
US Department of Labor
Employment and Training Administration
John F. Kennedy Federal Building
Room E-350
Boston, MA 02203

Re: New Jersey's Agricultural Services Plan

Dear Mr. Kincannon:

In accordance with 20 CFR 653.107 and pursuant to EPL No. 17-10, enclosed please find the New Jersey Agricultural Services Plan for program year 2011.

Should you have any questions regarding this document, please direct them to Eric Pierre, Chief of Performance Accountability at eric.pierre@dol.state.nj.us or 609-292-2217.

Sincerely,

Harold J. Wirths
Commissioner

Enclosure

c: A. Fichtner
A. Ferrera
P. Macchia
E. Pierre

New Jersey Is An Equal Opportunity Employer

I. PLAN SUMMARY

The New Jersey Department of Labor and Workforce Development (NJLWD) recognizes the contribution of the agricultural community to job creation and to New Jersey's economy as a whole. The economic impact of agriculture extends beyond New Jersey's farms to affect businesses that depend on a steady flow of products and businesses that rely on farm and farm worker purchases of goods and services.

The Department also recognizes the importance of effective delivery of services with an understanding of the socio-economic and cultural diversity in this sector. NJLWD is committed to pursuing the development and improvement of systems providing services to Migrant and Seasonal Farm Workers (MSFW) and to agricultural employers.

NJLWD supports the agricultural worker and employer communities, guiding them to make the greatest use New Jersey's One-Stop Career Center System. The Department will continue to pursue partnerships that enhance its ability to promote employment and training opportunities and to swiftly resolve labor related issues between agricultural employers and workers. The Department will continuously monitor program performances to ensure that outreach and services to MSFWs are delivered in accordance with federal program mandates, in a manner that is qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs.

This plan details activities for providing services to the agricultural community, agricultural employers and MSFW, as mandated by 20 CFR 653.107 of the Workforce Investment Act (WIA) Title I final regulations; the WIA/Wagner-Peyser (WP) Act Planning Guidance; and applicable WIA Workforce Development regulations.

This service plan will be appropriately modified, when changes in federal or state law, or policy substantially alters the Agricultural Services Plan.

Outreach Activities

Outreach functions are tied to the NJLWD One-Stop Career Centers (OSCC) in service delivery areas, where farm workers and agricultural employers live, work, and/or congregate. Services also will be offered at the work sites for individuals, who are unable to visit a OSCC. NJLWD outreach efforts seek to provide a full range of services and resources to the agricultural communities, including but not limited to, promoting services and support to MSFWs such as skills assessment; career guidance; vocational training; educational opportunities; job search assistance; and other supportive services.

NJLWD outreach program staff will have extensive knowledge of farm work, in order to ensure high levels of awareness and sensitivity to the socio-economic and cultural nuances that exists within the agricultural communities. These outreach staff will be bilingual (English/Spanish) and preferably ethnically representative of the farm-worker population in the service delivery area. Additionally, our outreach program staff will be stationed in the significant offices, that is, offices where 10 percent or more of the total number of OSCC registrants are MSFW, or when there is substantial agricultural activity.

NJLWD will partner with organizations and agencies serving the agricultural employment community, to ensure that the needs and concerns of these workers receive consideration in the development and implementation of integrated service plans. This commitment will include

developing tools to evaluate performance and ensuring that all elements of Memorandums of Understanding (MOUs) are addressed as described and that agreed upon activities are taking place. The existing agreement between NJLWD and PathStone, the WIA-167 National Farmworker Jobs Program grantee, will continue to focus on strategies to ensure maximum participation and continuous improvement by leveraging resources and knowledge for more effective and efficient service delivery. The OSCC staff will continue to participate in agricultural clearance activities to facilitate orderly movement of farm workers, from areas of labor supply to areas of labor demand. Outreach efforts will identify migrant groups and inform migrant workers of supportive services available through the service delivery network.

NJLWD's outreach policy will afford staff the flexibility; time; tools; and training necessary to participate in joint ventures, in addressing issues of farm worker living and working conditions. Service plans, policies, and procedures will reflect complex issues such as urban sprawl, labor force adequacy, local recruitment, intra-state and inter-state agricultural recruitment clearance, and recruitment of H2A foreign agricultural labor force.

Continuous Improvement

NJLWD program modifications, performance and compliance will be consistent with US Department of Labor Employment and Training Administration (DOLETA) strategies for developing an improved and integrated OSCC system that will enhance opportunities for agricultural employers, limited-English proficient individuals, and farm-worker adults and youth.

Strategies will include:

- Increasing the number of MSFW participating in all labor exchange activities;
- Increasing the number of agricultural employers utilizing labor exchange services;
- Promoting the use of the Agricultural (Intrastate and Interstate Clearance) Recruitment System (ARS);
- Encouraging participation of MSFWs seeking to transition to higher-wage jobs and permanent non-agricultural employment;
- Enhancing collaboration with MSFW service provider organizations; and
- Integrating MSFWs and organizations providing service to MSFW in OSCCs.

Planned activities include participation in DOLETA's interactive, knowledge sharing and learning platforms through Webinars and Webcasts, on topics related to provision of services to MSFWs. Emphasis will be placed on connecting state and local leaders, and partner entities, through virtual communities, to encourage peer-to-peer sharing of best practices and expertise. Plans aimed at gaining fresh perspectives on issues and strengthening relationships include implementation of technical support and guidance gained through participation in DOLETA Business and Workforce System Integration Forums, State Monitor Advocate (SMA) technical support and training seminars, and state and national farm-worker conferences.

Self-assessments of Employment Service offices will include reviews of MSFW outreach logs and plans, complaint system logs, and MSFW program performance and compliance reports. Field office reports to the SMA will include information compiled through internal and external customer contacts; customer satisfaction surveys; system-generated reports; and input provided by stakeholders. Reports will note plans to anticipate and/or respond to local dynamics; best practices; barriers; potential solutions; and service delivery and other issues addressed during local office staff and MSFW focus group meetings. Reports will help develop strategic-partnership agreements;

training workshops and seminars; program directives; and service delivery plans. The reporting policies and procedures in place will ensure timely, accurate, and complete reports, as well as, development and implementation of appropriate corrective action plans.

The SMA will conduct on-site performance and compliance assurance reviews of the MSFW significant offices (Hammonton and Vineland), and may include other non-significant offices, where an agricultural presence is established. Reviews will monitor provision of equitable level and quality of services and program operations, conducive to the attainment of service delivery goals. The SMA will support the network of service delivery, by providing technical support and training and will be available, in an advisory capacity, to the Department to maintain program integrity and compliance with federal program mandates.

The Farm Labor Coordinator (FLC), in collaboration with the State Monitor Advocate and outreach program staff, will participate in local, state, and national events, and workgroups to develop plans and policies to enhance service delivery to agricultural employers, limited-English proficient individuals, and MSFWs. The SMA and local office managers will collaboratively address development and training of outreach program staff. The focus will be on basic outreach principles; common intake practices; proper identification and coding of MSFWs; documentation of services; identification and documentation of apparent violations; and complete and timely reporting of program performance and compliance.

The SMA's efforts to increase the number of MSFWs participating in all labor exchange activities will concentrate on increased contacts in the farm worker community, through strategic partnership building and outreach activities. The plans to increase participation of farm workers seeking to transition to higher-wage jobs and permanent non-agricultural employment will include leveraging resources and services available through partner entities, particularly PathStone.

Plans to promote full integration of MSFWs within the OSCC/Labor Exchange System, include exploring the feasibility of implementing model program activities identified through collaborative local, state, and national efforts. Strategies will include promoting the use of the Intrastate and Interstate Agricultural Recruitment System (ARS) and the development of farm worker coalitions in MSFW significant areas. OSCC/Labor Exchange System partners, including WIA Youth and Adult programs and PathStone, will also be engaged in developing and implementing service strategies.

II. ASSESSMENT OF NEED

NJLWD will continue to explore innovative efforts in local, intrastate and interstate recruitment methods to address the challenges of meeting employer demand for a legal agricultural workforce. The NJLWD anticipates that current trends of increasing petitions for H2A-foreign agricultural workers will continue, as agricultural employers recruit to counter an ongoing farm labor shortage.

The makeup of New Jersey's farm labor workforce is:

- Seasonal farm workers – individuals, who during the prior 12 months, worked at least 25 full or partial days performing farm work, earned at least half of their income from farm work, and did not do farm work year-round for the same employer. In accordance with this definition, farm labor contractors and farm labor contractor employees will be assigned appropriate migrant and/or seasonal farm worker codes.

- Migrant farm workers – individuals who travel to perform farm work and who are unable to return to their permanent residence the same day. The migrant farm worker labor force in NJ consists of intrastate and interstate, as well as, H2A farm workers. The department places particular emphasis in providing services to migrant farm workers, as it recognizes that these workers may be less aware of local area resources and support services.
- Intrastate migrant farm workers – individuals who followed migrant streams within the state. These farm workers usually migrate throughout MSFW areas within the state.
- Interstate migrant farm workers – individuals who follow migrant streams from state to state. Most interstate migrant farm workers in NJ migrate through Georgia, North Carolina, South Carolina, Florida, New York and Pennsylvania.
- H2A - foreign labor certified farm workers – individuals with temporary visas authorizing them to work in the United States on a seasonal basis for a predetermined employer under specific terms and conditions.

Farm Worker Needs and Barriers

The NJLWD recognizes that multiple needs and barriers are inherent to the agricultural industry, including unique industry demands and the cultural, educational and linguistic differences among the MSFW. There is a large population of Hispanic farm workers in New Jersey, who work on a seasonal basis for more than one employer. The department will continue to seek stakeholder information and will engage employers and partner service provider entities, to enhance service integration with an aim at removing barriers to employment and to improve working and living conditions within farm worker communities. Needs and barriers common to agricultural employer and farm workers include, but are not limited to:

Needs

- Intrastate and interstate labor market information;
- Occupational guidance, education and training;
- Safe, affordable and accessible transportation;
- Safe, affordable and adequate housing;
- Information on living and working rights and responsibilities;
- Information and assistance with recruitment of domestic and foreign workers; and
- Information on resources and support services.

Barriers

- Job displacement due to urban sprawl and innovations and improved agricultural technology and chemicals;
- Difficulty communicating timely information on labor market and support services;
- Conflict of service provider hours and farm worker schedules;
- Lack of transportation limiting access to jobs and support services;
- Limited employment opportunities in rural areas and increased competition for entry-level jobs in urban areas;
- Limited educational and technological experience;
- Limited English proficiency;
- Lack of experience in non-agricultural occupations;
- Limited participation in support programs;

- Lack of full-time, year-round work combined with low wages;
- Competition from undocumented workers who work for lower pay and accept substandard living and working conditions;
- Increased competition from intrastate and interstate farm labor contractors who follow migrant streams accompanied by farm worker crews;
- Lack of capacity building for agricultural supervisory staff to oversee operations and ensure business growth;
- Lack of adequate and affordable transportation and housing;
- Poor understanding of proper risk management and legal obligations for issues such as industrial injuries, Unemployment Insurance taxes and benefits; and
- Seasonal and migratory nature of agricultural operations under varying labor regulations.

III. OUTREACH ACTIVITIES

Outreach activities will be consistent with 20 CFR Part 653.107 and will serve to implement strategies aimed to identify, document and track MSFWs, as they access core, intensive, and training services within the state's OSCC. The outreach program will focus on locating and contacting farm workers not reached through normal intake activities conducted by local OSCCs. NJLWD will explore and implement processes intended to meet and exceed DOLETA compliance requirements, in providing qualitatively equivalent and quantitatively proportionate service delivery to MSFWs.

Service delivery strategies will aim to assist farm worker efforts to achieve integration and self-sufficiency, by providing and promoting services and support, including assessment of skill levels, abilities and aptitudes; career guidance; vocational training; education; job-search workshops; and referrals to job opportunities.

Outreach Resources

Three outreach staff, the FLC and the SMA, will coordinate and collaborate with the MSFW significant and non-significant offices and OSCC/Labor Exchange System partners, in providing services to agricultural employers, MSFWs and individuals with limited-English proficiency.

Staffing allocations will be determined by ongoing needs assessments, availability of resources, and response to community and stakeholder input. Plans include expanding outreach efforts, by leveraging resources with service delivery partners. Workforce Development staff at various administrative levels, and the SMA, will participate in focus groups to identify and address barriers and opportunities related to outreach and service delivery.

Outreach program staff, local office managers, and the SMA will meet to share information on federal regulations governing the MSFW outreach program and service delivery requirements, to ensure that NJLWD meets or exceeds equity and minimum service level indicators of compliance. Best practices, recommendations and suggestions designed to increase contact with farm workers, limited-English proficient individuals, and agricultural employers will be replicated as appropriate.

The department will review, and as necessary, revise and renew any non-financial agreements with the WIA-167 National Farmworker Job Program grantee (PathStone) and other strategic partner agencies. These work agreements will outline services and protocols related to coordinated service delivery and will ensure that each agency cooperatively maintains communication, shares leadership responsibility,

registers and tracks participants, and utilizes all available resources in the most effective and efficient manner.

The department will continue to collaborate with all partnering service providers in disseminating agricultural labor market information. Other items will include information on pesticides, training and educational opportunities, health issues, and legislation that may be of interest within the farm worker and agricultural employer communities.

Proposed Outreach Activities for PY11

Migrant and Seasonal Farm Worker outreach program staff will consider the feasibility of meetings and program-related events in agricultural areas throughout the state. Offices in MSFW significant areas will host events that will include, but may not be limited to, meetings coordinated with federal, state, and local entities, to ensure maximum coverage and representation.

Outreach activities will include, but may not be limited to the following:

- Contact with OSCC/Labor Exchange System partners and affiliated offices, and with non-significant offices to share information, plan and coordinate service delivery;
- Assistance and technical support to increase participation of agricultural employers, limited-English proficient individuals; and Migrant and Seasonal Farm Workers; and levels of services provided to them through the state OSCC/Labor Exchange System;
- Developing and sharing outreach materials and tools with interested entities for continuous development of OSCC/Labor Exchange System integration efforts;
- Developing and distributing fact sheets outlining employment and supportive services available to farm workers;
- Sharing labor market information that includes current and future employment opportunities as well as special recruitment events;
- Distributing information guides in Spanish and English to raise awareness of supportive services available in the community;
- Informing limited-English proficient individuals and farm workers of employment opportunities with employers participating in local, intrastate, interstate, and H2A recruitment;
- Posting departmental, as well as public newspapers, periodicals and newsletters within OSCC/Labor Exchange System offices and affiliated sites, noting information of interest to farm workers, agricultural employers, and limited-English proficient individuals;
- Conducting follow-up contacts with employers and workers as necessary and appropriate to ensure desired program outcomes;
- Remaining alert to working and living conditions of MSFWs and, upon observation or receipt of information regarding a suspected violation of employment-related law, documenting and referring the information to the Farm Labor Coordinator, State Monitor Advocate and local office manager for appropriate action;
- Maintaining logs of outreach activities in accordance with local office instructions;
- Maintain records describing the circumstances and names of employers who refused to allow outreach workers' to have access to farm workers;
- Developing an "Outreach Packet" including information in English and Spanish on services available in the local areas;
- Developing cooperative agreements with partner agencies to coordinate outreach and to share data;

- Coordinating with Workforce Development offices to keep them updated on farm worker issues; and
- Conducting field checks and visits to MSFW housing facilities pertaining to clearance and H2A/foreign labor certification, intrastate and interstate clearance job orders.

Outreach staff contacts will include, but may not be limited to the following:

- Informing agricultural employers, limited-English proficient individuals, and Migrant and Seasonal Farm Workers regarding services available from Employment Service office and other partners in the One-Stop Career Center/Labor Exchange System, including the availability of referrals to agricultural and non-agricultural jobs, training, and supportive services, as well as the availability of testing, counseling, and other job development services;
- Informing limited-English proficient individuals and MSFWs of types of specific job openings available;
- Informing limited-English proficient individuals and MSFWs regarding their rights, protections, and responsibilities with respect to living and working conditions;
- Registering MSFWs with the OSCC and assisting in preparing employment applications as needed;
- Assisting with referrals to specific employment opportunities available;
- Sharing information with potential job seekers regarding current and future employment opportunities;
- Providing assistance in filing and addressing issues and concerns related to Unemployment Insurance benefit claims;
- Assisting in filing, processing, and resolution of labor-related complaints and/or apparent violation reports;
- Refer complaints and apparent violations to the to the appropriate labor enforcement agency and to the State Monitor Advocate in a timely manner;
- Making referrals to supportive services for which the individual or family member may be eligible; and
- Assisting in making appointments for Migrant and Seasonal Farm Workers and/or their families.

IV. WAGNER-PEYSER ACT SERVICES PROVIDED TO MIGRANT AND SEASONAL FARM WORKERS THROUGH THE ONE-STOP CAREER CENTER/LABOR EXCHANGE SYSTEM

One-Stop Career Centers, in collaboration with strategic partners and affiliated sites, will coordinate service delivery, including but not limited to:

- Providing a full range of employment services, benefits, and protections on a basis that is qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs;
- Accessing and using job order information effectively;
- Facilitating activities in accessing self-assisted services via electronic technologies;
- Referring individuals to agricultural and non-agricultural jobs, training, and support services, as well as available testing, counseling, and other job development services;
- Providing information on labor rights, protections, and responsibilities with respect to terms and conditions of employment;

- Assisting workers in the preparation and filing of employment and non-employment-related matters;
- Accepting and referring labor-related complaints and apparent violations in accordance with established policies and procedures;
- Referring individuals and family member to supportive services for which they may be eligible;
- Conducting follow-up contacts as necessary and appropriate to ensure desired outcomes;
- Marketing services available in the local office and providing location information for the nearest OSCC or affiliated partner offices;
- Assisting in posting resumes on-line and conducting on-line job searches;
- Assisting in communicating between limited-English proficient individuals referred to jobs and employers; and
- Utilizing Work Opportunity Tax Credits, subsidized employment resources, and other employer incentives to promote employment and job upgrades for Migrant and Seasonal Farm Workers.

V. WAGNER-PEYSER ACT SERVICES PROVIDED TO AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP CAREER CENTER/LABOR EXCHANGE SYSTEM

The OSCC system, in coordination with other partners, continues to market services to agricultural and non-agricultural employers. Employer contacts may be on-site; via telephone; regular mail; e-mail; and personal meetings. Identification of employers takes place through Unemployment Insurance records; local office employer records; farm labor contractor listings; past job orders; and community contacts. Employers will be encouraged to list job openings for local, intrastate and interstate recruitment of U.S. workers.

Enhanced working relationships with advisory councils and employer groups will serve to identify potential employers and to establish an employer pool by which to refer Migrant and Seasonal Farm Workers. Identification of service needs will occur through ongoing assessments. A proactive coordinated outreach program will deliver services to employers. Employers will be engaged to participate in developing service delivery plans. Employers will be engaged to join efforts in developing agendas for informational meetings and seminars. Recruiting agreements; job fairs; advertisements; and new business development strategies will promote OSCC/Labor Exchange System services.

Services and assistance for agricultural employers will include, but may not be limited to the following:

- Personalized employer services;
- Current information on applicant availability and labor market information;
- Suggestions and assistance to improve workforce utilization and personnel practices;
- Use of One-Stop Career Center/Labor Exchange System sites for interviewing prospective employees;
- Assistance in obtaining bonding;
- Assistance in writing effective job orders;
- Solicitation and acceptance of job orders, as well as related job seeker referral and placement services;
- Assistance with pre-occupancy housing inspections for employers requesting approval for participation in intrastate and/or interstate recruitment through the Agricultural Recruitment System, and/or H2A foreign labor certification;

- Assistance with special and mass recruitments, including best practices to identify and locate intended farm labor pools through appropriate use of media modes and service delivery partnership networks;
- Recall of Migrant and Seasonal Farm Workers by previous agricultural employers
- Assistance for farm labor contractors and farm labor contractor employees to meet compliance with labor laws and regulations;
- Assistance with processing and obtaining initial and renewed farm labor contractor and/or farm labor contractor employer certifications;
- Assistance with workshops tailored to agricultural employer needs;
- Assistance with internet website linkages;
- Assistance with informal and timely resolution of complaints and apparent violations; and
- Assistance with information on employment and training programs, tax incentives, and subsidized employment.

The FLC, in coordination with OSCC staff, will coordinate recruitment efforts with employers in New Jersey and throughout the nation. Coordination with Migrant and Seasonal Farm Worker groups will serve to maintain dialogue on employment opportunities and worker availability; to help increase U.S. farm worker participation. Agricultural employers and farm labor contractors seeking recruitment assistance will be required to show a current and valid certification issued by the U.S. Department of Labor Wage and Hour Division. Follow-up contacts will ensure that the needs of employers and workers have been met and to assess if other support services are needed.



Appendix 4:

WIB Certification Application/Criteria

| Item Number | Required Materials and Information | Status/Date Provided to SETC: |
|-------------|---|-------------------------------|
| 1 | <p>A current list of local board members appointed by the chief elected official in a local area in accordance with N.J.S.A. 34:15C-15b and c. The list will show:</p> <ul style="list-style-type: none"> • That the WIB membership follows the guidelines set forth in the WIB Member Handbook • That the WIB has a 51% business membership • That the WIB Chair is a business member • The list must note if board development is needed, and the plan to achieve board membership compliance, including the recruitment and orientation process for new board members. | |
| 2 | <p>The local board's budgets, required under N.J.S.A. 34:15C-15e(4), for the extant and two preceding program years (Program Years 11, 12, 13):</p> | |
| 3 | <p>The local board's annual reports, required under N.J.S.A. 34:15C-15e(5), for the extant and two preceding program years (Program Years 10, 11, 12):</p> | |
| 4 | <p>The local board's meeting minutes for extant and two preceding program years (Program Years 11, 12, 13)</p> <ul style="list-style-type: none"> • Minutes should reflect regular meetings, held at least quarterly • Minutes should reflect the WIB budget approval process | |
| 5 | <p>The local board website information, including:</p> <ul style="list-style-type: none"> • Website URL: • Published list of local board members: <ul style="list-style-type: none"> ○ (URL location here) • Published local board meeting minutes: <ul style="list-style-type: none"> ○ (URL location here) | |

| | | |
|---|--|--|
| 6 | <p>The local board councils and committees information, including:</p> <ul style="list-style-type: none"> • List of active WIB councils and committees, including those required under N.J.S.A. 34:15C-15. (As outlined in the WIB Member Handbook and the WIB Roles and Responsibilities document): <ul style="list-style-type: none"> ○ Executive Committee (recommended) ○ Youth Investment Council (required) ○ Literacy Committee (required) ○ One-Stop Committee (required) ○ Disabilities Committee (required) ○ Other committees, as established by the local board ○ The list must indicate which council or committee is responsible for Business Development and Outreach issues • Membership list for each WIB council and committee, including the name, title, and agency of each member. Each required committee’s membership should follow the guidelines set forth in the WIB Member Handbook and SETC Policy Resolution #2011-01, Membership Criteria for Appointment of “Parent” to local Youth Investment Councils • Council and committee meeting minutes for Program Year 2011 and Program Year 2012, reflecting regular meetings | |
| 7 | <p>Current local board by-Laws, addressing at a minimum:</p> <ul style="list-style-type: none"> • Election of WIB Officers • WIB attendance policy | |
| 8 | <p>List of local board staff, including:</p> <ul style="list-style-type: none"> • Name • Title • Office address • Name/title of who they report to • Percent of time dedicated to WIB activity | |
| 9 | <p>Memorandum of Understanding (MOU) between local board and local elected officials:</p> <ul style="list-style-type: none"> • The MOU must outline the process for board member appointment and removal • Multi-county areas must provide the MOU which establishes the lead county, if a separate agreement | |

| | | |
|----|--|--|
| 10 | WIB designation or certification of qualified One-Stop Operator, by MOU, Letter of Agreement or Contract | |
| 11 | MOUs between the local board, One-Stop Operator and One-Stop Partners | |
| 12 | The local board's annual evaluation of the local One-Stop delivery system for Program Years 2012 and 2013 <ul style="list-style-type: none"> The evaluation may be system-wide or may focus on one or more programs and/or services conducted in the One-Stop Centers. | |
| 13 | The local board's Strategic Plan <ul style="list-style-type: none"> Provide the current plan in use by the local board as of January 1, 2014 | |
| 14 | <p>Local Performance Measures: As outlined in the Local Workforce Investment Boards: Certification, Recertification and Decertification Rule, N.J.A.C. 12:42-4.4(e): Where the Commission determines that the local board has during the preceding two years failed to ensure that the workforce investment activities carried out in the local area have enabled the local area to meet the local performance measures, that the local board has failed to satisfactorily carry out its functions under N.J.S.A. 34:15C-15e and 20 CFR 661.305, that either the local board, or any of its members, has engaged in fraud or abuse, as those terms are used within 29 U.S.C. §2832(c)(3)(A), or that either the local board, or any of its members, has engaged in any of the prohibited conduct listed as cause for corrective actions and penalties under N.J.A.C. 12:42-3.6, the Commission shall deny the chief elected official's application for recertification of the local board.</p> <p>The SETC will evaluate the local WIB's application for recertification based on the local area achievement of the 9 negotiated performance outcomes for the area's Workforce Investment Act (WIA) funding for Program Year 2011 and Program Year 2012. The recommendation for WIB recertification will be made with consideration for any corrective actions and penalties instituted for the local area under the Local Workforce Investment Areas and Local Workforce Investment Boards: Performance, Technical Assistance, Corrective Actions and Penalties Rule, N.J.A.C. 12:42-3.</p> | |

Resource Materials provided:

- Local Workforce Investment Board Recertification Process Timeline
- WIB Certification and Accountability Policy Rules
- SETC Policy Resolution #2011-01, Membership Criteria for Appointment of "Parent" to local Youth Investment Councils
- WIB Roles and Responsibilities
- WIB Member Handbook, published by SETC, May 2007 – available at www.njsetc.net

February 21, 2012



New Jersey State Employment and Training Commission

Local Workforce Investment Board Recertification Process Key Activities and Outcomes Timeline

| Date | Activity/Outcome | Owner |
|-------------------------------|---|--|
| January 2012 | WIB Recertification Process: <ul style="list-style-type: none"> • Approve and recommend to Commission • Review by Assistant Commissioner | Governance Committee SETC Executive Director |
| January 31, 2012 | WIB Recertification Process: <ul style="list-style-type: none"> • Review and Approve | SETC Asst. Commissioner, LWD |
| February 21, 2012 | WIB Recertification Process Rollout: <ul style="list-style-type: none"> • Presentation to local WIB Chairpersons and WIB Directors • Letter to Local Executive Officers and County Administrators | SETC Chair SETC Staff SETC Chair (Sign) |
| March 2012 – June 2012 | Baseline Assessment Conducted: <ul style="list-style-type: none"> • Capacity Inventory & Technical Assistance | SETC Staff Local WIB Directors |
| August 2012 – September 2012 | Baseline report: <ul style="list-style-type: none"> • Presentation to Governance Committee/Commission | SETC Staff Governance Committee |
| July 2012 – June 2013 | Plans: <ul style="list-style-type: none"> • Recertification Assessment/Technical Assistance developed and implemented | Local WIB Directors SETC Staff |
| February 2013 | Progress Report 1: <ul style="list-style-type: none"> • Due to SETC for period 7/1/12 – 12/31/12. • Progress Report 1: Review | SETC Staff Local WIB Directors Governance Committee Asst. Commissioner, LWD |
| March 2013 | Progress Report 1: To Commission | Governance Committee |
| June – July 2013 | Progress Report 2: <ul style="list-style-type: none"> • Due to SETC for period 1/1/2013-6/30/2013 • Review and Update: WIB Assessment/Technical Assistance Plan | Local WIBs SETC Staff |
| August 2013 | Progress Report 2: <ul style="list-style-type: none"> • Review and Approve | Governance Committee Asst. Commissioner, LWD |
| September 2013 | Progress Report 2: To Commission | Governance Committee Asst. Commissioner, LWD |
| January 31, 2014 | Recertification Application: Due to SETC | Local WIBs |
| February 2014 | Recertification Assessment: <ul style="list-style-type: none"> • Review recertification application and submit recommendations to Commission | SETC Staff Governance Committee Asst. Commissioner, LWD |
| March 2014 | Recertification Recommendations: <ul style="list-style-type: none"> • Approved- submitted to Governor’s Office • Appeals Process (if needed) | Commission Asst. Commissioner, LWD Commissioner/USDOL |

Roles of a Local Workforce Investment Board: Key Areas for Action

The Workforce Investment Act (WIA) envisions a “strong role for local WIBs and the private sector, with local, business-led boards acting as ‘boards of directors,’ focusing on strategic planning, policy development and oversight of the local workforce investment system. Business and labor have an immediate and direct stake in the quality of the workforce investment system. Their active involvement is critical to... the identification and development of programs that best meet local employer needs.” [WIA Final Rule, Federal Register, August 11, 2000 (Volume 65, Number 156)]

| Summary of Key Responsibilities for Workforce Investment Boards (WIBs) <i>Under the Workforce Investment Act (WIA) of 1998</i> | Summary of Key Responsibilities for Local Chief Elected Officials (L-CEOs) <i>Under the Workforce Investment Act (WIA) of 1998</i> |
|--|--|
| <ul style="list-style-type: none"> • WIB Members elect the WIB Chairperson. The WIB Chair acts as the WIB’s public spokesperson and key link with LEOs and L-CEO on policies and strategic directions. • Establish the local WIB governance structure, processes and policies including establishing WIB councils/committees to facilitate the work of the WIB. • Develop and execute Memorandum of Understanding (MOU) with One-Stop Partners. • Local board may employ staff. • Local board shall develop a budget for the purpose of carrying out duties of the local board under this section, with the approval of the L-CEO. • WIBs direct the L-CEO to disburse funds for workforce investment activities pursuant to the requirements of WIA. • Develop the local Unified Strategic Plan, including policies, standards and operational priorities for the local area. Update the Strategic Plan as required by the SETC and LWD. • Designate or certify the One-Stop Operator and/or terminate a One-Stop Operator for cause, with the agreement of the L-CEO. • Conduct oversight of the local One-Stop Delivery System, including all adult, dislocated worker and youth activities, jointly or on behalf of L-CEO. • Recommends grants or contracts for program activities as appropriate. • Appoint Youth Investment Council Members. • Coordinate workforce investment activities with economic development strategies and other employer linkages. • Conduct all business in an open manner as required by Section 117 (e) of WIA and make available to the public on a regular basis. | <ul style="list-style-type: none"> • Appoint WIB Members according to WIA law and SETC policy. • The L-CEO serves as the local grant recipient of workforce funds. • The L-CEO must designate the fiscal agent; accept liability for funds to local area. • Approval of MOU between WIB and LEO. • Approval of the WIB budget. • At the direction of the local board, the fiscal agent disburses funds for workforce investment activities pursuant to the requirements of WIA. • Approve multi-year strategic plan and modifications thereto. • Approve designation or certification of the One-Stop Operator and/or termination of One-Stop Operator for cause. • Conduct oversight of the local One-Stop Delivery System, including all adult, dislocated worker and youth activities, jointly with the WIB. • Awards grants and contracts • Approve appointment of Youth Investment Council members. |
| <p>NOTE: Under WIA, the local workforce investment <u>area</u> is subject to sanction for failure to meet local performance measures. Under WIA, the local workforce investment board may be subject to decertification for 1) failure to meet local board membership requirements and 2) failure to ensure that local workforce investment activities have enabled the local area to meet its performance measures.</p> | |

The Roles and Responsibilities of Local Workforce Investment Boards (WIB)s

Established in alignment to the Workforce Investment Act, WIA Final Rule, New Jersey Statute, policies established by the SETC, the Five-Year State Plan and its Modifications and the NJ WIB Member Handbook.

| WIB Roles | Summary of WIB Responsibilities | Local Chief Elected Official (L-CEO) Responsibilities |
|--|--|---|
| <p>Executive Committee Functions on behalf of WIB on key issues that arise between meetings. Directs and coordinates work across committees and councils.</p> | <ul style="list-style-type: none"> • An Executive Committee must be established, meet at least quarterly and is chaired by the WIB Chairperson. The Executive Committee is comprised of the chairpersons of all WIB Committees/Councils and members-at-large or others as defined in the WIB by-laws. • Establish local WIB By-Laws which at a minimum include board/committee officers election/selection process, standing WIB councils/committees, conflict of interest policy, attendance policy, ethical code of conduct and annual meeting designation. • Take the lead in developing an MOU that defines WIB and L-CEO roles and responsibilities, budgeting process and process for approval and removal of WIB members. • Oversee the development of the Master Budget, and any modifications thereto, which creates a framework for the annual workforce development contract, for signoff by the WIB. • Review annual budget for approval by the L-CEO with ratification by the Board. • Review budget reports, including fiscal expenditures, on a quarterly basis. • Review and assess on a quarterly basis the SETC Dashboard and other performance reports to monitor the local area’s performance. • Review and assess performance and activities of the local workforce system including oversight and evaluation of the local One-Stop Career Center. • Responsible for the 2-year WIB Certification process to ensure preparedness to meet Certification requirements. • Prepare an Annual Report that includes elements as required by the SETC and set forth in the WIB Member handbook. • Attend local and State meetings that support the work of the Board and enhance the leadership of the WIB. | <ul style="list-style-type: none"> • Ensure timely appointments of WIB members to ensure compliance with the WIB certification process. • Develop an MOU in partnership with the WIB Executive Committee, to be entered by the WIB and the Local Elected Officials (LEOs). • Review and approval of the WIB Master Budget; signoff on the annual workforce development contract. |
| <p>Staffing The WIB is responsible for determining its own staffing needs and hiring the staff to fulfill those needs.</p> | <ul style="list-style-type: none"> • The WIB may employ/select WIB staff to ensure fulfillment of the WIB roles and responsibilities. • The WIB Executive Director reports to the WIB Board. • The WIB staff reports to the WIB Executive Director. • WIB staff carries out the work of the WIB and its Committees, as well as other programs and services as determined by the SETC as necessary. • Establish staff governance and staff reporting structures to safeguard autonomy of the local WIB and enable staff to carry out the local WIB’s oversight function. | |
| <p>Fiscal / Budget Development The WIB is responsible for creating its own master</p> | <ul style="list-style-type: none"> • Establish priorities based on local area workforce system needs and identify key activities to direct the development of the annual Master Budget, and review priorities on an ongoing basis. • Create an annual Master Budget including all funds under WIB jurisdiction: WIA, TANF, Supplemental | <ul style="list-style-type: none"> • The L-CEO’s fiscal agent supports the development of the Master Budget. |

The Roles and Responsibilities of Local Workforce Investment Boards (WIB)s

Established in alignment to the Workforce Investment Act, WIA Final Rule, New Jersey Statute, policies established by the SETC, the Five-Year State Plan and its Modifications and the NJ WIB Member Handbook.

| WIB Roles | Summary of WIB Responsibilities | Local Chief Elected Official (L-CEO) Responsibilities |
|--|---|--|
| <p>budget and for monitoring fiscal expenditures.</p> | <p>Literacy, WDP, special federal and state grants and any other funds that come under local workforce area jurisdiction.</p> <ul style="list-style-type: none"> • The annual Master Budget creates the framework for the development of the annual workforce development contract between the State, the WIB and the LEOs, and must be developed with the support of the WIB Executive Director and the L-CEO's fiscal agent. The Master Budget and any modifications to the annual workforce development contract must be approved by the WIB and signed off on by the WIB Chair for subsequent submission to the L-CEO. • Budgeting process must take into consideration the specific requirements of various funding streams, and provide a fully transparent identification of staffing, overhead and program costs, all in adherence to the local area contract assurances and certifications. • Budget must include the costs of administration, operations and staffing of the local WIB in carrying out its responsibilities as defined in the State Unified Plan, SETC policies, WIB Member Handbook and local Annual Plan. • Fiscal/Budget Development must be assigned to a WIB Committee. The committee responsible must submit quarterly performance and fiscal reports to the WIB and L-CEO. • Refusal of funds must be submitted in writing to the Commissioner of LWD and the SETC Chair, and jointly signed by the WIB Chair and L-CEO. | <ul style="list-style-type: none"> • The Master Budget, any modifications thereto, and the annual workforce development contract must be signed off on by the Local Chief Elected Official (L-CEO). • A written refusal of funds must be jointly signed by the WIB Chair and L-CEO and provided to the SETC and LWD. • Review WIB quarterly performance and fiscal reports. |
| <p>Business and Industry Development</p> <p>The WIB is responsible for working directly with business and industry to address the workforce needs of business and industry.</p> | <ul style="list-style-type: none"> • A Committee must be established, or an existing committee re-focused, to lead, plan and oversee business and industry development efforts. • Staff must be hired and/or assigned to the WIB Executive Director to assist in carrying out the WIB's business and industry development activities. • Develop an overall business plan for business and industry development. • Partner with state and local Economic Development agencies to provide workforce services for new and expanding businesses, including supporting the work of the New Jersey Business Action Center. • Convene and facilitate the design of sector strategies for specific industries that represent significant employment in the local/regional workforce, in conjunction with state priorities and strategies. • In collaboration with the SETC and NJDLWD, establish process standards for business outreach with measurable outcomes. • Design and execute a local business centric engagement process to recruit, service, educate and engage local employers and organized labor to support hiring needs, identify training and education requirements, inform skill gaps and educate on available programs and services. • Establish employer-based standards and processes for providing One-Stop Delivery System services. • WIB Staff coordinates local business strategies engaging local and LWD business-designated staff. | |

The Roles and Responsibilities of Local Workforce Investment Boards (WIB)s

Established in alignment to the Workforce Investment Act, WIA Final Rule, New Jersey Statute, policies established by the SETC, the Five-Year State Plan and its Modifications and the NJ WIB Member Handbook.

| WIB Roles | Summary of WIB Responsibilities | Local Chief Elected Official (L-CEO) Responsibilities |
|---|--|--|
| <p>procurement of services and to ensure that the standards have been incorporated into the procurement process.</p> | <ul style="list-style-type: none"> • Ensure standards are incorporated into the process of procuring training providers and program contractors to provide core, intensive and training services. • Oversee the evaluation process to ensure review and selection of contractors is based on the local plan and WIB standards. • Ensure there is not a conflict of interest in the development, review, selection and/or ratification of contractors, and ensure that all federal, state and local regulations are followed. • Carry out responsibilities for the Eligible Training Provider List (ETPL) as directed by the SETC/NJDLWD. TBD • Procurement responsibilities must be assigned to a WIB Committee. This committee reports to the Executive Committee and should be chaired by a private sector member of the WIB. • Committee must represent organizations comprised of disinterested parties. • Recommends grant and contract awards to the fiscal agent. | <ul style="list-style-type: none"> • Awards grants and contracts or delegate to fiscal agent. |
| <p>Planning Develop the strategic vision for the local workforce investment system including the identification of goals and strategies that reflect local and regional workforce needs.</p> | <ul style="list-style-type: none"> • Develop the local WIB Multi-Year Strategic Plan in alignment with New Jersey’s Multi-Year Unified Strategic Plan and any other plan amendments as required by the SETC and/or NJDLWD. • A WIB Committee or task force should be designated, by the WIB and/or Chairperson to develop and execute the local workforce planning process, ensuring the engagement of relevant stakeholders in an inclusive planning process. • Plans must reflect local and regional workforce needs of business and industry and include strategies for increasing the employment of significant population segments. • Establish priorities, standards and a process for review and approval of Carl Perkins, WIA Title II and any other proposals, requiring WIB endorsement and support. • Identify strategies for carrying out One-Stop Delivery System activities in support of addressing stakeholder needs. • Carry out regional planning activities in accordance with Section 116(c) of WIA. • Multi-Year Strategic Plans and Updates require a public comment period and the final approval of the SETC. | <ul style="list-style-type: none"> • Five-Year Strategic Plans and Updates require the approval of the Local Chief Elected Official |
| <p>Marketing The WIB is responsible for developing a communications strategy that ensures ongoing communications with key stakeholders.</p> | <ul style="list-style-type: none"> • Create and maintain a local WIB website. Contents to minimally include: WIB Board Members, WIB Meeting Minutes, Staff Contact Information. | |



Appendix 5:

American Job Center Branding in New Jersey

Project Charter

(Focus Form)

Phase: FOCUS THE PROJECT

Date: 8/21/2012

Project American Job Center Branding [TEGLs 36-11 and 21-11, Change 1]

Project Leader: Linda Chesko

Sponsor Mary Ellen Clark

PROBLEM/NEED OPPORTUNITY

Need to increase jobseeker and employer awareness of workforce development resources available.

PURPOSE OF PROJECT:

To unify the workforce system through a name and brand that identifies virtual and in-person publicly-funded workforce development services.

| | |
|-------------|--|
| WHAT | Adopt the use of the American Job Center brand to the physical One-Stop Career Centers and on-line tools |
| WHO | All NJ publicly-funded workforce development service providers |
| WHY | To increase jobseeker and employer awareness of workforce development resources throughout the State |

| IN SCOPE | OUT SCOPE |
|--|---|
| Short Term rebranding/Long Term rebranding One-Stop Career Centers facilities Marketing Materials issued by NJ WD system | Non-publicly funded workforce development service providers |

| OBJECTIVE | MEASURE | OUTCOMES (GOAL) |
|--------------------------------------|---------------|--|
| Determine short/long term rebranding | decision made | Decision made |
| Update all marketing materials | 100% | 100% documents rebranded with long term goal |
| | | |
| | | |
| | | |

Sponsor Signature: _____



Appendix 6:

Public Comment Summary



Public Comment Summary

Partner Issues

Disposition

| | |
|--|---|
| 1. What role do you envision Community Colleges will play in this plan? (N004) | Implementation |
| 2. How will this plan address the difficult financial situation Community Colleges are experiencing? (N005) a. Receiving less state and local support b. Non-credit funding cuts c. Grants often do not provide a revenue model d. Colleges don't break even due to lack of administrative support allowances e. The NJ Community College Consortium is not currently a model that financially benefits individual colleges f. There is an opportunity to restructure the consortium and create a strong delivery system | Refer to Higher Education and Future Consideration |
| 3. Consider strong partnership and collaboration with the Department of Children and Families (S001) | Implementation |
| 4. Consider working with local Boards to further operationalize the core values, prioritize needs and direct investments (S002) | Implementation |
| 5. Consider identifying local Municipal leaders in the governance (N002) | Addressed in Figure E2 |
| 6. Forums to share results is critical, also 'institutionalize' pilot programs and ensure continued innovation (S005) | Future Consideration |
| 7. Important that budget process aligns with the Plan (S005) | Implementation |
| 8. ACCSES NJ intends to be a vigorous partner in implementing the plan. We would be pleased to assist in developing the Talent Advocate position. (S006) | Future Consideration |
| 9. We urge LWD and EDA to continue to advance social entrepreneurial ventures to grow small businesses and jobs. (S006) | Future Consideration |
| 10. To further the goals of the Unified Workforce Investment Plan, LWD should offer statewide contracting or grant initiatives beyond those that exist at the county level. (S006) | Future Consideration |
| 11. In this time of financial stress, it may be difficult for libraries to expand services (E002) | Implementation |



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| 12. Worried that community groups do not have the same focus and expertise that the job centers have. (E002) | Implementation |
| 13. We (U.S. Department Of Labor - Office of Apprenticeship) respectfully requests to be included as a team member of "Jersey Fresh" and youth related initiatives/activities. (E004) | Implementation |
| 14. An online resource guide should expand on the LWD, DOE partnership to ensure that the information provided is reflective of the needs of its targeted audiences. (E005) | Implementation |
| 15. Will/Can DCF be added in the org chart as a contributing department/agency? Section E, p3 (E005) | Future Consideration |
| 16. When will there be consideration for who the partners will be? Will DCF be included? (E005) | Implementation |
| 17. Annual Talent Development Conference? System partners will be? (E005) | Implementation |
| 18. Expand partnerships and collaborations (specifically) with other NJ State Departments. (E005) | Implementation |
| 19. We see coordination with many other state agencies but unfortunately, the NJ State Library does not seem to be mentioned. (E008) | Addressed in Section E |
| 20. H.R. 1616 would require a public library representative be on the One-Stop Advisory Board. The NJ Library Association strongly supports this legislation and proposes that these relationships start now between the public libraries and our One-Stop Career Centers. (E008) | Future Consideration |
| 21. We [NJ Library Association] would like to be more directly involved in fostering a stronger relationship between our libraries and other providers. (E008) | Implementation |
| 22. We [NJ Library Association] would like to see this type of program [e.g., Library Link NJ] replicated. (E008) | Future Consideration |
| 23. Perhaps it is time to offer new training programs for library staff on your services such as "Jobs4Jersey.com". (E008) | Implementation |
| 24. More communication between our groups [NJ Library Association] would also help us share best practices. (E008) | Implementation |
| 25. At over 70 [Community College] locations around the state and on site coursework, we are ready and prepared to assist you in bringing needed service where jobseekers are. (E009) | Implementation |



| Key Industries and Talent Networks | <i>Disposition</i> |
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| 1. Education should be added as a Key Industry Sector (E002) | Future Consideration |
| 2. How were the seven key industries selected? (N004) | Addressed in Section D |
| 3. Why weren't non-profits, government and educational institutions listed as key industry sectors? (N008) | Addressed in Section D |
| 4. Hire or train learning and development experts to work with subject matter experts to design the seven key industries program (E001A) | Future Consideration |
| 5. Provide incentives for program design, internships, etc. (E001A) | Future Consideration |
| 6. Provide a skills and competencies section for skill sets needed by the positions within the seven key industries (E001A) | Implementation |
| 7. Provide a skills and competencies section to each position in the Occupational Outlook Handbook (E001A) | Implementation |
| 8. Marketing is needed of Talent Networks. Having the benefit of this awareness would be very helpful to drive jobseekers, particularly less experienced, to the Talent Networks (N002) | Implementation |
| 9. What is the best way to engage with the Talent Networks as a non-profit? (N001) | Implementation |
| 10. Are the Talent Networks advising on basic skills and literacy specific to that industry cluster? (N001) | Implementation |
| 11. Are there specific programs to link skilled workers with employee-seeking manufacturers? (N009) | Implementation |
| 12. Are there any manufacturing specific events to introduce prospective employees to manufacturers? (N009) | Implementation |



Talent Development and Job Placement

Disposition

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| 1. It is critical that partnerships between public and private sectors are expanded so that individuals are trained in the skills that are actually needed in the market. (E003A) | Implementation |
| 2. The plan needs to include a specific strategy to expand existing Basic Skills programs. (E003A) | Implementation |
| 3. It is critical that the plan address the importance of vocational training in high school. (E003A) | Refer to DOE and Future Consideration |
| 4. The Department needs to develop strategies to ensure those entering the workforce have the core training and the personal and professional skills and certifications the need to secure viable employment. (E003A) | Implementation |
| 5. We hope the primary focus remains industry needs. While long term training may be a goal of the plan, if businesses don't require an advanced degree, short term career skills may still be the answer. (C002) | Implementation |
| 6. Work and collaboration needs to continue in order to meet industry demand of the Direct Support Professional workforce. This sector needs greater connection to WIBs, Vocational Schools, etc. (S003) | Future Consideration |
| 7. While the plan states the 'shortest pathways between jobseekers and employers', it should also be the 'shortest and wisest pathway'. (N001) | Implementation |
| 8. Provide consistent career guidance to displaced workers from obsolete industries. (E001A) | Implementation |
| 9. There are three layers of job seekers (N003): a. The pipeline of talent for our future job seekers begins at the local high school. (N003) b. (Job seekers need) Career Ladders: 2 year colleges to 4 year colleges and stackable credentials. (N003) c. Immediate job seekers linking them to employers requiring specific job skill sets with training provided by community colleges and non-profits. (N003) | Implementation |
| 10. The link between non-credit training credentials and college credit through "stackable credentials" is an area that community colleges are prepared to support and look forward to being engaged in this element of the plan. (E009) | Implementation |



One-Stop Career Centers (OSCCs)

Disposition

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| 1. One-Stop evaluation process, how will gap analysis be conducted, which stakeholders will be included (N002) | Implementation |
| 2. Will One-Stop assessments be performed internally, by a third party or a collaborative team (N006) | Implementation |
| 3. Market One-Stops as “America’s Job Centers” to enable customers to benefit from all offered services (C005) | Implementation and Addressed in Appendix 5 |
| 4. One-Stop assessment should be performed by a professional development specialist familiar with needs analysis and surveying (E001A) | Future Consideration |
| 5. Ask for feedback from partners (libraries, community colleges, community and faith based organizations) to expand the reach of OSCCs. (E001A) | Implementation |
| 6. Contract with a professional to design training for Jersey Job Club locations and provide train-the-trainer sessions (E001A) | Future Consideration |
| 7. One-Stop career services should be designed by a professional learning and development specialist, be consistent throughout the state and include exercises, feedback, coaching and role playing, with materials available electronically (E001A) | Future Consideration |
| 8. One-Stop Delivery System: does not specify any youth inclusion or youth specific services/access. (E005) | Addressed in Sections B, H, and I |

Staff Development

Disposition

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| 1. Expand professional development offerings by contracting with an organizational development specialist (E001A) | Future Consideration |
| 2. Professional development of counselors should include greater awareness of career options and education opportunities (C003) | Implementation |
| 3. Train One-Stops / WIB administrators on strategic linkages (N003) | Implementation |
| 4. Are youth specific trainings for One-Stop Career Center youth staff included (with professional development)? Section A, p 11 (E005) | Addressed in Section J |



Performance Accountability Metrics/Evaluation

Disposition

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| 1. Align training evaluation to balanced scorecard (E001A) | Implementation |
| 2. Work with community colleges to keep metrics of student job placement in funded employment related programs (E001A) | Implementation |
| 3. The performance metrics piece is not clearly developed (C004) | Future Consideration |
| 4. How will local performance measures be revised based on regional goals (C005) | Future Consideration |
| 5. Improve and require accountability of education providers to ensure placement of graduates (C003) | Implementation |
| 6. Rigorous evaluations should not take away time needed to work with clients (C001) | Implementation |
| 7. Are measures listed on chart K-3 (Section K, p 12) based on a national standard? (E005) | Refer to DOE |
| 8. How are local youth investment councils accountable for performance on the local level Section A, p 16 (E005) | Addressed in Section K |
| 9. Will data collection and reporting processes include information for youth that enter the One-Stop system through WIA Youth Programming funds an/or receive other youth services through One-Stops/Youth Centers, SETC, and LWD? Section E, p 18-19 (E005) | Addressed in Section E |



Special Needs Groups

Disposition

| People With Disabilities | |
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| 1. Will there be an expansion of the DEI Project? (N008) | Future Consideration |
| 2. Provide training to private sector Human Resource employees for issues related to hiring people with disabilities who require on the job supports, such as job coaching. (N007) | Future Consideration |
| 3. The Workforce Development Division of LWD needs to be a primary component of the Employment First leadership team in order for it to be successful. (S006) | Future Consideration |
| 4. The plan should include a state set-aside program for people with disabilities. (S006) | Future Consideration |
| 5. There is a great need to focus on employment opportunities that exist providing care in other long-term care settings with focus on developmental disabilities.(S003) | Future Consideration |
| 6. There is a need to include the Direct Care Workforce which includes those employees supporting individuals with disabilities, along with Home Health Aides and Personal Care Aides, as this brings the total of these three job categories to approximately 85,000 people with a projected growth rate of 24% by 2018. (S008) | Future Consideration |
| 55+ | |
| 1. Many 55+ customers need basic computer skills as they do not have the skills needed for jobs they are seeking. (C005) | Implementation |
| Youth | |
| 1. Out of school youth need long term training to take them through the attainment of their GED, through WIA youth requirements, into an ITA and then employment that can provide self-sufficiency. (C005) | Implementation |
| 2. Doesn't the SETC have a standing Youth Committee" Where do the YICs fall in this chart Section E, page 3 (E005) | Addressed in Section E |
| 3. There does not appear to be a break down of tools and skills specifically geared towards the youth population to assist them (in securing employment). (E005) | Implementation |
| 4. Core Value 2: New Jersey's Career Guidance Resources: who will be at the table; how will it translate into all aspects of the educational system; what about youth who are out of school? (E005) | Implementation |
| 5. OnRamp? Volunteer does not indicate any inclusion of youth population. Are they being considered for participation? (E005) | Implementation |



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| 6. Will Youth be engaged to be involved with the Jersey Fresh youth team? Section H, page 4 (E005) | Implementation |
| Adult Education/Literacy | |
| 1. The Adult Ed stuff was just fine. Good job! (C006) | N/A |
| 2. There are numerous references to the need for basic skills, ABE and GED training programs to permit people to gain new employment opportunities. Most of these programs, however, address the needs of an adult student with at least a fourth grade educational attainment. (E007) | Implementation |
| 3. LVNJ is looking for a state plan which acknowledges the needs of the lowest level student and provides funding assistance to those programs which seek to meet those needs at the local level. (E007) | Future Consideration |
| 4. Our [LVNJ] volunteer instructors are a tremendous part of the solution to the literacy needs of our state but need to be acknowledged and supported in a comprehensive statewide adult literacy plan. (E007) | Future Consideration |
| 5. Basic literacy is another area where the public libraries are playing a critical role. (E008) | Implementation |
| 6. Outside funding for [literacy programs in libraries] is very limited. There is no funding from the NJ State Library available for literacy programs and we believe that few receive funding from local WIBs. I see numerous references in this document to a federal Family Literacy program. Most of our public libraries provide family literacy initiatives yet I do not believe that any have received funding through this initiative. (E008) | Future Consideration |
| 7. We agree with the plan's emphasis on the need for entry-level basic skills and encourage you to embrace the NJBIA suggestion to expand the scope of the current training program in Basic Skills. (E009) | Future Consideration |
| 8. The reduction of ABE/GED Title II funding has created the need to seek solutions to addressing these needs. I encourage you to include this need in the plan. (E009) | Future Consideration |



Topical Issues

Disposition

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| <i>Federal Grants</i> | |
| 1. What is the status of federal and state training funds? Is all the money being used? If not, can it be re-directed or rules be modified so that it can all be utilized? (N006) | Implementation |
| <i>Customized Training</i> | |
| 1. The current process is too cumbersome for small businesses to take advantage of customized training for their incumbent workers. A lower maximum and a more streamlined process is needed. (C002) | Implementation |
| 2. How does customized training fit into this plan? (N002) | Addressed in Sections B, G, H, and I |
| <i>OJT</i> | |
| 1. How will On-the-Job training delivery be integrated with initiatives for the unemployed and under-skilled individuals? How will the training be funded? (N011) | Implementation |
| 2. What is the employer and trainee engagement contingency plan/alternative for those that do not meet eligibility requirements for OJT or encounter barriers that do not permit them to complete the program (E005) | Implementation |
| <i>Training Approval Process</i> | |
| 1. The process for WIA training grants takes too long. (N006) | Implementation |
| 2. The WIA process needs to start with the process of Unemployment; too many months pass by before clients see WIA staff. (C001) | Implementation |
| <i>Loan Forgiveness</i> | |
| 1. Encourage an increase in grants/scholarships/loan forgiveness for college costs as it is becoming unaffordable to many. (N006) | Refer to Higher Education and Future Consideration |
| <i>Sustainable Living Wage</i> | |
| 1. What is being done to ensure the job market/workforce provides sustainable living wages? (N006) | Future Consideration |



General Comments

Disposition

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| 1. Please number pages and index for easier referencing (N008) | Addressed through PDF Bookmarks |
| 2. Excellent blueprint for moving NJ's key Industries and Job Seekers forward (N010) | N/A |
| 3. No comment at this time (N012) | N/A |
| 4. Inclusion of so many groups is a progressive step over earlier efforts – it adds a new dimension in creating a blueprint for tying all the pieces together (S004) | N/A |
| 5. Excellent plan – broad scope, addresses key core values with emphasis on special populations (S005) | N/A |
| 6. Excellent blueprint for fostering and creating job growth and getting people back to work (S006) | N/A |
| 7. The plan makes a number of significant advances: incorporating web-based technologies, proven techniques like job clubs and expanded use of available funding sources (S006) | N/A |
| 8. If Section A, page 14 “Limit training investments to occupations on the demand occupation list” means to stop funding training programs in demand occupations it would be a mistake. Would support “direct training funding to occupations on the demand occupations list”. (E002) | N/A |
| 9. The plan will provide a critical roadmap to meeting the needs of key industries, providing adequate workforce training and fostering stronger collaboration with the public and private sectors. (E003A) | N/A |
| 10. We appreciate the opportunity to comment on this critical document and commend the Department for partnering with accredited training providers, business groups, employers and community colleges. (E003A) | N/A |
| 11. Hard to digest, I don't think many will take the time to study and testify. It is hard to find anything to comment about. (C006) | N/A |
| 12. Editing Recommendations (E005) <ul style="list-style-type: none"> a. Add “youth” to last sentence Section A, page 13, section 2.20 b. New Jersey Division on Women is now within the Department of Children and Families Section B, page 8 c. DYFS is now DCP&P, Section K, page 17 | <ul style="list-style-type: none"> a. N/A b. Addressed in Section B c. Addressed in Section K |



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| 13. Recommend phrasing “under represented” Section I, page 3, paragraph 2, when referring to women and minorities in the building trades (E006) | Addressed in Section I |
| 14. In reading the document, I must admit that there were many abbreviations to many federal programs I was not aware of and do not have a complete understanding of how these programs are currently working in NJ. (E008) | N/A |
| 15. I hope that, if necessary, the NJ Department of Labor would seek waivers from the federal government to make our state plan a model of comprehensiveness and inclusiveness for all stakeholders. (E008) | Future Consideration |



Appendix 7: Stakeholders



Stakeholders

Governor of the State of New Jersey
Lieutenant Governor of the State of New Jersey
Attorney General, New Jersey Department of Law & Public Safety
Commissioner, New Jersey Department of Community Affairs
Commissioner, New Jersey Department of Children and Families
State Comptroller, Office of the State Comptroller
Commissioner, New Jersey Department of Education
Commissioner, New Jersey Department of Labor and Workforce Development (LWD)
Acting Adjutant General, New Jersey Department of Military and Veteran Affairs
Chair, Civil Service Commission
Secretary, New Jersey Department of Agriculture
Superintendent, New Jersey State Police
Secretary of State, New Jersey Department of State
President, New Jersey Board of Public Utilities
Secretary, New Jersey Office of the Secretary of Higher Education
Commissioner, New Jersey Department of Banking and Insurance
Commissioner, New Jersey Department of Corrections
Commissioner, New Jersey Department of Environmental Protection
Chair and Chief Administrator, New Jersey Motor Vehicle Commission
Commissioner, New Jersey Department of Health and Senior Services
Director, New Jersey Office of Homeland Security and Preparedness
State Treasurer, New Jersey Department of the Treasury
Commissioner, New Jersey Department of Transportation
Commissioner, New Jersey Department of Human Services

State Employment and Training Commission (SETC), Councils and Committees
Local Chief Elected Officials
Local Workforce Investment Board Chairs
Local Workforce Investment Board Directors
Local One-Stop Operators

ACCSES New Jersey
African American Chamber of Commerce of New Jersey
Alternatives, Inc.
AmeriCorps in New Jersey
Central Jersey Job Developers Association
Commerce and Industry Association of New Jersey
Council of County Vocational and Technical Schools
Disability Rights New Jersey
Edison Job Corps
Garden State Employment and Training Association
Jewish Vocational Services
John J. Heldrich Center for Workforce Development
Junior Achievement of New Jersey



National Organization on Disability
New Jersey Association of Lifelong Learning
New Jersey Business Action Center
New Jersey Business and Industry Association
New Jersey Campus Compact
New Jersey Commission for the Blind and Visually Impaired
New Jersey Council of County Colleges, Consortium for Workforce and Economic Development
New Jersey Department of Education, Office of Career and Technical Education
New Jersey Foundation for the Aging
New Jersey Library Association
New Jersey Small Business Development Centers
New Jersey State Board of Education
New Jersey State Chamber of Commerce
New Jersey State Director, USDOL Office of Apprenticeship,
New Jersey State Independent Living Council
New Jersey State Parole Board
New Jersey Youth Corps
NJBIZ
State Rehabilitation Council of New Jersey
Statewide Hispanic Chamber of Commerce of New Jersey
Talent Network Coordinator, Advanced Manufacturing Talent Network
Talent Network Coordinator, Financial Services Talent Network
Talent Network Coordinator, Health Care Talent Network
Talent Network Coordinator, Life Sciences Talent Network
Talent Network Coordinator, Technology & Entrepreneurship Talent Network
Talent Network Coordinator, Transportation, Logistics, & Distribution Talent Network
The New Jersey Presidents' Council
USDOL Veterans Employment and Training Staff, New Jersey