

Public Hearing

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ASSEMBLY LABOR COMMITTEE

"The implementation of the Youth Transitions
to Work Partnership Act and the occupational health
and safety component of the Workforce Development
Partnership Program"

LOCATION: Committee Room 8
Legislative Office Building
Trenton, New Jersey

DATE: October 19, 1993
1:30 p.m.

MEMBERS OF COMMITTEE PRESENT:

Assemblyman Patrick J. Roma, Chairman
Assemblywoman Virginia Haines
Assemblyman Stephen A. Mikulak
Assemblyman Alan M. Augustine



ALSO PRESENT:

Gregory L. Williams
Office of Legislative Services
Aide, Assembly Labor Committee

New Jersey State Library

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New Jersey State Legislature

ASSEMBLY LABOR COMMITTEE

LEGISLATIVE OFFICE BUILDING, CN-068

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NOTICE OF PUBLIC HEARING

The Assembly Labor Committee will hold a public hearing regarding the implementation of the Youth Transitions to Work Partnership Act and the occupational health and safety component of the Workforce Development Partnership Program.

The hearing will be held on **Tuesday, October 19, 1993 at 1:30 PM** in **Committee Room 8, Legislative Office Building, Trenton, New Jersey.**

The public may address comments and questions to Gregory L. Williams, Committee Aide, or make bill status and scheduling inquiries to Cynthia D. Petty, secretary, at (609) 984-0445. Those persons presenting written testimony should provide 12 copies to the committee on the day of the hearing.

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ASSEMBLYMAN PATRICK J. ROMA (Chairman): As you are probably aware, we had two hearings today. We started early in the morning. Some of the members have been excused. They are outside making phone calls, or getting something to eat. The bottom line is that we have worked continually through the day. We did not expect to have the extensive testimony we had this morning and this afternoon. So we will continue with the hearing.

What we would like to do at this time is start with the worker safety aspect, followed by the youth apprenticeship. I would like to call up Chuck Davis from the New Jersey Department of Labor. I understand that Susan Schurman, from Rutgers, will also appear at the same time. Is my understanding correct? (no response) And Mr. Engler, from IUC.

If you hear a crunching noise, you will understand why. That will be lunch. Hopefully, this afternoon's hearing will go a little better than this morning's hearing.

A S S T. C O M M. C H A R L E S G. D A V I S: A little better? Let's hope so, Assemblyman.

Good afternoon, Chairman Roma, and the members who are here from the Assembly Labor Committee. I am pleased to meet with you today to report on two issues of mutual concern: the occupational safety and health component of the Workforce Development Partnership Program -- WDPP -- and the Youth Transitions to Work Partnership Program -- YTWP -- which we will speak about later.

The Department of Labor continues to recognize the importance of occupational safety and health training services as a component of the Workforce Development Program. As you know, in the initial stages of the Workforce Development Partnership Program, occupational safety and health training services were integrated into the training curriculum delivered

by service providers under our individual training grants and customized training programs.

Additionally, the Department of Labor is now working with Partnership members to strengthen the delivery of occupational health and safety services. A consortium of the Institute for Management and Labor Relations; Labor Education Department of Rutgers, the State University; and the New Jersey Industrial Union Council has developed a proposal that the Department feels makes excellent use of limited resources by developing a program of training trainers who can educate others at their own and other work sites. Professor Susan Schurman, from Rutgers Institute of Management and Labor Relations, and Rick Engler, from the IUC, are with us today to discuss the key components of that program.

I am also pleased to report that we initiated meaningful discussion with Charlie Marciante and his staff regarding their interest and role relative to occupational safety and health under the Workforce Development Partnership Program. We hope to conclude these discussions within the next two weeks.

The New Jersey Department of Labor is also pleased to be a member of the Apprenticeship Policy Committee, along with officials from the AFL-CIO of New Jersey, the Department of Education, and the Federal Bureau of Apprenticeship and Training, the entity responsible for developing and administering the Youth Transitions to Work Partnership Program.

This partnership will prepare students for working in a high performance workplace by increasing their understanding of the relationship between education and employment, improving their career decision-making skills, and providing them with basic thinking and job skills, as well as the personal qualities required to compete for high skill, high wage jobs. With the funding of the 10 New Jersey Youth Apprenticeship Program demonstration sites, and the passage and signing of the

enabling legislation, New Jersey is in the forefront of preparing its youth for the workplace of the future.

The Apprenticeship Policy Committee is scheduled to meet this Thursday, October 21, to finalize a draft implementation plan for the Youth Transitions to Work Partnership Program. The major components of the draft plan are:

We want to set up an account for the distribution of funds by November 1, 1993.

We want to identify occupational areas for training by November 15, 1993.

The preparation of grant application by November 29, 1993.

Announcement of available grant activity to local consortia on December 15, 1993.

Appointment of an Advisory Council by January 1, 1994.

Awarding of grants by February 21.

Ongoing monitoring and annual evaluation of the Program.

Since the Youth Transitions to Work Partnership Act redirects the use of Federal funds, action has been taken to support the activities under the Act. The Governor's Coordination and Special Services plan required by the Job Training Partnership Act -- JTPA -- has been modified to reflect the use of JTPA funds for New Jersey school-to-work transition activities. The Plan is currently under review by the U.S. Department of Labor. I expect that the Plan will be approved, since school-to-work transition, including apprenticeship, is an allowable activity for JTPA-eligible youth. In addition, an interdepartmental agreement between the Departments of Labor, Education, and Higher Education has been developed for the use of 8 percent JTPA funds. This agreement designates a portion of these funds for the youth apprenticeship program.

At this point, I would like to turn the program over to Professor Schurman, who, we are hopeful, will be able to describe for you in greater detail the program proposal that is being advanced by the State University at Rutgers and the IUC.

Also, I would like to defer comments on the Department of Education's role relative to your Transitions Program and the use of Carl D. Perkins funds until they have had an opportunity to talk.

In closing, we believe the Department of Labor and its partners are doing an excellent job fulfilling the vision of the Governor and the Legislature, administering employment and training programs that ensure the health, safety, and job security of New Jersey's present and future workforce.

At this time we will turn it over to Professor Schurman, and then we will be welcoming any questions you might have of myself or members of the Department.

Thank you.

ASSEMBLYMAN ROMA: Fine. Please proceed.

P R O F E S S O R S U S A N S C H U R M A N: Thank you, Mr. Davis.

Chairman Roma, members of the Committee: Thank you for this opportunity to describe our proposal to you. The way I think we will proceed, since this is a consortium between the Industrial Union Council -- and Rick Engler is here representing them -- and Rutgers, I will say a few things about the main body of the proposal, and Rick, I am sure, will have a couple of things to add.

Let me begin, before I get to the details of the proposal, by telling you that as a recent transplant to New Jersey from the great State of Michigan, where I directed the Labor Studies Program at the University of Michigan, and where I was actively involved with the State of Michigan in something similar, but of far less scope than you have developed here in

New Jersey -- let me tell you how farsighted and strategic I regard this Workforce Development Partnership Act to be.

Most of my own professional work for the last 20 years or so has been about the general question: How do we create high performance work? I have now learned to add learning systems. So I have had an opportunity to work with companies and unions in Michigan and around the country that are trying to turn themselves into those kinds of systems.

Let me also compliment you by taking the additional step of recognizing the integral relationship between occupational safety and health and a high performance work system. I think if we have learned anything over the last 20 years or so of experimenting with what we have to do to make our companies and our organizations, both public and private, more economically competitive, as well as better places to live and work in, we have learned that there is a very close correlation between attending to matters of occupational safety and health, and attending to other kinds of issues that tend to bottleneck production or prevent the optimal use of organizational resources. So by calling attention -- in fact, mandating attention to the health and safety training component of making a company more competitive, at the moment, I see no other state in the country that has shown this kind of attention.

As we at Rutgers, at the Institute of Management and Labor Relations, and my colleagues at the Labor and Education Departments thought about this Act and thought, I think, what might be an appropriate role of the State University in trying to assist and facilitate the implementation of this Act, we looked at the health and safety component in particular, because as I looked around, again, as a new person in New Jersey last year -- as I looked around, I did not see, in some way, some of the infrastructure here in the State that I had seen in Michigan that really focused on developing the

expertise and the capacity in the State and in the plants and in the unions that could deliver this kind of health and safety training.

So as we thought about it -- and there is a group of us at Rutgers at the Institute of Management and Labor Relations for whom workforce health and safety is an area of expertise -- we decided that this would be something that we would put some energy into and try to contribute to.

The proposal we are making really has six components to it. I am going to run through them briefly and not go into a great deal of detail, presuming that in questioning, if you want to know more about the details, we could get to that. The elements are really, I think, kind of a distillation of strategy that I think I have learned, and some of the rest of us have learned over the years about: How do you go about making a "strategic difference"?

My own preference, and I think the preference of my colleagues is the old adage about, you know, "You can give people fish, or you can teach people how to fish." Our preference is the sort of teaching people to fish thing, and building capacity, particularly in places where it is going to be used. We think Rutgers is an appropriate place to do that kind of training.

In order to do that, and in order to make it work, there are a number of key elements of strategy that have to be employed, and our proposal has laid those out in six pieces:

First and foremost, if you are going to train people, there has to be a curriculum, so curriculum development is one phase of this. Now, this really has a couple of pieces to it. One, to avoid reinventing the wheel, is to look at some of the curricula that presently do exist and to ask ourselves: Are they appropriate? Could they be adapted for use? Can we make use of them? Are they the right ones in terms of the kinds of problems we are seeing here in New Jersey?

Curricula really fall into two categories: One has to do with technical health and safety matters, ergonomics, hazardous materials, and so forth. The second kind of curriculum that needs to be developed is a training curriculum; how to teach folks how to teach this stuff. This is an area that both Mike Merrill on our faculty and I have had a lot of experience with. I personally can tell you that I have taught rank and file people, some of whom had very little education, how to teach both hazardous chemicals prevention and ergonomics, and have had them -- in studies which we have done, which I would be glad to supply if the Committee would like to see them -- much to our delight and chagrin at the same time -- have had them perform as well, or better than we, the so-called professional experts, did on some pretty rigorous evaluation testings.

So I am convinced that it is possible to train folks to do this kind of training and have it be very high quality and very effective in terms of reaching the audience, which, as many of you may well know, is the most difficult problem in both health and safety training, and workforce training in general: how to engage the interest of the learner and how to make the materials accessible to them. We think we know how to do that, and we think we know how to design the curricula and support them with the training piece.

The second thing we thought, given the reality of the situation at the moment, is: In addition to preparing people who can deliver and become expert trainers, there is also a need, as we can understand it at the moment, for experts who can deliver training to some of the present grantees and respond to some present requests. So we are proposing to prepare materials that can be used in conjunction with outreach to the Workforce Development Partnership grantees as well.

In addition, we have proposed to develop materials that could be used in conjunction with individual training

grants, so that those people who apply as individuals for movement to some new occupation -- to try to create some materials that could be used by them -- as freestanding by individuals. We all know we cannot reach everybody through organized training programs, so the question of, how do you reach those folks who don't have an opportunity to get to classes, is an important one.

A fourth element -- and I touched on it -- is the train and trainer element itself.

A fifth one is to offer training sessions at the Labor Center, or possibly at other locations around the State.

On specific key health and safety topics: Those might be ergonomics. It might be hazardous chemicals, it might be stress, because certainly in some of our public-sector employment settings right now, occupational stress is becoming one of the major sources of illness and injury. I know much of my own work at research has been in that area.

Finally, we propose to sort of do what I would call a "capstone conference," bringing a large group of people together at the end of the program to kind of cement some of the things we have done and to kind of plan strategy from there on in -- at the end of the program.

We anticipate that we would do these things over approximately a two and a half year period, and that by the end of that time, we would have-- It is always, I think, dangerous-- I have learned the hard way that it is dangerous to say at this point in time-- Everybody wants to know, "Well, how many people will you reach?" or, "How many contact hours will you deliver?" It is a little bit difficult to say at this point in time, but I think we will be able, through this strategy, to prepare a core group of trainers who are able to deliver training. We will be able to do some direct training in workplaces that need it. We will be able to attract, probably, hundreds, if not thousands of people to the Center

for these programs on specific health and safety topics, and through the conference. Then, of course, there is the whole issue of how many people we reach through individual training grants.

So the bottom line, as I would see it, is that the combined use of this strategy has the potential to reach a large number of people and, more importantly, to prepare expertise that could subsequently reach a much larger number of people; and hopefully, build up the capacity here in New Jersey in some of our key industries that need it, a precious resource, if you will, that lets people here know how to do this kind of complex technical instruction in health and safety.

I think I will stop here, and turn it over to Rick.

R I C K E N G L E R: My name is Rick Engler. I am Vice President of the New Jersey Industrial Union Council, AFL-CIO. I just have a couple of brief comments.

First, I would also like to thank the Legislature, Chairman Roma in particular, and also Commissioner Bramucci of the Labor Department, for this Program; not only the overall Workforce Development Partnership Act, but also the safety and health component.

In December 1989 -- it seems like ancient history -- the Department of Health, in the waning weeks of the Kean administration, came out with a report on the extent of occupational disease in New Jersey. Among other things, it did two things:

It pointed out the extent of occupational illnesses. It focused on five in particular that were tremendous. They estimated that between 2000 and almost 3000 new cases of occupational deaths per year resulted from just five types of occupational diseases, and that from 7000 to 14,000 new cases of just five kinds of occupational disease were occurring annually in New Jersey.

There have been people who have expressed skepticism at this report that was done for the Department of Health by Mount Sinai in New York. Even if you take the low end, and even if you recognize the utter absence of really good data on the extent of occupational disease and injury, particularly in the private sector in our State-- No matter how you cut it, it is a very, very serious problem. This Program within the Labor Department will help be a starting point to address this.

The second thing the Department of Health report did was, it proposed just this program. The funding mechanism was different; there were a number of other wrinkles, but essentially, in 1989, in that Department of Health report, this kind of a program was proposed as a cornerstone of an integrated, comprehensive approach to preventing occupational disease and injury in this State. So we are really pleased that it seems to be being put into place.

The next point I would like to make would be just to emphasize Professor Schurman's point around training trainers. There is a huge workforce in this State of -- what's the figure? -- well over 300,000, I believe. I think it is still over 300,000. Obviously, it would be absurd to-- Did I say 300,000? I mean three million.

PROFESSOR SCHURMAN: I was going to say, gosh--

MR. ENGLER: Nonetheless, whichever of the figures is correct, the idea of training people in that number is obviously ridiculous. So there has to be a focus on institutionalizing capabilities among key people who develop the abilities and confidence to train others. There are some limited models elsewhere in the country where trainers have been trained and have worked with great success in training others, and I think that is the key.

I mean, speaking for the Industrial Union Council, we are not interested in developing a staff of industrial hygienists and medical professionals and having sort of an

in-house, ongoing professional capability. We think the capability has to be pushed down to the local level in the workplaces, among members of our unions, among their equivalents on the management side, so that people have the capability at the local level to solve these problems. It is also quite clear that whether you think the Federal and State regulations are too much or too little, when you look at the objective numbers -- at the number of people available to provide occupational safety and health consultations or regulatory programs from government, it is really a very small number. So the need really is to institutionalize capability at the local level by people who are on the job every day, both on the management side and on the worker side.

That is the core of our program: to try to train trainers; to try to reach people so that they develop the abilities and confidence that they can reach others. We think that is key toward preventing what has been called a virtual epidemic of occupational injuries and illnesses in our State.

ASSEMBLYMAN ROMA: I am sure you are going to have a couple of questions. I might as well start, keeping in mind that this is a very upbeat conversation, as opposed to this morning.

We understand the legislation went into effect July 7, 1992. Now, about 14 or 15 months later, we are talking about implementing the worker safety aspect. You can appreciate that this Committee spent many, many hours taking testimony from various businesses and labor groups. Rick is here. Jim Kirk from the AFL-CIO is in the back. After sitting down and discussing all of this information, the worker safety component was essential to the bill

You can appreciate, Commissioner Davis, the concern we have in terms of implementation. I sent a letter to the Commissioner -- Commissioner Bramucci -- asking about the absolute, definite commitment date. I was told back in August

that within a month we would have this. In fact, September 11 has come and gone. I understand we are now at a different date, October 19, but aside from the fact that some things that are good take a little longer, I would like to know specifically when we can expect a signed agreement?

ASSISTANT COMMISSIONER DAVIS: Currently, our Department has been in active dialogue with the Rutgers folks and with the IUC. Brian Peters, our Director of the Workforce Program, has been our lead discussion person in this particular initiative. I would have to defer to him, but I would suggest to you that we are talking about, probably, what, a couple of weeks? (Assistant Commissioner Davis consults with unidentified colleague in audience) Yes, that is what I thought. Two weeks and we will have a final agreement and contract entered into.

In addition--

ASSEMBLYMAN ROMA: You are representing to me that in 14 days--

ASSISTANT COMMISSIONER DAVIS: That is correct.

ASSEMBLYMAN ROMA: --we should have an agreement totally signed, totally executed--

ASSISTANT COMMISSIONER DAVIS: That is correct.

ASSEMBLYMAN ROMA: --totally enforceable, and totally implemented, at least from the stage of the Department of Labor?

ASSISTANT COMMISSIONER DAVIS: I don't know about implemented.

ASSEMBLYMAN ROMA: We didn't get to everybody else yet.

ASSISTANT COMMISSIONER DAVIS: We will execute a contract, signing off between the parties involved, and they will then begin their work.

ASSEMBLYMAN ROMA: I am going to hold you to that commitment.

ASSISTANT COMMISSIONER DAVIS: Absolutely. We are prepared to be held to that particular date.

ASSEMBLYMAN ROMA: Okay.

The second question I have is in terms of the funding of the Rutgers/IUC program. Will funds exist for the State Department of Labor to entertain funding applications from other eligible applicants, including employer and labor organizations? You understand the concern--

ASSISTANT COMMISSIONER DAVIS: Yes, I do.

ASSEMBLYMAN ROMA: --of our labor organizations, and that they would like to participate. I would like to make sure--

ASSISTANT COMMISSIONER DAVIS: Yes. Right now during this fiscal year, there is a total of about \$2.8 million in the component for safety and health. This proposal -- and the details are still being finalized-- Discussions have been around a million, a little bit more, over a two-year period. Certainly, in our discussions with other locals within the AFL-CIO there are dollars that have been floating around, but we will have more than sufficient moneys to offer, or solicit other involvements from private and other union entities to provide for safety and health under Workforce Development.

We are very comfortable with that, recognizing it is about \$3 million we have. For those who have already petitioned us, and for others who have been asking and inquiring, in addition to the fact that we have our own Division of Workplace Standards, the Department of Health has also inquired about involvement, and our Department of Education, which is involved with review of all training providers to ensure that where there are occupational paths that require a safety and health component, that they are, in fact, incorporated into the curriculum-- There are some dollars we are going to have to be looking at there.

So we are very comfortable that once we get this complement of all of these players together, we should really have a dynamite safety and health program. Starting with this

proposal, with Marciante's proposal, and with others we will have to solicit, we think we will be in good shape.

Also, I might add that we, too, are very, very concerned about safety and health in our Department. As Deputy Commissioner Quinn mentioned at our prior meeting, I mean, we have not just been doing nothing. We have been involved in safety and health. Our customized training applications, and Hal English is here-- I think about 60 percent of all of our customized training applications and grant recipients who have been trained have had a safety and health component tied into their curriculum, often by the employer, or by the training provider. In many of our individual training grant programs, we have had a specific occupational area of the component of safety and health, which we are tracking now. There was less tracking early on, and we became very sensitive not only to the fact that you are interested and we are interested, but that data needed to be captured, and has been captured, dollar by dollar, since this new fiscal year commenced.

ASSEMBLYMAN ROMA: Well, to be specific, then, for business and industries, the AFL-CIO, and the various other organizations that have participated, the moneys will be available, so when I receive the phone calls--

ASSISTANT COMMISSIONER DAVIS: The moneys will be available. That is not an issue.

ASSEMBLYMAN ROMA: That is not an issue?

ASSISTANT COMMISSIONER DAVIS: It is not an issue.

ASSEMBLYMAN ROMA: Before proceeding with aspects of the proposals, are there any questions from the Committee?

Assemblyman Mikulak? (no response) Assemblyman Augustine? (no response) Assemblywoman Haines? (no response) Okay.

As to the Program itself, the proposal, maybe you can give us, Professor, some information characterizing the current

extent of occupational injuries and illness in New Jersey, to try to give us a better perspective.

PROFESSOR SCHURMAN: I am going to let Rick -- if you don't mind -- speak to that first, because he has done as much work on that as I have.

MR. ENGLER: Well, if I may just quote from the Department of Health report: "Occupational disease encompasses a tremendously diverse set of illnesses, including: lung cancer, chronic kidney disease, reproductive impairment, chronic disease of the muscular skeletal system. At present, there is no complete source of information on the extent of work-related disease in New Jersey. Analysis of the best available data indicates, however, that a minimum between 2170 and 2870 deaths result each year in New Jersey from occupational diseases.

"In addition, it is estimated that from 7317 to 14,776 new cases of occupational disease develop each year in this State as a result of work-related exposure." I might add, the Workers' Compensation data reported by the New Jersey Department of Labor provides some indication of the extent of the problem. In 1991, over 197,000 work-related accidents were reported in New Jersey; over \$400 million in Workers' Compensation benefits were paid. Also, in terms of the costs of occupational disease -- and it certainly relates to the current debate in our State and nation over the rising health care costs-- Five categories of work-related disease were found. This figure is already somewhat out of date by a couple of years, but it was found to be \$340 million in 1990.

Further, according to the Occupational Safety and Health Administration, for every dollar spent on medical or Workers' Compensation costs, \$5 to \$50 is spent on repairs, replacement of damaged products, and production delays, and \$1 to \$3 more will be spent for hiring and training replacement workers.

Last, in terms of just the data on this issue, there is a relatively new study from the Rand Institute for Civil Justice, "Compensation for Accidental Injuries in the United States." What they found was that really there is a staggering financial cost; that 20 percent of all accidental injuries are related to workplace injuries; and that the financial cost is \$83.2 billion annually. Also, that all other injuries result -- cost \$92.7 billion. So you have a tremendous, tremendous number of injuries being caused in the workplace, relative to the total number of injuries in society.

The notable thing about all this is that these are often clearly preventable. I mean, we clearly have, if you look at the State Department of Health -- I forget the name of the exact system whereby incidences of mercury- and lead-related diseases are reported, in some cases by hospitals and by doctors under State regulations -- you still find occupational disease problems that have been known for decades being reported in large numbers in our State. These things we know how to correct; they are preventable. Training and education for prevention can play a key role.

PROFESSOR SCHURMAN: If I may just add briefly, I think my initial reaction when I first got here and was sort of thinking about this was to propose during the study, or the next level of study, research that would add to the level of documentation about the extent, the nature of occupationally related illness and injury in New Jersey. It seemed like these findings were a bit out of date, and it seemed like the epidemiology needed to go a step further.

As we sort of thought about it, we said, "You know, although it may be true, and it probably would be a useful thing to do at some point in time, the fact of the matter is, we know enough right now about what's there to get started with some direct programs. I think, to support what Rick is saying, if we have learned anything in 20 years in this area, it is

that an ounce of prevention is probably worth more than a pound of cure. The savings to individuals, to the State, to the taxpayer, as well as to employers, for investing in prevention in occupational health and safety, are significant.

So based on the existing data -- which, frankly, is not very good, but it is not any worse than other states -- occupational health and safety injuries are not as easy to track as other forms. They hide in other kinds of forms. Sometimes there are delays between cause and effect that are hard to trace out. I guess, looking at what was there, we decided, "Let's get started with the program."

ASSEMBLYMAN ROMA: Well, Professor, we certainly understand, and we agree. Obviously, we have had our days when there were bills we were working on that we had hoped would move ahead more quickly. Mr. Engler knows firsthand about some of the other legislation, which we will revisit at a later date. I would like to thank you, Mr. Engler, for your leadership in this area.

Let me ask you, Professor, the proposal that you described from your home state versus the proposal we have, you described ours as being somewhat more expansive. Perhaps you can go into a little more detail--

PROFESSOR SCHURMAN: Well, first of all--

ASSEMBLYMAN ROMA: --in terms of other types of pilot programs, the experience in other states, and relate that to this example.

PROFESSOR SCHURMAN: The only state that I am aware of at the moment that is trying to undertake the kind of statewide economic development strategy of the magnitude that this is, is Oregon. Oregon has-- Some of my colleagues at the Labor Center at the University of Oregon have been involved, is how I know it in some detail. The Governor in Oregon, and the legislature, have led the way in a vast Workforce Education Development Program and ended up grading the state's

workforce. It does not have a health and safety component to it, and the funds-- I don't know what the exact total of their funds is, but it is not in the same range. In fact, when I sent a copy of this legislation out there, they were in shock.

In Michigan, to give you a comparison, the total amount of money allocated to, they call it the Governor's Labor Management Program-- It was primarily aimed at getting labor and management to cooperate on organizational upgrading, efficiency, and economic indicators. The total pot of money was half a million dollars a year. What we did with that-- There was a consortium of universities and several labor organizations that were involved there, as well.

What we did was try to use that money a little bit differently than New Jersey. Michigan's primary core economy is in the small second- and third-tier suppliers to the auto industry. So what we really tried to do was use that money to target something that we called "Group Services," in effect, to create education and training consortia that allowed small employers to send people for the kind of training and other services that none of them could afford individually. That included health and safety training. It also included other kinds of technical support services. It was nowhere on the scale that you are doing here in New Jersey, because it didn't have the funding base behind it.

We did, however-- I should say we were able to demonstrate in those experiments that this was a very effective way of delivering services, however, and a very useful way of helping employers come to understand the direct connection between some of their quality problems and some of their safety problems. The same machine often turned out to be the culprit in both cases.

ASSEMBLYMAN ROMA: Professor, another concern of this Committee has also been in the area of employee assistance

programs. We took testimony with regard to programs, and there is some proposed legislation.

One of the questions that came up as a result of this Committee having this hearing is, what if the-- What amount of workplace accidents are related to drug use or alcohol, and will there be money available in the grants in order to address those concerns?

PROFESSOR SCHURMAN: That is not--

ASSEMBLYMAN ROMA: I realize that perhaps, you know, we are looking at an EAP bill, but at the same time, whenever we look at the safety of our employees in trying to help them, we try to come up with initiatives to address all of these issues. Perhaps the EAP legislation is an area where we can handle it. Is there any aspect of this component where we might be able to address some aspect?

PROFESSOR SCHURMAN: Well, it is certainly not something that I have thought about, or something that is reflected anywhere in this proposal at this point in time. I believe you raise an important point, and there is no question that a certain number-- I don't think it is very well understood what the level is. That would be one problem. There is not very good data around in terms of--

ASSEMBLYMAN ROMA: Well, we held a hearing -- not to cut you off -- and we had the insurance industry in, and the Department of Insurance. We made a request-- Business and Industry did a survey; Commerce and Industry did a survey. While we have some of that information coming back, it is really astonishing the information that we do not have.

PROFESSOR SCHURMAN: I was going to say-- If you were about to tell me now that you have the information, I was going to ask you to send it to me as soon as it was available. There has been a lot more speculation in that area than there has been data, and I think data would be the first step.

We have not given any thought to it. I would say that I would be willing to give some thought to it. However, I would caution you in one regard: Our experience says it is important to keep issues of training around occupational health and safety separate from issues of employee assistance, because there is a certain skepticism employees bring to the notion of employee assistance; that is, the fact that we have actually done some work in that area is wrong. We really have to convince them, and convince the employer of the kind of work we have to do; that we are going to help them; we are going to help them get better; and, first of all, that we are not going to start from a punitive approach.

So my initial reaction is that the two are best dealt with separately, although I completely agree with you that there is a certain number of occupational accidents that are probably related to those issues.

ASSEMBLYMAN ROMA: Perhaps what you can do is look over the legislation we have introduced, and we would appreciate your comments.

PROFESSOR SCHURMAN: I would be glad to do that.

ASSEMBLYMAN ROMA: Perhaps what we can do is make some adjustments.

PROFESSOR SCHURMAN: And I would also--

ASSEMBLYMAN ROMA: It is another area of concern that--

PROFESSOR SCHURMAN: I have at least one other colleague at Rutgers who is, in fact, much more expert in that area than I, so perhaps we could--

ASSEMBLYMAN ROMA: Fine. We will put you on our task force.

A couple of other questions if I may: Of course, we understand that first and foremost it has to do with safety and making sure that we have employees who are happy, and at the same time well employed. We are always looking for opportunities to put people back to work. In this particular

case, we have an opportunity to improve the quality of life for many of our New Jerseyans, but specifically the relationship between safety and health training and improved economic performance.

Rick, I think you went through some of the numbers in terms of, you know, savings. We do not like to look at it in terms of savings, but obviously there are many decisions that are made, and sometimes in order to push a program ahead we have to look at those numbers. I think you covered some of the information. If you want, you can leave it with us.

MR. ENGLER: Okay.

ASSEMBLYMAN ROMA: But however that information is developed, we would like to make that part of the appendix.

I guess another question might be: Do Federal funds from the Occupational Safety and Health Administration exist for this purpose?

MR. ENGLER: The situation there is that what was called the "New Directions Program" of OSHA, U.S. Department of Labor, peaked in 1980 with roughly \$10 million for the entire country -- for the entire country. Since that time, the Program has been virtually wiped out. There is approximately \$1 million for the entire country in targeted training funds, so if OSHA wanted to develop interpretive materials for employers and workers on material safety data sheets, they would put out something for proposals to come in just on that very specific subject. And that's it; to date, that's it. But there is a million dollars plus.

The National Institute for Environmental Health Sciences has funded a number of multimillion dollar proposals, including a consortium of universities, unions, and management organizations, but that is restricted specifically to hazardous waste cleanup and related chemical emergencies. You know, one very specific topic. So we still have a whole enormous, vast range of occupational hazards and occupations that are

essentially unaddressed. There are certainly some where training is mandated under Federal regulation, but there is a relatively limited number of Federal training standards. Those have no funding attached to them. They are simply requirements on employers to provide some very limited forms of training for things like forklift operation, cranes -- very specific training components of existing OSHA standards.

That's it, except for a number of very small state programs. I should note that the program in New York State on occupational health and safety training has been pretty extensively developed. Some of the thinking that led Assemblyman Jack Collins, back about four or five years ago, to introduce a separate Occupational Health and Safety Training bill, was based on the New York State model, which funded safety and health training through a surcharge of Workers' Compensation. Not too many people in the Legislature, despite the word "surcharge," wanted to address that.

ASSEMBLYMAN ROMA: The two words they don't like -- surcharges and taxes.

MR. ENGLER: That was my point. While all parties seemed to say this was a wonderful goal and the program was great, they only had one minor problem, and that was the funding source. The minor problem led, basically, to the evaporation of the program. So we are pleased that an alternative way has been developed to do this.

ASSEMBLYMAN ROMA: We are always looking for alternatives.

ASSISTANT COMMISSIONER DAVIS: As you know, also, Mr. Chairman, within the Department of Labor we do have an on-site consultation program which is federally funded under OSHA. Basically what they do is, when OSHA investigators go onto the private sector employer's work site and find some hazards, the company is allowed to voluntarily come into compliance by seeking out the consultants -- safety and health consultants --

we have on board to go in and give training, or to give them educational materials. So that is also taking place within Labor.

ASSEMBLYMAN ROMA: With respect to the New York program, have there been any other states that you can point to with similar types of programs where the safety component is implemented?

MR. ENGLER: Massachusetts and, I believe, Michigan.

PROFESSOR SCHURMAN: Michigan did, but I do not know the status right now, because they were in the process of eliminating it.

ASSEMBLYMAN ROMA: That funding is provided through state funding, or, again, is there some other money that might be available from the Occupational Safety and Health Administration?

MR. ENGLER: No, that is state funding.

PROFESSOR SCHURMAN: I think what Rick has said is absolutely right. OSHA has had progressive cuts in its funds and, to my knowledge, there has been no new money allocated in the present administration.

ASSEMBLYMAN ROMA: Questions from the Committee? (no response)

Commissioner, I would like to thank you for being here.

ASSISTANT COMMISSIONER DAVIS: Okay.

ASSEMBLYMAN ROMA: In 14 days--

ASSISTANT COMMISSIONER DAVIS: Fourteen days, the contract signed, sealed, delivered.

We will be remaining for the Youth Transitions discussion. I know you are intimately interested in that topic.

ASSEMBLYMAN ROMA: Absolutely. If you would, whether it be by fax, carrier pigeon, express mail, however it happens-- In 14 days I do not want to have to call. I would like to have delivered to my office a copy of that signed proposal--

ASSISTANT COMMISSIONER DAVIS: I understand. Okay.

ASSEMBLYMAN ROMA: --based upon your representation.
Thank you.

ASSISTANT COMMISSIONER DAVIS: Thank you very much.

ASSEMBLYMAN ROMA: Thank you, Professor.

PROFESSOR SCHURMAN: Thank you.

ASSEMBLYMAN ROMA: Thank you, Mr. Engler.

The next aspect we will take up will be the youth apprenticeship. Mr. Davis, in order to expedite the next aspect, perhaps you can remain here. We will also call up Mr. Kirk, from the New Jersey State AFL-CIO, and Tom Henry, from the New Jersey Department of Education, and we will have another joint presentation. I am not quite sure what the order will be, left to right, right to left.

ASSISTANT COMMISSIONER DAVIS: Actually, I incorporated my remarks in my initial testimony, so I will defer to these two gentlemen and prepare for questions.

ASSEMBLYMAN ROMA: Okay. I guess we will start with Mr. Kirk. Good afternoon.

J A M E S A. K I R K: Good afternoon, Mr. Chairman, and members of the Committee. Since Mr. Davis made reference to some items, I have some questions and positions I would like to make known.

We need a point of clarification for anyone who may not know. The Youth Transitions to Work Program is not to be confused with the program that is existing now that they have -- the Coordinated Special Services Plan -- that has been in effect for the last couple of months. We would like it to be fully understood that the funding provided by the Youth Transitions to Work legislation is not to be used for any other program. The legislative intent of the Youth Transitions to Work bill was that it would be the program for preparing the 75 percent of high school graduates who would not be attending college for entry-level positions in high wage, high skills

occupations. Procedures need to be developed to consolidate both programs under one roof -- the Youth Transitions to Work Program.

Secondly, the Advisory Board that is called for under this legislation should be appointed as soon as possible in order for this Program to get the running start it needs for it to be successful as early as possible. To do that, the Advisory Board should be in place before the end of 1993, and not after.

Third, implementing the Youth Transitions to Work legislation should take place this year, not in February of next year. The students deserve fast action, and tomorrow's workforce requires it. Any proposal to drag this important legislative agenda into 1994 should be shelved in order for the New Jersey Apprenticeship Policy Committee to begin making funds available to qualified recipients.

We would like to take this opportunity to thank this bill's sponsors -- you, Mr. Chairman, and Assemblyman Bob Brown -- the bipartisan support we have gotten, in proposing this timely and much needed legislation. Tomorrow's workforce will require better training if we as a State are to be competitive in the growing global marketplace. The Youth Transitions to Work Program is designed to accomplish that goal, and you as sponsors are to be commended.

That is my written statement. I am sure I am going to have some responses to these other gentlemen before they are finished. I don't want to relinquish any time or opportunity to do that, but we do stress the fact that the Program-- There are two programs here: One is the Youth Transitions to Work and the other one is whatever you might call it -- the Youth Apprenticeship Program. They should be under one roof. That is what this legislation is for. The Federal funds should be distributed through this Program and the New Jersey Apprenticeship Policy Committee.

ASSEMBLYMAN ROMA: Agreed. Mr. Henry?

T H O M A S A . H E N R Y: Thank you, Mr. Chairman.

Good afternoon, members of the Committee. Thank you for the invitation to appear before you today to discuss our actions to initiate the Youth Transitions to Work Partnership Program. The Youth Transitions Program will not only help prepare students for the world of work, but will also clearly demonstrate the State's commitment to restructuring the way we prepare youth for the world of work. This commitment will certainly help the State successfully compete for the Federal School to Work Opportunities Program, which we estimate to be somewhere between \$3 million and \$10 million a year for each of five years.

I have a twofold purpose in appearing today. Mr. Al Hudanish, from the U.S. Bureau of Apprenticeship Training, and Chair of our Apprenticeship Policy Committee, is sorry he could not be present today. He asked me to assure you that we want to implement the Youth Transitions Program as soon as possible. As Commissioner Davis indicated, the Committee is meeting later this week to agree on a timetable and have everything ready for approval as soon as the Advisory Council is appointed.

I am also here as the representative of the Department of Education, which has a critical role to play in implementing the Youth Transitions Program. To date, we have:

1) Started discussions with officials at Thomas Edison State College to explore mechanisms to grant college credit for registered apprenticeship programs.

2) Reserved \$300,000 from the State's Tech-Prep Grant under the Perkins program for use in this Program in accordance with section 11.(3) of the Act.

3) Worked with the Departments of Higher Education and Labor to structure the interagency agreement on the JTPA 8 percent Education Coordination Fund, so that \$500,000 is

reserved for the Youth Transitions Program in accordance with section 11.(2) of the Act.

4) Had communications with the U.S. Department of Education regarding the use of Perkins Title II funds as required by section 11.(3) of the Program. However, I must report that initial discussions with the Department indicate that they will not approve, under the conditions of the Federal law, the dedication of Title II funds for our purpose.

It is our intention to work with our partners to implement this Program as soon as possible. I would be happy to answer any questions you may have.

ASSEMBLYMAN ROMA: I guess two of the questions that might come up -- unless I misread the bill-- I think it would be pages 4 and 5, starting with number 2 of your testimony, where it says, "Reserved \$300,000 from the State's Tech-Prep Grant"--

MR. HENRY: Yes?

ASSEMBLYMAN ROMA: My understanding is that it was \$400,000 in the bill.

MR. HENRY: It is \$400,000 for Title II. The Tech-Prep Program is Title III. Under the bill it is \$300,000 to be reserved, and that is what we had reserved.

ASSEMBLYMAN ROMA: And under 3, where you have \$500,000 reserved for the Youth Transitions Program, I thought I saw \$800,000. It is in two parts, but it is a total of \$800,000 -- beginning on page 9 of the bill, lines 38 through 50.

ASSISTANT COMMISSIONER DAVIS: Mr. Chairman, you are correct. Originally when we referenced the bill, we did reference the \$500,000, and we did set that aside. Then down about two or three sections there is another reference to an additional \$300,000 that goes to the same JTPA. So we have to renegotiate--

ASSEMBLYMAN ROMA: I get very concerned when money disappears from a bill. I want to make sure that--

ASSISTANT COMMISSIONER DAVIS: Well, it got a little confusing when it appeared in two different locations.

ASSEMBLYMAN ROMA: I understand. I am being facetious, but I just wanted an explanation as to why the figure was different.

ASSISTANT COMMISSIONER DAVIS: Yes, we need to go back to the table and talk to our JTPA folks and try to get some cooperative agreement revised.

ASSEMBLYMAN ROMA: There are a number of other questions we have, but Mr. Kirk obviously hit right on it when we were talking about implementation. Let me tell you, if you can appreciate the frustration of waiting 14 or 15 months to get the worker safety aspect completed, you can now understand. I saw in your remarks the timetable. The State Department of Labor has provided a schedule for the implementation of the Youth Transitions to Work Partnership Program. Under that Program, the grant applications will not be ready until November 29, 1993, and will not be made available to potential applicants until December 15, 1993. That is more than five months after the Legislature sent the bill to the Governor.

Why is the development of the application taking so long, and can this be speeded up? How many staff are assigned to this task?

ASSISTANT COMMISSIONER DAVIS: Let me just react to that, if I may, Mr. Chairman. This particular plan was just what we labeled it, a draft. We recognized the urgency of beginning to have dialogue with our partners and, to be quite honest, I took it upon myself to just initiate a position paper that would establish a point of discussion. This has not been discussed with our friends to the left or right, or with the Bureau of Apprenticeship and Training.

ASSEMBLYMAN ROMA: You may not have a friend on the left or right, depending on your response.

ASSISTANT COMMISSIONER DAVIS: Oh, I have friends. I think we are all friends. Quite honestly, this was proposed as major focus points of activity that needed to get done, and proposed dates and timetables that really were not indicators of when we wanted to really move on this. We wanted to talk about these things. So I advanced this as a discussion paper, and it did exactly what I wanted it to do, now that we are hearing from you and hearing from our other partners.

On Thursday, when all of the players on the Policy Committee are together, we will take what we get from this particular forum and incorporate it into the kind of time frames that are more agreeable to all of us.

ASSEMBLYMAN ROMA: Remember the 14-day conversation?

ASSISTANT COMMISSIONER DAVIS: Absolutely.

ASSEMBLYMAN ROMA: Well, you can be assured of the fact that Mr. Kirk, Mr. Marciante, Mr. Engler, all of the various groups of people -- the educational people, everybody will be looking for you, to look for a timetable.

MR. HENRY: Could I--

ASSEMBLYMAN ROMA: What we would like to do-- I realize you need a timetable. We understand you need time to have dialogue, but it just seems like a lot of time to have dialogue. So we would like to reduce it.

ASSISTANT COMMISSIONER DAVIS: Yes, accelerate it. Absolutely.

MR. HENRY: May I ask a sense of the Committee-- The critical issue here is: What is the role of the Advisory Council in either approving the RFP or approving the grant awards? If we can issue an RFP without the Advisory Committee, then the timetable can be greatly accelerated. But then you face the problem that sometime in December or January, we will, in fact -- assuming an Advisory Council is appointed by that

time -- present the Advisory Council with an RFP that has already been developed, circulated, and applications received. What we will be providing that Council is a funding slate based on Program review of the applications.

Now, if that is what you want, then the process can be accelerated. The Advisory Council would have to understand that for this first year, they had no role in the RFP development, and only, in fact, a rubber stamping of the funding slate.

ASSEMBLYMAN ROMA: Well, let me ask you-- We don't even have the appointment of the Advisory Council at this point.

MR. HENRY: I know, but if you are saying they are critical to the process, put it in place and then we can act.

ASSEMBLYMAN ROMA: All aspects of the bill are important. One of the areas that we have been extremely concerned about is moving it ahead, so that each aspect can be implemented. One aspect hinges on the next portion of the bill. If the first part is not being done, the second part is not being done.

MR. HENRY: That is exactly the dilemma, Mr. Chairman, that we are in. If your direction to us today is move ahead and present a fait accompli to the Advisory Council, we can do that and get this Program started in fairly quick order.

ASSEMBLYMAN ROMA: I think Assemblyman Mikulak had a couple of questions.

ASSEMBLYMAN MIKULAK: Yes. I am not familiar with that aspect of the legislation. Who, under the legislation, appoints the Advisory Council? Is it the Governor?

MR. HENRY: The Governor, with the advice and consent of the Senate.

ASSEMBLYMAN MIKULAK: With the advice and consent of the Senate, okay.

MR. HENRY: So now you see the problem.

ASSEMBLYMAN MIKULAK: I see the problem until November.

MR. HENRY: We are told January at the earliest, maybe March if it is not a priority.

ASSISTANT COMMISSIONER DAVIS: Keep in mind, however--

ASSEMBLYMAN MIKULAK: It is good to see government officials pushing elected officials for a change.

ASSEMBLYMAN ROMA: This might work out all right. I mean, if you give us a new timetable, we may do something over in the Senate to have them meet a little earlier.

ASSISTANT COMMISSIONER DAVIS: Okay, that's fair enough.

MR. KIRK: That may come out of Thursday's meeting, Mr. Chairman.

ASSISTANT COMMISSIONER DAVIS: The policy--

MR. HENRY: It's in your office.

ASSISTANT COMMISSIONER DAVIS: It is in Charlie Marciante's office.

MR. KIRK: Oh, is it?

ASSEMBLYMAN ROMA: I thought it was down at Lorenzo's.

ASSISTANT COMMISSIONER DAVIS: You do know that the Policy Committee is, in fact, formed and we have designations from each of our agencies. So that is not a problem whatsoever. It is more the issue of the appointment of the Advisory Council.

ASSEMBLYMAN ROMA: Thank you.

MR. HENRY: Again, may I ask--

ASSEMBLYMAN ROMA: Yes, sir?

MR. HENRY: --do you want us to move ahead real quick?

ASSEMBLYMAN ROMA: I think that aspect you are asking about in terms of the RFP and the Advisory Council-- They are separate from each other, and you can move ahead and do certain things. Certainly, it is the intent of the legislation to try to do this as quickly as possible.

MR. HENRY: Okay. You will have it.

ASSEMBLYMAN ROMA: Are there further questions from the Committee? I don't want to monopolize the discussion.

ASSEMBLYWOMAN HAINES: You are doing a good job.

ASSEMBLYMAN ROMA: Thank you.

One of the other areas that has come up -- if you could identify it; I am not quite sure how you want to work this out -- is, exactly how much money would be allocated to the Youth Transitions to Work Program from the JTPA 8 percent Educational Coordination funds, and how much would be allocated to the Governor's Youth Apprenticeship Program from those funds?

ASSISTANT COMMISSIONER DAVIS: To the Youth Transitions to Work Partnership Program our intention now is to dedicate \$800,000 from JTPA 8 percent moneys. We have only reserved \$500,000 to date. We will have to go back to the table to discuss the additional \$300,000. I'm sure we will be able to come to some kind of a meeting of the minds.

ASSEMBLYMAN ROMA: With respect-- This goes back to the previous questions, but are we in the process of a nomination process for the Advisory -- for the body? I mean, do we have nominations to be acted upon?

ASSISTANT COMMISSIONER DAVIS: No, you do not. Many of them are designated by the bill. I mean, the State Director for the Bureau of Apprenticeship and Training, the Commissioners--

ASSEMBLYMAN ROMA: I understand, but for those that are not--

ASSISTANT COMMISSIONER DAVIS: No.

ASSEMBLYMAN ROMA: Are we ready to move ahead with that?

ASSISTANT COMMISSIONER DAVIS: Certainly. I mean, the three private business agencies, the two labor organizations. That is not difficult. That could be a subject of discussion at our meeting on Thursday.

ASSEMBLYMAN ROMA: So after Thursday we will know--

ASSISTANT COMMISSIONER DAVIS: I am not going to--
Let someone else speak.

MR. KIRK: It should be about 5:00 on Thursday.

ASSEMBLYMAN ROMA: Jim, you will let me know if there
is a problem? (no response)

MR. HENRY: Where?

ASSISTANT COMMISSIONER DAVIS: When we move the
meeting from where to--

MR. KIRK: From our office to Lorenzo's.

ASSISTANT COMMISSIONER DAVIS: Okay.

ASSEMBLYMAN ROMA: The second part of that question--

ASSEMBLYMAN MIKULAK: You need some oversight at
Lorenzo's.

ASSEMBLYMAN ROMA: --Commissioner, is: How much will
be allocated to the Governor's Youth Apprenticeship Program
from those funds?

ASSISTANT COMMISSIONER DAVIS: I think it is \$500,000.

ASSEMBLYMAN ROMA: Five hundred thousand?

ASSISTANT COMMISSIONER DAVIS: Five hundred thousand.

ASSEMBLYMAN ROMA: That is completely separate?

ASSISTANT COMMISSIONER DAVIS: Yes.

ASSEMBLYMAN ROMA: Another question: Please identify
how much money would be allocated to the Youth Transitions to
Work Program from the Carl D. Perkins Tech-Prep funds, and how
much would be allocated to the Governor's Youth Apprenticeship
Program from those funds.

MR. HENRY: As I testified, Mr. Chairman, we have
reserved \$300,000 under Title III of Perkins, the Tech-Prep set
aside, for this Program. We have not reserved any moneys under
that program for the Governor's initiative.

ASSEMBLYMAN ROMA: All right. Two more questions:
Please identify how much money would be allocated-- It is
actually the second part of the question: How much would be

allocated to the Governor's Youth Apprenticeship Program of those moneys that we referred to -- of the other Carl Perkins moneys?

ASSISTANT COMMISSIONER DAVIS: Title II, I guess.

MR. HENRY: You're losing me, I'm sorry.

ASSEMBLYMAN ROMA: Actually, it is the non-Perkins.

MR. HENRY: We have not taken any Perkins money to be used for the Governor's Youth Apprenticeship initiative, either out of Title II or Title III. Youth Transitions asked us to take money out of Title III, which is the Tech-Prep, and we have reserved \$300,000. The bill also asked us to reserve money out of Title II. Title II of Perkins is mandated in the law as a formula-driven grant to districts. We have no authority to change that formula. That has been the basis of our conversation with the Federal government: "Do we have any?" and they have said, "No." We will get that in writing, but that is their verbal opinion as of this date.

All that money has been allocated to districts already this year. I don't know if you would want me to take it back from your districts.

ASSISTANT COMMISSIONER DAVIS: Also, Mr. Chairman--

ASSEMBLYMAN ROMA: I don't know if you want to do that in the next couple of weeks, you know. Let me suggest to you that we should have some answers in terms of the Federal government by way of a written response--

MR. HENRY: As soon as we get a formal response from the Federal government, we will communicate with you.

ASSEMBLYMAN ROMA: Okay. What plans are there to modify projects now funded under the Governor's program so that they meet the requirements of Assembly Bill No. 2616 to get funds from the Youth Transitions to Work Partnership?

MR. HENRY: There were three of the ten applications which involved the Apprenticeship Program areas. Now, we could go back and-- When you say "modify," the way we could modify

is to take the money from the Governor's pot and replace it with Youth Transitions' pot. Now, I do not think that is what you want to do.

ASSEMBLYMAN ROMA: Are you asking?

MR. HENRY: You tell me.

ASSEMBLYMAN ROMA: Actually, I think the question was pretty straightforward. What plans are there to modify projects funded under the Governor's program?

MR. HENRY: By modified, do you mean enhanced funding of, or--

ASSEMBLYMAN ROMA: So that they meet the requirements of 2616.

ASSISTANT COMMISSIONER DAVIS: It is my understanding -- and I have Paul Kaleda from the Department of Labor here, who is my lead person in these matters -- that 10 occupational areas in schools that we dealt with under the Governor's proposal did not necessarily tie directly into registered apprenticeship, which is an important focus of the Partnership legislation.

Certainly, any school-to-work could probably be modified to lead to registered apprenticeship, and it is certainly something that we could revisit and look at to see whether or not since the school-to-work-based learning components are there -- whether or not they could lead to, in fact, enticing those employers we have listed to become interested in getting involved in registered apprenticeships.

I can see the potential for us to look at those models around the State to see if they could lead to registered apprenticeship opportunities. But I think the RFP was constructed that they had deliverables that did not include some of the concepts of the legislation.

ASSEMBLYMAN ROMA: Yes, Mr. Kirk?

MR. KIRK: Mr. Chairman, there is the rub. It doesn't make any sense to me, and legislatively it is not supposed to be-- I have a couple of understandings.

The Governor's program is a one-year funded grant. We feel that is where it should stop. Those areas that were funded -- the 10 or 12 that were funded already -- should be incorporated into the registered apprenticeship programs because: If here in New Jersey we are going to train people for tomorrow's workforce, they should be able to go anywhere in this country -- not only New Jersey, anywhere in this country -- to get a job as having completed a federally registered apprenticeship program.

We do not feel that the \$2 million or the \$2.5 million that has been dispersed under the Governor's program already is being well spent.

ASSEMBLYMAN ROMA: Mr. Davis?

ASSISTANT COMMISSIONER DAVIS: Well, I am not sure we can say that the \$2.5 million thus far has not been spent properly. As I understand it, there are almost 100 or so youngsters who are having real, bona fide school-to-work-based learning experiences that are very meaningful in many of our community colleges and vocational schools. So I would not disregard that as being not a meaningful experience.

However, I do think they are two distinct programs with two distinct outcomes. I think the focus of this day's discussion is on developing an apprenticeship program for youth, trying to break the gap where the average age of folks moving into apprenticeship is about 26, 27 years old -- moving it back towards youngsters coming out of high school, or thereabouts. I think that is very significant. There have been many, many difficulties in trying to attract employers in this State, and in this country, to get involved in registered apprenticeship. The mere fact that we do have this program--

I think this legislation goes far in trying to move us in the right direction. It is going to be a challenge, both to the educational institution and to the employer community, to begin to turn the corner to understand the importance of

apprenticeship. You see, the mind-set of this State, and of this nation, has always been to give value to college-educated folks. It is not to give value to skills that are learned that are meaningful, high technologically oriented skills and trades in other areas. We have to change in the way we think, and the schools have to change. If you have ever dealt with local school administrators in trying to change curriculum, well, you know what I am talking about. Not only that, our employers have to understand that if they want a workforce in the future, they better look at our young folks. But again, that is another challenge.

Now, my dear friend, Mr. Kirk, indicates that apprenticeship is important, and I agree with that. I think once we begin to knock down some of those obstacles, which this legislation does, because it puts some money up front to try to tackle this particular problem, I think we may be able to begin to make inroads. But I would be the last to say that one model is the right model. Anything that will get us into a mind-set that will make us better understand that young people need an alternative to college, however we do it -- whether it is with vocational schools, adult schools, whatever it is -- it is all positive and for the good.

ASSEMBLYMAN ROMA: This is all going to be straightened out at that Thursday meeting?

ASSISTANT COMMISSIONER DAVIS: That is exactly right.

MR. KIRK: Mr. Chairman, excuse me, but he made the statement that the mind-set in New Jersey -- or businesses, companies, and employers -- is that they shy away from federally approved apprenticeship programs. I have to believe the reason for that is that if we are really trying to bring our kids of tomorrow -- our workforce of tomorrow -- into the high-tech, high-wage categories, most employers that he is referring to are saying that for the simple reason that, when

they come out more qualified and skilled to perform functions at the workplace, they are going to require a higher wage.

Now, we are not in the business of producing robots -- people robots. We have always had programs to upgrade the skills of those who are in the workforce on a continuing basis. We have success with the Federal apprenticeship programs throughout this State, and they are the ones who are making the higher wages. They are more highly skilled, and they deserve to do that. That is why I feel if we are going to spread our efforts into training for a lower wage or a higher wage, I prefer to train our youth to a higher wage.

ASSEMBLYMAN ROMA: Agreed.

ASSISTANT COMMISSIONER DAVIS: I agree. Absolutely.

ASSEMBLYMAN ROMA: Mr. Henry?

MR. HENRY: I have spent probably 20 years of my professional life advancing apprenticeship, and I would not, in any way, like to be characterized as against apprenticeship programs. But when you look at the two program proposals, one clearly included the apprenticeship and one did not. I can understand advancing the importance of apprenticeship, and maybe a one-year program should move into the other program, but I think it would be difficult to go back now, six months after the fact, and say, "By the way, grantees, the rules of the game have changed." We can encourage apprenticeship development, but I do not think we can mandate it for those 10 grantees.

This is why, in my testimony, I also said the coin of the realm in our country is college credit and credit degrees, whether we like it or not. I would argue that it is wrong, because it is prejudiced against apprenticeship training. This is why we have started a dialogue with Thomas Edison; that in all of our future programs, any apprenticeship program will be equated to college credit and college degrees, so we help a

transition for lifelong learning. I hope we can work together on that.

MR. KIRK: Tom, I look forward to working with you. I have no problem with that. I thought college credits should have been given ever since I was an apprentice 35 years ago. So, you know, I am on your side. But at the same time, college graduates-- I might even have a little argument with you there. College graduates may not be your highest wage earners in this State anymore. I know too many college graduates who are in the same boat as my carpenters, out of work for the past two years. So I am not so sure that college graduates are so apt to be paid higher starting salaries, or total salaries over the course of a lifetime.

I have been lucky compared to some, but I am a carpenter, and I have done very well.

MR. HENRY: I come from a family of electricians, and they have done very well, too.

MR. KIRK: Yes, they have. Better than I. (laughter)

ASSEMBLYMAN ROMA: Tom, you may want to listen to Jim a little more.

Are there any other questions from the Committee? (no response)

Obviously, you know the concerns we have here on the Labor Committee, with all of the initiatives we have had in this last Legislature in terms of business creation, job creation. I really wish the signs on the highway were up six months ago, but the bottom line is that the tools are out there. It is simply a matter of utilizing what is available in that legislation to try to help people. While this is far more futuristic in terms of helping people down the road, we have an obligation to do so as quickly as possible.

I don't want to characterize it as foot-dragging. I will simply say that where we can move ahead more quickly, I think we have an obligation to do that. It should not require

an additional hearing to find out where we are in terms of putting this together. What we have learned here is that there are some minor differences. We have some timetables, and hopefully we can come to an agreement. If we do not come to an agreement, I'm sure that one or all of you will be contacting me, and we will be back here again.

I want to thank each and every one of you for being here. It has been extremely helpful.

MR. KIRK: Thank you, Mr. Chairman.

ASSISTANT COMMISSIONER DAVIS: Thank you very much, Mr. Chairman, and Committee members.

MR. HENRY: Besides, if they don't put the money in the budget, they would eliminate that other program anyway, Mr. Chairman.

ASSEMBLYMAN ROMA: Thank you, gentlemen.

Is there anyone else who would like to present any testimony this afternoon? I see a number of people here, so I'm not sure. Are you all from the Department of Labor?

ASSISTANT COMMISSIONER DAVIS: No, they're not. They are not all from the Department of Labor.

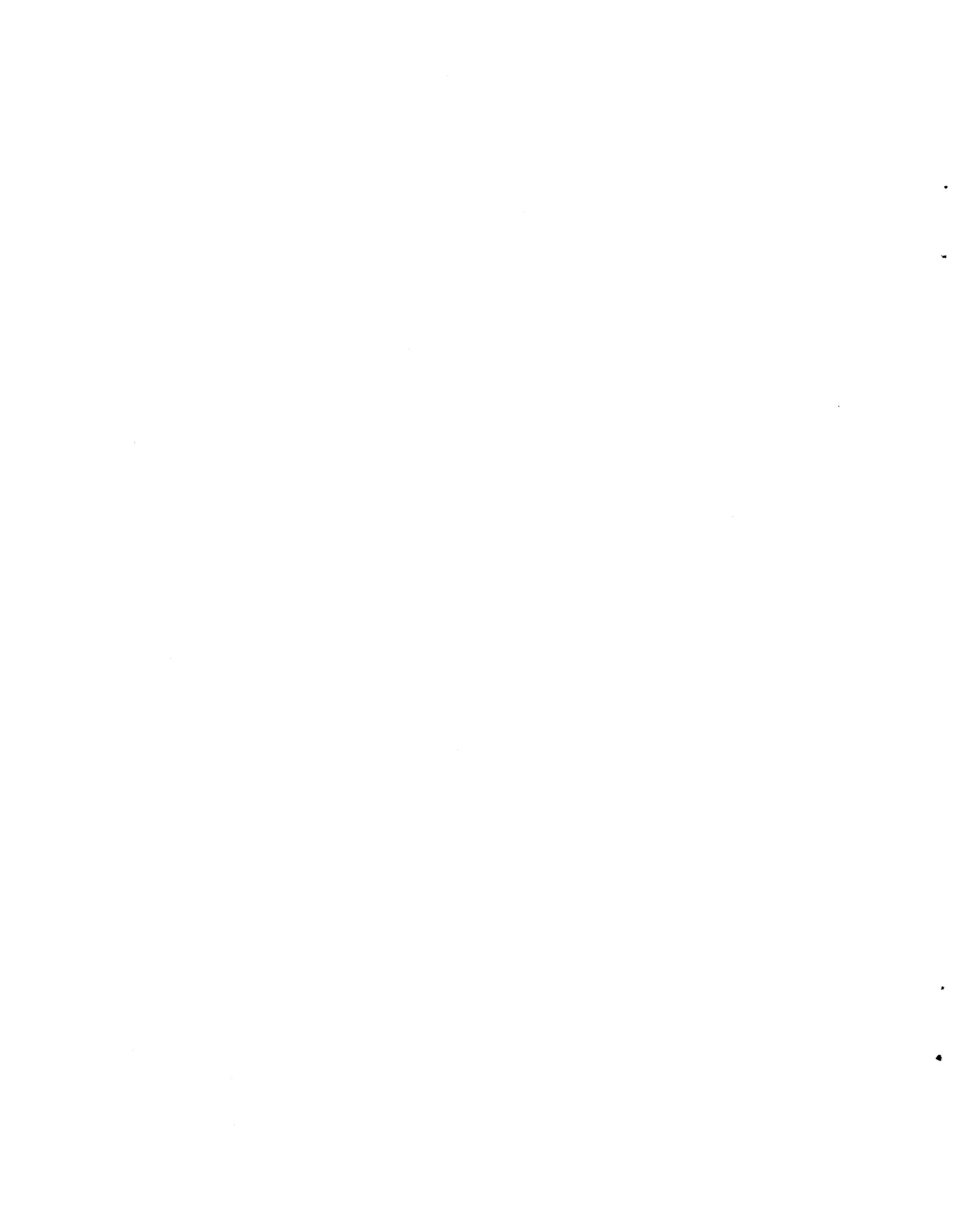
ASSEMBLYMAN ROMA: Okay. It must be the morning's group.

Thank you.

(HEARING CONCLUDED)

APPENDIX

New Jersey State Library





NEW JERSEY GENERAL ASSEMBLY

PATRICK J. ROMA
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MEMBER, VETERANS &
MILITARY AFFAIRS

SOUTH EAST BERGEN OFFICE
535 LAWN AVENUE
PALISADES PARK, NJ 07650
REPLY TO PARAMUS OFFICE

October 5, 1993

Commissioner Raymond L. Bramucci
NJ Department of Labor
CN 110
Trenton, NJ 08625

Dear Commissioner ^{Ray} Bramucci:

This is to inform you that the Assembly Labor Committee will hold a public hearing at 1:30 p.m. on Tuesday, October 19, 1993 in the Legislative Office Building in Trenton regarding certain aspects of the Workforce Development Partnership Program (WDP) and related training programs. I would appreciate it if department representatives would make a presentation and respond to questions regarding the issues indicated in this letter.

The hearing is intended to follow up the hearing held on June 16, 1993 by the committee regarding the WDP. Specifically, the committee is seeking more information about the occupational safety and health (OSH) component of the WDP and information about plans to begin the operation of the Youth Transitions to Work Partnership Program (YTWP). Any update on other aspects of the WDP you may wish to present is also welcome.

I am pleased to hear that you are close to reaching a formal agreement with an applicant for the provision of OSH training services under the WDP. I am eager to learn more about the OSH proposal. To better facilitate a productive exchange at the hearing, please provide, by October 15, 1993, information about the proposal and written answers to the questions in my August 11, 1993 correspondence. Please let me know if, in addition to the public hearing, you would also like to have the meeting with me and my staff you suggested in your August 28, 1993 letter.

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With respect to the YTWP, I realize that the program is quite new and that information is therefore limited. The committee is seeking a projected plan and schedule for getting the program underway and information about what is being done to comply with the requirement of section 11 of P.L. 1993, c.268 that agreements be adjusted between New Jersey and federal agencies as needed to use the federal funds indicated in that section. Of course, any other information you wish to present is welcome as well. I have also invited to the hearing representatives of other participants in the Apprenticeship Policy Committee, which will administer the YTWP.

Finally, I was assured by Labor Department representatives at the time of the June 16, 1993 hearing that my staff and I would receive monthly statistical reports on WDP activities. I am sorry to say that this has not occurred. Your assistance in correcting this oversight will be appreciated.

I look forward to your participation in the hearing.

Sincerely,


Patrick J. Roma
Assemblyman-District 38

c: Deb Smarth, Assembly Majority Committee Staff
Greg Williams, O.L.S. Committee Staff

August 11, 1993

Commissioner Raymond L. Bramucci
NJ Department of Labor
John Fitch Plaza
CN 110
Trenton, New Jersey 08625-0110

Dear Commissioner Bramucci:

This is a follow-up to answers provided by representatives of your department to our questions regarding the occupational safety and health (OSH) training component of the Workforce Development Partnership Program (WDP).

I am in receipt of answers to the questions I submitted to you on this topic on June 7, 1993 and answers to the questions I asked at the public hearing held by the Assembly Labor Committee on June 16, 1993.

While the information provided is interesting, it does not provide a clear picture of what progress has been made on the OSH component of the WDP.

I would summarize the department's answers on this topic as follows:

1. The department's June 15, 1993 response to my June 7 questions indicates that the only OSH activities being conducted under WDP funding are those provided as an integral part of vocational training funded by individual or customized training grants. In its response, the department suggested that no identifiable amount of money was provided in grants of WDP funds for OSH training. No reference was made of any use of the 3% of WDP funds set aside for OSH activities. The department also referred to an agreement between the department's Office of Customized Training and its Division of Workplace Standards to pinpoint industries and occupations in particular need of OSH training. The department stated that the federally-funded Office of Occupational Health and Safety Consultation Services (OHSCS) provides training at the request of employers and has prepared a catalog of currently available OSH training courses.

August 11, 1993

2. In late June, I received an undated response from the department to the questions that were asked at the June 16, 1993 hearing, including questions about OSH issues. The department indicated that employers and labor unions that apply for customized training under WDP are requested by the department to identify OSH training needs. The department provided a list of employers with approved customized training agreements which include OSH services. The list, however, is almost identical to the list of all employers approved to receive customized training of any sort. Moreover, as in the first department response, no data was given regarding what portion of each grant is allocated to OSH training, what portion of trainees will receive OSH training or the nature of the training. Finally, the department indicated that a "request for proposals is being developed to enhance and formalize Occupational Safety and Health services."

My unresolved questions are as follows:

1. a. What portion of each customized training grant is devoted to an OSH component? b. What is the total amount of money (under both individual and customized training grants) that has been provided for OSH activities under WDP? c. How many individuals have received OSH training (under both individual and customized training WDP grants) and what are their occupations and industries? d. In how many cases was that training necessary for compliance with the Occupational Safety and Health Act or other federal laws? e. Please provide other documentation of the OSH component of the grants, including samples of the OSH component in the curriculum used or other materials describing the nature of the OSH training.

2. a. Which industries and occupations have been found by the Office of Customized Training and the Division of Workplace Standards as being in particular need of OSH training? b. How have those findings affected the allocation of WDP resources?

3. a. Please describe the OSH training provided by the federally-funded Office of Occupational Health and Safety Consultation Services (OHSCS). b. How many companies and individuals received OSH training during the most recent year for which that information is available and what are their occupations and industries? c. In how many cases has that training been necessary for compliance with the Occupational Safety and Health Act or other federal laws?

4. Please provide copies for distribution to the Labor Committee's members and staff of the catalog of OSH training courses prepared by the OHSCS.

5. a. Please describe, and indicate the progress being made with respect to, the request for proposals (RFP) to "enhance and formalize" OSH services. b. Will the guidelines in the RFP apply to applications for customized training grants? c. When will the RFP be made public? d. Are all current applicants for customized training grants for OSH training being kept fully informed about the development of the RFP?

6. Please provide a copy of any draft regulations regarding the OSH component of WDP.

I am seeking answers to these questions by August 25, 1993.

I must add that I am extremely concerned that, more than a full year following the enactment of the WDP legislation, there appears to be so little in the way of tangible results in the critical area of workplace safety. I hope that, by focusing attention on this, I will assist your efforts to make maximum use the WDP legislation to improve rapidly the safety and health conditions in New Jersey's workplaces.

Thank you for your attention.

Sincerely,

Patrick J. Roma
Chairman, Assembly Labor Committee

PJR:GLW:map

c Oliver Quinn, Deputy Commissioner
Philip J. McLewin, Bergen County Central Trades and Labor Council

5X



NEW JERSEY GENERAL ASSEMBLY

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ASSEMBLYMAN 38TH DISTRICT
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SOUTH EAST BERGEN OFFICE
535 LAWN AVENUE
PALISADES PARK, NJ 07650
REPLY TO PARAMUS OFFICE

October 5, 1993

Commissioner Mary Lee Fitzgerald
NJ Department of Education
CN 500
Trenton, NJ 08625


Dear Commissioner Fitzgerald:

This is to inform you that the Assembly Labor Committee will hold a public hearing at 1:30 p.m. on Tuesday, October 19, 1993 in the Legislative Office Building in Trenton regarding certain aspects of the Youth Transitions to Work Partnership Program (YTWP) and other training programs.

The principal concern of the hearing will be issues related to the Workforce Development Partnership Program. Given the Department of Education's minimal involvement in that program, I am not seeking any comment about it from the department.

Your department is, however, represented on the Apprenticeship Policy Committee, which will administer the YTWP. For that reason I would appreciate the presence of representatives of your department to make a presentation and respond to questions about plans to begin the operation of the YTWP. I recognize that the program is quite new and that information is therefore limited. What I am seeking is an outline of a plan and projected schedule for getting the program underway and information about what is being done to comply with the requirements of section 11 of P.L. 1993, c. 268 that agreements between New Jersey and federal agencies be adjusted as needed to obtain approval for the use of the federal funds indicated in that section. Of course, any other information or ideas you wish to present is welcome, as well. I have also invited to the hearing representatives of other participants in the Apprenticeship Policy Committee.

I look forward to your department's participation in the hearing.

Sincerely,

A handwritten signature in black ink, appearing to read "Patrick J. Roma". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Patrick J. Roma
Assemblyman-District 38



NEW JERSEY GENERAL ASSEMBLY

PATRICK J. ROMA
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October 6, 1993

COMMITTEES
CHAIRMAN, LABOR COMMITTEE
MEMBER, VETERANS &
MILITARY AFFAIRS

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PALISADES PARK, NJ 07650
REPLY TO PARAMUS OFFICE

Albert Hudanish, Director, Region 2
US Department of Labor
Bureau of Apprenticeship and Training
201 Varick Street, Room 206
New York, NY 10014

Dear Mr. Hudanish:

This is to inform you that the Assembly Labor Committee will hold a public hearing at 1:30 p.m. on October 19, 1993 in Room 8 of the Legislative Office Building in Trenton regarding certain aspects of the Youth Transitions to Work Partnership (YTWP) and other training programs.

Because of your participation on the Apprenticeship Policy Committee, which will administer the YTWP, I am inviting you or a representative of your choice to make a presentation regarding your views and any plans you may have regarding the initiation of the YTWP. I recognize that the program is quite new and that information is therefore limited. What I am seeking from the participants in the policy committee is an outline of a plan and projected schedule for getting the YTWP program underway and information about what is being done to comply with the requirements of section 11 of P.L. 1993, c. 268 that agreements between New Jersey and federal agencies be adjusted as needed to obtain approval for the use of the federal funds indicated in that section. Of course, any other information or ideas you wish to present is welcome, as well. I have also invited to the hearing representatives of other participants in the Apprenticeship Policy Committee.

I look forward to your participation in the hearing.

Sincerely,


Patrick J. Roma
Assemblyman-District 38

c: Mr. Dennis Fitzgerald
(State Director, Bureau of Apprenticeship and Training)

Printed on Recycled Paper

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NEW JERSEY GENERAL ASSEMBLY

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October 6, 1993

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REPLY TO PARAMUS OFFICE

Charles H. Marciante
New Jersey State AFL-CIO
106 W. State Street
Trenton, NJ 08608

Charlie
Dear Mr. Marciante:

This is to inform you that the Assembly Labor Committee will hold a public hearing at 1:30 p.m. on Tuesday, October 19, 1993 in Room 8 of the Legislative Office Building in Trenton regarding certain aspects of the Youth Transitions to Work Partnership Program (YTWP) and other training programs.

Because of your participation on the Apprenticeship Policy Committee, which will administer the YTWP, I am inviting you or a representative of your choice to make a presentation regarding your views and any plans you may have regarding the initiation of the YTWP program. I recognize that the program is quite new and that information is therefore limited. What I am seeking from the participants in the policy committee is an outline of a plan and projected schedule for getting the program underway and information about what is being done to comply with the requirements of section 11 of P.L. 1993, c. 268 that agreements between New Jersey and federal agencies be adjusted as needed to obtain approval for the use of the federal funds indicated in that section. Of course, any other information or ideas you wish to present is welcome, as well. I have also invited to the hearing representatives of other participants in the Apprenticeship Policy Committee.

I look forward to your department's participation in the hearing.

Sincerely
Patrick J. Roma

Patrick J. Roma
Assemblyman-District 38

9X

**State of New Jersey
Department of Labor
MEMORANDUM**

TO: Assemblyman Patrick J. Roma

FROM: Charles G. ^{Davis} Davis, Assistant Commissioner
Employment Security and Job Training

DATE: October 19, 1993

SUBJECT: Assembly Labor Committee Hearing
October 19, 1993

Enclosed for your review for the Labor Committee hearing today, please find the following:

1. Testimony of Assistant Commissioner Davis
2. Copy of WDP activity reports submitted previously by Greg McCarthy to Assemblyman Roma on October 8, 1993
3. Copy of FY '93 year ending WDP activity report previously submitted to Assemblyman Roma on September 21, 1993 by Asst. Commissioner Davis
4. Responses to Assemblyman Roma's questions for hearing
5. Copy of Occupational Safety and Health Training Catalogue requested by Assemblyman Roma

10x

**DRAFT TESTIMONY OF ASSISTANT COMMISSIONER
CHARLES G. DAVIS OF THE NEW JERSEY DEPARTMENT
OF LABOR ON OCCUPATIONAL SAFETY AND HEALTH
TRAINING SERVICES AND YOUTH TRANSITION TO
WORK PARTNERSHIP PROGRAM**

TUESDAY, OCTOBER 19, 1993

GOOD AFTERNOON CHAIRMAN ROMA AND MEMBERS OF THE ASSEMBLY LABOR COMMITTEE. I'M PLEASED TO MEET WITH YOU TODAY TO REPORT ON TWO ISSUES OF MUTUAL CONCERN-THE OCCUPATIONAL SAFETY AND HEALTH COMPONENT OF THE WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM (WDPP) AND THE YOUTH TRANSITION TO WORK PARTNERSHIP PROGRAM (YTWP).

THE DEPARTMENT OF LABOR CONTINUES TO RECOGNIZE THE IMPORTANCE OF OCCUPATIONAL SAFETY AND HEALTH TRAINING SERVICES AS A COMPONENT OF WORKFORCE DEVELOPMENT. AS YOU KNOW, IN THE INITIAL STAGES OF THE WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM, OCCUPATIONAL SAFETY AND HEALTH TRAINING SERVICES WERE INTEGRATED INTO THE TRAINING CURRICULUM DELIVERED BY SERVICE PROVIDERS UNDER INDIVIDUAL TRAINING GRANTS AND CUSTOMIZED TRAINING PROGRAMS. ADDITIONALLY, THE DEPARTMENT OF LABOR IS NOW WORKING WITH PARTNERSHIP MEMBERS TO STRENGTHEN THE DELIVERY OF OCCUPATIONAL HEALTH AND SAFETY SERVICES. A CONSORTIUM OF THE

INSTITUTE FOR MANAGEMENT AND LABOR RELATIONS; LABOR EDUCATION DEPARTMENT OF RUTGERS, THE STATE UNIVERSITY; AND THE NEW JERSEY INDUSTRIAL UNION COUNCIL HAS DEVELOPED A PROPOSAL THAT THE DEPARTMENT FEELS MAKES EXCELLENT USE OF LIMITED RESOURCES BY DEVELOPING A PROGRAM OF TRAINING TRAINERS WHO CAN EDUCATE OTHERS AT THEIR OWN AND OTHER WORK SITES. PROFESSOR SUSAN SCHURMAN FROM RUTGERS INSTITUTE OF MANAGEMENT AND LABOR RELATIONS AND RICK ENGLER FROM THE IUC ARE WITH US TODAY TO DISCUSS THE KEY COMPONENTS OF THIS PROPOSAL. I AM ALSO PLEASED TO REPORT THAT WE INITIATED MEANINGFUL DISCUSSION WITH CHARLIE MARCIANTE AND HIS STAFF REGARDING THEIR INTEREST AND ROLE RELATIVE TO OCCUPATIONAL SAFETY AND HEALTH UNDER THE WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM. WE HOPE TO CONCLUDE THESE DISCUSSIONS WITHIN THE NEXT TWO WEEKS.

THE NEW JERSEY DEPARTMENT OF LABOR IS ALSO PLEASED TO BE A MEMBER OF THE APPRENTICESHIP POLICY COMMITTEE, ALONG WITH OFFICIALS FROM THE AFL-CIO OF NEW JERSEY, THE DEPARTMENT OF EDUCATION, AND THE FEDERAL BUREAU OF APPRENTICESHIP AND TRAINING, THE ENTITY RESPONSIBLE FOR DEVELOPING AND ADMINISTERING THE YOUTH TRANSITION TO WORK PARTNERSHIP PROGRAM. THIS PARTNERSHIP WILL PREPARE STUDENTS FOR WORKING IN A HIGH PERFORMANCE WORKPLACE BY INCREASING THEIR UNDERSTANDING OF THE RELATIONSHIP BETWEEN EDUCATION AND EMPLOYMENT,

IMPROVING THEIR CAREER DECISION MAKING SKILLS, AND PROVIDING THEM WITH BASIC THINKING AND JOB SKILLS AS WELL AS THE PERSONAL QUALITIES REQUIRED TO COMPETE FOR HIGH SKILL, HIGH WAGE JOBS. WITH THE FUNDING OF THE TEN NEW JERSEY YOUTH APPRENTICESHIP PROGRAM DEMONSTRATION SITES, AND THE PASSAGE AND SIGNING OF THE ENABLING LEGISLATION, NEW JERSEY IS IN THE FOREFRONT OF PREPARING ITS YOUTH FOR THE WORKPLACE OF THE FUTURE.

THE APPRENTICESHIP POLICY COMMITTEE IS SCHEDULED TO MEET ON OCTOBER 21 TO FINALIZE A DRAFT IMPLEMENTATION PLAN FOR THE YOUTH TRANSITION TO WORK PARTNERSHIP PROGRAM. THE MAJOR COMPONENTS OF THE DRAFT PLAN ARE:

- SETTING UP AN ACCOUNT FOR DISTRIBUTION OF FUNDS BY NOVEMBER 1, 1993.
- IDENTIFYING OCCUPATIONAL AREAS FOR TRAINING BY NOVEMBER 15, 1993.
- THE PREPARATION OF GRANT APPLICATION BY NOVEMBER 29, 1993.
- ANNOUNCEMENT OF AVAILABILITY OF A GRANT APPLICATION TO LOCAL CONSORTIA ON DECEMBER 15, 1993.

- THE APPOINTMENT OF AN ADVISORY COUNCIL BY JANUARY 1, 1994.
- AWARDING OF GRANTS BY FEBRUARY 21, 1993.
- ONGOING MONITORING OF LOCAL PROGRAMS.
- AN ANNUAL EVALUATION OF THE PROGRAM.

SINCE THE YOUTH TRANSITION TO WORK PARTNERSHIP ACT REDIRECTS THE USE OF FEDERAL FUNDS, ACTION HAS BEEN TAKEN TO SUPPORT THE ACTIVITIES UNDER THE ACT. THE GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN, REQUIRED BY THE JOB TRAINING PARTNERSHIP ACT (JTPA), HAS BEEN MODIFIED TO REFLECT THE USE OF JTPA FUNDS FOR NEW JERSEY SCHOOL-TO-WORK TRANSITION ACTIVITIES. THE PLAN IS CURRENTLY UNDER REVIEW BY THE U.S. DEPARTMENT OF LABOR. I EXPECT THAT THE PLAN WILL BE APPROVED SINCE SCHOOL-TO-WORK TRANSITION, INCLUDING APPRENTICESHIP, IS AN ALLOWABLE ACTIVITY FOR JTPA ELIGIBLE YOUTH. IN ADDITION, AN INTERDEPARTMENTAL AGREEMENT BETWEEN THE DEPARTMENT OF LABOR, EDUCATION, AND HIGHER EDUCATION HAS BEEN DEVELOPED FOR THE USE OF 8% JTPA FUNDS. THIS AGREEMENT DESIGNATES A PORTION OF THESE FUNDS FOR YOUTH APPRENTICESHIP.

I DEFER TO THE DEPARTMENT OF EDUCATION FOR THEIR REVIEW OF THE USE OF CARL D. PERKINS FUNDS FOR MEETING THE OBJECTIVES OF THE PROGRAM.

WE BELIEVE THAT THE DEPARTMENT OF LABOR AND ITS PARTNERS ARE DOING AN EXCELLENT JOB FULFILLING THE VISION OF THE GOVERNOR AND LEGISLATURE, ADMINISTERING EMPLOYMENT AND TRAINING PROGRAMS THAT INSURE THE HEALTH, SAFETY, AND JOB SECURITY OF NEW JERSEY'S PRESENT AND FUTURE WORKFORCE.

THANK YOU FOR THE OPPORTUNITY TO TESTIFY. I WILL BE HAPPY TO ANSWER ANY QUESTIONS YOU MAY HAVE.



The State of New Jersey

New Jersey Department of Labor
Raymond Bramucci, Commissioner

Office of Legislative Affairs

To: Assemblyman Roma

From: Greg McCarthy

Date: October 8, 1993

Re: Workforce Development Partnership

Attached are the figures on WDP to date.

Pages Marked A: Individual Grants by County

Pages Marked B: Customized Training Grants by Company

Pages Marked C: Customized Training Grants by County

35 Pages Follow

16x

**WORKFORCE DEVELOPMENT PARTNERSHIP
INDIVIDUAL GRANTS BY COUNTY**

	9/30	10/7	10/14	10/21	10/28
ATLANTIC CO. LOCAL OFFICES					
Individuals Enrolled	391	459			
Grants Awarded	400	467			
Completed Training	143	153			
Total Dollar Amount of Grants	1,295,411	1,512,715			
BERGEN CO. LOCAL OFFICES					
Individuals Enrolled	726	756			
Grants Awarded	741	770			
Completed Training	311	319			
Total Dollar Amount of Grants	2,304,921	2,399,386			
BURLINGTON CO. LOCAL OFFICES					
Individuals Enrolled	411	428			
Grants Awarded	428	447			
Completed Training	148	148			
Total Dollar Amount of Grants	1,391,601	1,441,486			
CAMDEN CO. LOCAL OFFICES					
Individuals Enrolled	630	655			
Grants Awarded	663	686			
Completed Training	273	273			
Total Dollar Amount of Grants	2,014,571	2,086,941			
CAPE MAY CO. LOCAL OFFICES					
Individuals Enrolled	93	108			
Grants Awarded	94	108			
Completed Training	38	46			
Total Dollar Amount of Grants	285,449	334,055			
CUMBERLAND CO. LOCAL OFFICES					
Individuals Enrolled	341	272			
Grants Awarded	346	275			
Completed Training	84	55			
Total Dollar Amount of Grants	1,124,582	906,523			

*The previous report of 9/30/93 reflected grant activity for the Cumberland County Regional Office. The report for 10/7/93 includes the reassignment of some grant activity to the Atlantic, Salem and Cape May County offices from the Cumberland County office.

ESSEX CO. LOCAL OFFICES					
Individuals Enrolled	743	843			
Grants Awarded	777	886			
Completed Training	366	394			
Total Dollar Amount of Grants	2,095,744	2,485,970			
GLOUCESTER CO. LOCAL OFFICES					
Individuals Enrolled	422	439			
Grants Awarded	467	487			
Completed Training	149	153			
Total Dollar Amount of Grants	1,303,566	1,355,964			
HUDSON CO. LOCAL OFFICES					
Individuals Enrolled	536	568			
Grants Awarded	557	590			
Completed Training	246	269			
Total Dollar Amount of Grants	1,640,890	1,770,268			
HUNTERDON CO. LOCAL OFFICES			GRANTS FOR HUNTERDON COUNTY ARE HANDLED THROUGH THE TRENTON LOCAL OFFICE		
Individuals Enrolled					
Grants Awarded					
Completed Training					
Total Dollar Amount of Grants					
MERCER CO. LOCAL OFFICES					
Individuals Enrolled	484	496			
Grants Awarded	574	586			
Completed Training	353	359			
Total Dollar Amount of Grants	1,388,508	1,436,689			
MIDDLESEX CO. LOCAL OFFICES					
Individuals Enrolled	846	858			
Grants Awarded	879	892			
Completed Training	372	382			
Total Dollar Amount of Grants	2,676,449	2,706,960			
MONMOUTH CO. LOCAL OFFICES					
Individuals Enrolled	259	263			
Grants Awarded	322	327			
Completed Training	200	200			
Total Dollar Amount of Grants	660,695	675,794			

MORRIS CO. LOCAL OFFICES					
Individuals Enrolled	532	567			
Grants Awarded	766	813			
Completed Training	573	573			
Total Dollar Amount of Grants	1,312,315	1,402,707			
OCEAN CO. LOCAL OFFICES					
Individuals Enrolled	378	396			
Grants Awarded	392	411			
Completed Training	116	125			
Total Dollar Amount of Grants	1,188,525	1,248,022			
PASSAIC CO. LOCAL OFFICES					
Individuals Enrolled	719	755			
Grants Awarded	790	790			
Completed Training	473	473			
Total Dollar Amount of Grants	2,310,821	2,310,821			
SALEM CO. LOCAL OFFICES					
Individuals Enrolled	92	113			
Grants Awarded	94	115			
Completed Training	28	28			
Total Dollar Amount of Grants	294,647	349,666			
SOMERSET CO. LOCAL OFFICES					
Individuals Enrolled	290	302			
Grants Awarded	315	328			
Completed Training	143	143			
Total Dollar Amount of Grants	908,672	941,341			
SUSSEX CO. LOCAL OFFICES					
Individuals Enrolled	501	501			
Grants Awarded	381	546			
Completed Training	171	171			
Total Dollar Amount of Grants	1,037,355	1,147,066			

UNION CO. LOCAL OFFICES					
Individuals Enrolled	1,094	1112			
Grants Awarded	1,162	1180			
Completed Training	554	574			
Total Dollar Amount of Grants	3,436,978	3,484,582			
WARREN CO. LOCAL OFFICES					
Individuals Enrolled	267	281			
Grants Awarded	324	346			
Completed Training	221	221			
Total Dollar Amount of Grants	565,901	597,731			
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
	9/30	10/7	10/14	10/21	10/28
Individuals Enrolled - Total	9,635	10,172			
Grants Awarded - Total	10,592	11,050			
Completed Training - Total	4,962	5,059			
Total Dollar Amount of Grants - Total	29,237,601	30,594,687			



The Workforce Development Partnership
Employment Security & Job Training Directorate

Raymond L. Bramucci
Commissioner

Charles G. Davis
Assistant Commissioner

New Jersey Department of Labor
Office of Customized Training

Approved
Customized
Training Applications
from July 7, 1992
to
October 7, 1993

Total: 54

Date Prepared: October 12, 1993

Page 1

Applicant	Description	No Trainees.	Training provider	FUNDING
Accurate Box Company * Paterson, N.J. Fran Fischer <i>Passaic</i> Approved: 7/30/93	This program is designed to provide total quality management and advanced production skills training to the entire work force of Accurate Box Company.	197	Grantee	NJDOL-OCT : \$255,040.00 Company: : \$1,331,761.00 <hr/> TOTAL \$1,586,801.00
Allied Signal Teterboro, New Jersey Ren Reinish 201-393-3020 <i>Bergen</i> Approved: 7/21/93	Allied Signal is a manufacturer of flight control and other avionic guidance systems.	600	Grantee	NJDOL-OCT : \$348,659.00 Company: : \$1,653,601.00 <hr/> TOTAL \$2,002,260.00
Alpha Wire Corp * Elizabeth Verna Lewis 908-925-8000 <i>Union</i> Approved: 5/14/93	Alpha Wire Corp is a supplier of wire, cable and associated interconnection products for over 60 years.	358	Union Cty. College	NJDOL-OCT : \$69,338.00 Company: : \$67,459.00 <hr/> TOTAL \$136,797.00
American Standard * Trenton Louis Cammiso 609-587-5100 <i>Mercer</i> Approved: 10/20/92	Producer of Vitreous China Plumbing Fixtures.	216	American Standard	NJDOL-OCT : \$174,676.00 Company: : \$244,718.00 <hr/> TOTAL \$419,394.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

5 of 30

21 x

Applicant	Description	No Trainees.	Training provider	FUNDING
Colonial Wire And Cable * Thomas Walsh, Jr. 516-234-8500 <i>Middlesex</i> Approved: 7/14/93	Colonial Wire and Cable Company is a newly created company which is located in New Jersey and started up in August 1992. They manufacturer electrical wire and have been since 1944.	63	Grantee	NJDOL-OCT : \$68,136.00 Company: : \$68,136.00 <hr/> TOTAL \$136,272.00
Crescent Lighting Barrington, N. J. Wayne Tarken 609-546-5500 <i>Camden</i> Approved: 8/5/93	Crescent Lighting is a manufacturer of electrical flourescent lighting fixtures and has been located in South Jersey since 1980.	170	Tech. Inst. Of Camden Cty. And Grantee	NJDOL-OCT : \$41,000.00 Company: : \$325,600.00 <hr/> TOTAL \$366,600.00
Crescent Tire & Auto * Hammonton Rose Crescenzo 609-561-1155 <i>Atlantic</i> Approved: 3/1/93	Crescent Tire and Auto, Inc. is a small family-owned and operated business that specializes in auto repairs and tire sales.	8	Crescent Tire & Auto Center	NJDOL-OCT : \$7,800.00 Company: : \$14,500.00 <hr/> TOTAL \$22,300.00
Crown Cork And Seal * North Bergen Nydia Alvarez 201-854-5809 <i>Hudson</i> Approved: 11/12/92	Manufacturer of metal packaging; leading can and closure company. Manufacturer of 2 piece aluminum beverage cans.	80	NJIT	NJDOL-OCT : \$125,000.00 Company: : \$435,640.00 <hr/> TOTAL \$560,640.00
Cumberland Dairy ** Rosenhayn Tony Iaconelli 609-451-1300 <i>Cumberland</i> Approved: 10/8/92	Cumberland Dairy is a full service dairy processor. Some of the major customers include McDonalds, Wawa, Hershey's and Southern Comfort Egg Nog.	13	Cumberland Dairy	NJDOL-OCT : \$900.00 Company: : \$900.00 <hr/> TOTAL \$1,800.00

Applicant	Description	No Trainees.	Training provider	FUNDING
<u>Elastic Stop Nut</u> * Union Michael Dillon 908-686-6000 <i>Union</i> Approved: 2/8/93	Manufactures precision engineered high quality fasteners for commercial and military aircraft engines and airframes.	431	Union County College	NJDOL-OCT : \$601,674.26 Company: : \$734,148.80 <hr/> TOTAL \$1,335,823.06
<u>Electronic Manufacturing</u> ** Newark Robert Dunn 201-374-7600 <i>Essex</i> Approved: 10/8/92	Manufactures speciality metal items for the electronics and lighting industry.	10	Electronic Manufacturing	NJDOL-OCT : \$27,500.00 Company: : \$27,500.00 <hr/> TOTAL \$55,000.00
<u>Electronic Measurements</u> * Neptune Sal Runfolo 908-922-9300 <i>Monmouth</i> Approved: 3/29/93	Electronic Measurements, Inc. is a leading manufacturer of DC power suppliers for industrial, commercial and military applications.	72	Brookdale College & Electronic Measurements	NJDOL-OCT : \$99,671.00 Company: : \$78,140.00 <hr/> TOTAL \$177,811.00
<u>Frequency Engineering</u> Farmingdale Mike McNeil 609-938-9000 <i>Monmouth</i> Approved: 3/23/93	Frequency Engineering Laboratories (FEL Corp.) designs, develops, manufactures, tests and supports customer's component equipment, and requirements for advanced defense systems. The company offers its customers a wide range of technologies.	318	Frequency Engineering	NJDOL-OCT : \$542,160.86 Company: : \$542,160.86 <hr/> TOTAL \$1,084,321.72

Applicant	Description	No Trainees.	Training provider	FUNDING
Frigidaire Company * Edison Paul Maccaro 908-287-2000 <i>Middlesex</i> Approved: 5/14/93	Frigidaire Company is a subsidiary of White Consolidated Industries. Frigidaire manufactures refrigerators, ranges, freezers, microwave ovens, air conditions and dehumidifiers.	983	Middlesex Cty. College	NJDOL-OCT : \$529,200.00 Company: : \$1,754,780.00 <hr/> TOTAL \$2,283,980.00
GEC Marconi Electronic * Wayne Joseph Marsicovete 201-633-6297 <i>Passaic</i> Approved: 6/4/93	GEC Marconi has been designing, developing and manufacturing defense electronics for the past 50 years. The company's products include military avionics, navigation and missile systems.	415	GEC Marconi	NJDOL-OCT : \$760,283.00 Company: : \$1,131,678.00 <hr/> TOTAL \$1,891,961.00
General Electric * Camden John Muka 609-338-2834 <i>Camden</i> Approved: 10/20/92	The Company manufactures communications equipment and systems to military and government sectors.	333	Camden County College	NJDOL-OCT : \$374,500.00 Company: : \$671,800.00 <hr/> TOTAL \$1,046,300.00
General Motors Corp. * Linden Brenda Curry 908-474-4683 <i>Union</i> Approved: 4/7/93	General Motors Corp. Linden Assembly Plant has been producing automobiles since 1937. Linden joined the North American Truck Platform Group on January 1, 1991.	2,466	General Motors	NJDOL-OCT : \$4,500,000.00 Company: : \$11,297,543.00 <hr/> TOTAL \$15,797,543.00
Hill Refrigeration * Trenton Jim Healy 609-599-9861 <i>Mercer</i> Approved: 2/8/93	Manufactures and sells commercial refrigeration equipment, display cabinets, walk-ins, condensing units and related equipment.	267	Mercer County Community College	NJDOL-OCT : \$154,750.00 Company: : \$133,800.00 <hr/> TOTAL \$288,550.00

Applicant	Description	No Trainees	Training provider	FUNDING
<u>Howmedica Inc.</u> * Newark Maryann Anderson <i>Bergen</i> Approved: 10/20/92	A division of Pfizer Hospital Products Group. Developing and offering improved materials and techniques in the health care industry.	215	NJIT	NJDOL-OCT : \$62,000.00 Company: : \$182,585.00 <hr/> TOTAL \$244,585.00
<u>Hudson Advertising</u> * Jersey City, N.J. Ralph Travellin 201-433-4100 <i>Hudson</i> Approved: 6/10/93	Hudson Advertising is a manufacturer of printing plates and dies for the packaging and display industry.	50	NJIT/grantee	NJDOL-OCT : \$169,750.00 Company: : \$270,688.00 <hr/> TOTAL \$440,438.00
<u>IBEW</u> ** Vineland Mike Becker 609-691-2547 <i>Cumberland</i> Approved: 3/19/93	International Brotherhood of Electrical Workers.	15	IBEW	NJDOL-OCT : \$20,000.00 Company: : \$30,000.00 <hr/> TOTAL \$50,000.00
<u>Jamesway Corporation</u> * Secaucus, New Jersey Ed Jones 201-330-6256 <i>Hudson</i> Approved: 6/9/93	Jamesway Corporation is a chain of discount department stores doing business in 7 states include 32 of 119 stores in the State of New Jersey.	72	Grantee	NJDOL-OCT : \$134,356.00 Company: : \$1,014,239.00 <hr/> TOTAL \$1,148,595.00
<u>Johnson Controls</u> * Edison Dave Heinz 313-454-5860 <i>Middlesex</i> Approved: 12/22/92	Manufacturer facility services and control systems, automotive seating, plastic packaging and automotive batteries.	130	Middlesex Co College	NJDOL-OCT : \$398,845.00 Company: : \$1,469,435.00 <hr/> TOTAL \$1,868,280.00

Applicant	Description	No Trainees.	Training provider	FUNDING
<p><u>Martin Marietta Moorestown</u> Moorestown Robert McKeage , 609-722-3626 Burlington Approved: 7/29/93</p>	<p>Martin Marietta (changed from GE Aerospace) is a global, multinational corporation that produces over 30 product lines with markets in 88 nations.</p>	<p>800</p>	<p>Burlington Cty. College And Grantee</p>	<p>NJDOL-OCT : \$338,773.00 Company: : \$511,380.00 <hr/> TOTAL \$850,153.00</p>
<p><u>Meadowlands Regional</u> * Rutherford Glen Meyer 201-939-0707 Bergen Approved: 6/1/93</p>	<p>A Consortium of Colonial printing, Demetrio's Catering, Johnson Controls, New Dimensions, Nouveau Labs.</p>	<p>145</p>	<p>Bergen County Community College</p>	<p>NJDOL-OCT : \$131,584.74 Company: : \$443,663.77 <hr/> TOTAL \$575,248.51</p>
<p><u>Medishare</u> * Edison Ann Tarbell 609-646-5400 Middlesex Approved: 10/20/92</p>	<p>Vendor of training programs for certification of nurses aides. Absecon Manor and Oceanside Nursing Centers have contracted Medishare to provide training to 37 employees.</p>	<p>37</p>	<p>Medishare</p>	<p>NJDOL-OCT : \$8,600.00 Company: : \$5,400.00 <hr/> TOTAL \$14,000.00</p>
<p><u>Monroe Systems Inc</u> * Morris Plains Jeff Yesionowski 201-993-2619 Morris Approved: 3/29/93</p>	<p>Sales and service of office equipment; calculators, copiers, fax machines and shredders.</p>	<p>129</p>	<p>OJT</p>	<p>NJDOL-OCT : \$175,600.00 Company: : \$324,540.00 <hr/> TOTAL \$500,140.00</p>
<p><u>N. J. Health Care Emplrys</u> Newark Robert Angelo 908-821-9622 Essex Approved: 9/16/93</p>	<p>Hospitals and nursing homes located throughout New Jersey.</p>	<p>25</p>	<p>N. J. Community Colleges</p>	<p>NJDOL-OCT : \$139,270.00 Company: : \$218,400.00 <hr/> TOTAL \$357,670.00</p>

Applicant	Description	No Trainees.	Training provider	FUNDING
<u>Nabisco Biscuit Co.</u> Fair Lawn Maryanne Dorman 201-794-4076 <i>Bergen</i> Approved: 10/20/92	Bakes and packages cookies, and crackers for nation-wide distribution.	100	Bell Atlantic	NJDOL-OCT : \$125,000.00 Company: : \$946,900.00 <hr/> TOTAL \$1,071,900.00
<u>National Office Supply Co</u> SOUTH HACKENSACK, N.J. MICHELE KAUFFMAN 201-488-2900 <i>Bergen</i> Approved: 9/9/93	NATIONAL OFFICE SUPPLY IS COMMITTED TO UPGRADING THE SKILLS OF ITS WORKERS THROUGH AN ONGOING PROCESS WHICH WILL ENCHANCE PRODUCTIVITY AND THE INTRINSIC VALUE OF EACH WORKER.	252	COMPANY	NJDOL-OCT : \$104,729.00 Company: : \$87,172.00 <hr/> TOTAL \$191,901.00
<u>New Wave Trucking</u> Little Falls Peter Farkas 201-785-2242 <i>Passaic</i> Approved: 3/10/93	Trucking and delivery service company.	7	New Wave Trucking	NJDOL-OCT : \$8,960.00 Company: : \$8,960.00 <hr/> TOTAL \$17,920.00
<u>North Ward Clerical</u> ** Newark Frances English 201-268-8900 <i>Essex</i> Approved: 10/8/92	North Ward Center is a provider of comprehensive and customized curriculum in medical office skills. The Center has a proven track record for not only providing quality instruction but other vital support such as free child care for participants.	30	North Ward Center	NJDOL-OCT : \$66,420.00 Company: : \$44,280.00 <hr/> TOTAL \$110,700.00

Applicant	Description	No Trainees	Training provider	FUNDING
<p>North Ward Medical *</p> <p>Newark</p> <p>Sal Misuraca</p> <p><i>Essex</i></p> <p>Approved: 6/1/93</p>	<p>The North Ward Center is a private, non profit social service ageny with 60 employees. Services to the communiyt include child development center, transportation for senior citizens, medical screenings, group and family counseling.</p>	<p>30</p>	<p>North Ward</p>	<p>NJDOL-OCT : \$77,850.00</p> <p>Company: : \$51,900.00</p> <hr/> <p>TOTAL \$129,750.00</p>
<p>PATEX</p> <p>Passiac County</p> <p>Henry Aronson</p> <p>201-596-6461</p> <p><i>Passaic</i></p> <p>Approved: 6/4/93</p>	<p>Consortium: Silk & Rayon Printers & Dyers Association, ACTWU, Passiac County College & NJIT. ESL training to 100 trainees from various businesses.</p>	<p>100</p>	<p>Passiac County Community College/NJIT</p>	<p>NJDOL-OCT : \$32,254.00</p> <p>Company: : \$21,503.00</p> <hr/> <p>TOTAL \$53,757.00</p>
<p>Paramount Metal Finishing*</p> <p>Linden</p> <p>Richard Fuschetti</p> <p>908-862-0772</p> <p><i>Union</i></p> <p>Approved: 6/4/93</p>	<p>Paramount Metal Finishing specializes in applying coatings on metal and plastic substrate according to specifications.</p>	<p>14</p>	<p>OJT</p>	<p>NJDOL-OCT : \$39,760.00</p> <p>Company: : \$39,760.00</p> <hr/> <p>TOTAL \$79,520.00</p>
<p>Partnership Against Illit</p> <p>Newark, N. J.</p> <p>Laurie Anne Roemmele</p> <p>201-824-4815</p> <p><i>Essex</i></p> <p>Approved: 8/30/93</p>	<p>Changing technology and customer demands have prompted Honig/Jarchem, chemical fabricators to work with the Paternship Against Illiteracy in formulating aplan to upgrade their workforce to modern demands.</p>			<p>NJDOL-OCT : \$104,121.00</p> <p>Company: : \$273,182.00</p> <hr/> <p>TOTAL \$377,303.00</p>

Applicant	Description	No Trainees.	Training provider	FUNDING
<u>Precision Electronic Glas</u> 1013 Hendee Road Domenic Ciancarelli 609-691-2234 <i>Cumberland</i> Approved: 8/30/93	PEG makes custom glass fabrications to customer's specifications.	56		NJDOL-OCT : \$15,114.08 Company: : \$23,123.68 <hr/> TOTAL \$38,237.76
<u>Prospect Industries *</u> No. Brunswick, N.J. Lionel Leventhal 908-247-6700 <i>Middlesex</i> Approved: 6/9/93	Prospect Industries manufacturers and sells steel containers for paint, asphalt and roofing material companies. The company has been in existence since 1929.	127	Bound Brook ALC/Middlesex CCC/OJT	NJDOL-OCT : \$64,000.00 Company: : \$42,000.00 <hr/> TOTAL \$106,000.00
<u>Republic Container Corp. *</u> Jersey City V. Balakrishann 201-333-2564 <i>Hudson</i> Approved: 10/20/92	Custom manufacturer and distributor of corrugated boxes and specialty packaging and point of purchase displays.	10	Republic Container Corp.	NJDOL-OCT : \$30,200.00 Company: : \$58,800.00 <hr/> TOTAL \$89,000.00
<u>SLP Engineering *</u> Ed Hamburger 908-240-3696 <i>Ocean</i> Approved: 7/14/93	SLP Engineering is a N. J. Corporation that has been in operation since 1987. It's primary business is the design and manufacturing of unique automotive performance related components for both after market and OEM sales.	9	Grantee	NJDOL-OCT : \$23,200.00 Company: : \$23,200.00 <hr/> TOTAL \$46,400.00
<u>Silvatrim Corp. Of Am.</u> So. Plainfield, N.J. Richard Levenberg 908-753-6066 <i>Middlesex</i> Approved: 7/30/93	Silvatrim Corporation of America is a manufacturer of plastic trim. The company has recently experienced a market change and will now be exporting much of their product.	139	Grantee	NJDOL-OCT : \$210,000.00 Company: : \$630,000.00 <hr/> TOTAL \$840,000.00

Applicant	Description	No Trainees.	Training provider	FUNDING
<u>Smithkline Beechum</u> Clifton Wm. McCarthy 201-614-3152 <i>Passaic</i> Approved: 1/14/93	Transnational health care company. Discovery, development, manufacturer, and marketer of human and animal pharmaceutical and clinical lab testing services.	249	Bergen County Vo-Tech	NJDOL-OCT : \$90,871.56 Company: : \$218,998.44 <hr/> TOTAL \$309,870.00
<u>Sony Music II</u> * Pitman Ned Horner 609-582-3229 <i>Gloucester</i> Approved: 4/7/93	Sony Music will transition their compact disk packaging lines from the "long box" currently in use to the new "jewel box" compact disk (CD) packaging production line.	32	Sony Music II	NJDOL-OCT : \$88,320.00 Company: : \$101,000.00 <hr/> TOTAL \$189,320.00
<u>Sunshine Biscuits</u> * Sayreville Margaret Dragon 908-254-2000 <i>Middlesex</i> Approved: 10/8/92	Largest of five bakeries throughout the U.S.	36	Sunshine Biscuits	NJDOL-OCT : \$35,000.00 Company: : \$35,000.00 <hr/> TOTAL \$70,000.00
<u>Tenney Engineering</u> Union, N.J. Robert Gayle 908-686-7870 <i>Union</i> Approved: 10/20/92	Tenny Engineering manufactures, markets and engineers high technology environmental test equipment, vacuum systems and insulated enclosures.	62	Same	NJDOL-OCT : \$19,855.06 Company: : \$45,617.16 <hr/> TOTAL \$65,472.22
<u>Tension Envelope</u> Marshall Silverman 201-487-1880 <i>Bergen</i> Approved: 8/30/93	Tension Envelope is a 106 year old privately owned manufacturer and distributor of speciality envelopes.	29	Self	NJDOL-OCT : \$65,272.16 Company: : \$75,925.98 <hr/> TOTAL \$141,198.14

Applicant	Description	No Trainees.	Training provider	FUNDING
<u>Test Technology, Inc.</u> * Marlton, N. J. 08053 James A. Sandelier 800-443-5860 <i>Burlington</i> Approved: 8/5/93	Test Technology attempts to meet ISO 9000 certification requirements in time to maintain its supplier/customer relationship with Ameritech, a regional Bell Telephone Company.	119	Self	NJDOL-OCT : \$33,892.55 Company: : \$60,600.15 <hr/> TOTAL \$94,492.70
<u>Tetley Inc.</u> Palisades Park, N.J. Cheryl Burn 201-943-0600 <i>Bergen</i> Approved: 9/15/93	This program will provide upgarding skills for 154 employees to enable them to operate newly installed capital equipment.	140		NJDOL-OCT : \$419,651.00 Company: : \$553,364.00 <hr/> TOTAL \$973,015.00
<u>Tetley Tea Co</u> Morris Plains Mickey McFall 201-993-3377 <i>Morris</i> Approved: 6/4/93	Tetley Tea Company blends and packages tea mix.	23	OJT	NJDOL-OCT : \$7,730.00 Company: : \$7,730.00 <hr/> TOTAL \$15,460.00
<u>Total Energy Service</u> Bound Brook G. J. Andeskie 908-356-3133 <i>Somerset</i> Approved: 3/10/93	Total Engergy Service is a heating and air conditioning contractor with capability of design, sheetmetal fabrication, installation and service.	4	Total Energy Services	NJDOL-OCT : \$16,300.00 Company: : \$16,300.00 <hr/> TOTAL \$32,600.00
<u>Trane Company</u> * Hamilton John Adams 609-588-4250 <i>Mercer</i> Approved: 10/20/92	Manufactures commercial and residential heating and air conditioning equipment.	627	Trane Company	NJDOL-OCT : \$145,360.00 Company: : \$379,463.00 <hr/> TOTAL \$524,823.00

Applicant	Description	No Trainees.	Training provider	FUNDING
Tymac Controls * Franklin Mario Pompeo 201-827-4050 Sussex Approved: 10/20/92	Hi-tech manufacturing in the die-casting industry.	10	Tymac Controls	NJDOL-OCT : \$20,000.00 Company: : \$39,000.00 <hr/> TOTAL \$59,000.00
Voltronics * Denville Scott Newman 201-586-8585 Morris Approved: 10/20/92	Manufacturer of glass and quartz timer capacitors, used in radars, transistors and communications networks.	54	NJIT	NJDOL-OCT : \$39,000.00 Company: : \$62,000.00 <hr/> TOTAL \$101,000.00
White Storage & Retrieval * Kenilworth Joanne Cavera 908-272-6700 Union Approved: 6/9/93	White Storage manufacturers automated storage and retrieval systems which include Horizontal and Vertical Carousels, moveable aisle storage systems, etc.	172	NJIT & Grantee	NJDOL-OCT : \$56,676.77 Company: : \$82,765.00 <hr/> TOTAL \$139,441.77

TOTAL NJDOL FUNDING \$12,198,604.04

TOTAL WORKERS TRAINED 11,049

TOTAL COMPANY FUNDING \$28,912,740.84

TOTAL ALL FUNDING \$41,111,344.88

WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM
 CUSTOMIZED TRAINING SUMMARY TABLE-APPROVED APPLICATIONS
 Report Period: July 7, 1992 TO October 7, 1993

TOTAL 54

Date Prepared: October 8, 1993

Page 1

Applicant	Description	No. Trainees	Training provider	FUNDING
Crescent Tire & Auto *	Crescent Tire and Auto, Inc. is a small family-owned and operated business that specializes in auto repairs and tire sales.	8	Crescent Tire & Auto Center	NJDOL-OCT : \$7,800.00
Hammonton				Company: : \$14,500.00
Rose Crescenzo 609-561-1155 <i>Atlantic</i> Approved: 3/1/93				TOTAL \$22,300.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Allied Signal	Allied Signal is a manufacturer of flight control and other avionic guidance systems.	600	Grantee	NJDOL-OCT : \$348,659.00
Teterboro, New Jersey				Company: : \$1,653,601.00
Ren Reinish 201-393-3020 <i>Bergen</i> Approved: 7/21/93				TOTAL \$2,002,260.00
Howmedica Inc. *	A division of Pfizer Hospital Products Group. Developing and offering improved materials and techniques in the health care industry.	215	NJIT	NJDOL-OCT : \$62,000.00
Newark				Company: : \$182,585.00
Maryann Anderson <i>Bergen</i> Approved: 10/20/92				TOTAL \$244,585.00

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 ** Completed Training
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Meadowlands Regional ★ Rutherford Glen Meyer 201-939-0707 <i>Bergen</i> Approved: 6/1/93	A Consortium of Colonial printing, Demetrio's Catering, Johnson Controls, New Dimensions, Nouveau Labs.	145	Bergen County Community College	NJDOL-OCT : \$131,584.74 Company: : \$443,663.77 <hr/> TOTAL \$575,248.51
Nabisco Biscuit Co. Fair Lawn Maryanne Dorman 201-794-4076 <i>Bergen</i> Approved: 10/20/92	Bakes and packages cookies, and crackers for nation-wide distribution.	100	Bell Atlantic	NJDOL-OCT : \$125,000.00 Company: : \$946,900.00 <hr/> TOTAL \$1,071,900.00
National Office Supply Co SOUTH HACKENSACK, N.J MICHELE KAUFFMAN 201-488-2900 <i>Bergen</i> Approved: 9/9/93	NATIONAL OFFICE SUPPLY IS COMMITTED TO UPGRADING THE SKILLS OF ITS WORKERS THROUGH AN ONGOING PROCESS WHICH WILL ENCHANCE PRODUCTIVITY AND THE INTRINSIC VALUE OF EACH WORKER.	252	COMPANY	NJDOL-OCT : \$104,729.00 Company: : \$87,172.00 <hr/> TOTAL \$191,901.00
Tension Envelope Marshall Silverman 201-487-1880 <i>Bergen</i> Approved: 8/30/93	Tension Envelope is a 106 year old privately owned manufacturer and distributor of speciality envelopes.	29	Self	NJDOL-OCT : \$65,272.16 Company: : \$75,925.98 <hr/> TOTAL \$141,198.14

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** Completed Training
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Tetley Inc. Palisades Park, N.J. Cheryl Burn 201-943-0600 <i>Bergen</i> Approved: 9/15/93	This program will provide upgarding skills for 154 employees to enable them to operate newly installed capital equipment.	140		NJDOL-OCT : \$419,651.00 Company: : \$553,364.00 TOTAL \$973,015.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Martin Marietta Moorestown * Moorestown Robert McKeage 609-722-3626 <i>Burlington</i> Approved: 7/29/93	Martin Marietta (changed from GE Aerospace) is a global, multinational corporation that produces over 30 product lines with markets in 88 nations.	800	Burlington Cty. College And Grantee	NJDOL-OCT : \$338,773.00 Company: : \$511,380.00 TOTAL \$850,153.00
Test Technology, Inc. * Marlton, N. J. 08053 James A. Sandelier 800-443-5860 <i>Burlington</i> Approved: 8/5/93	Test Technology attempts to meet ISO 9000 certification requirements in time to maintain its supplier/customer relationship with Ameritech, a regional Bell Telephone Company.	119	Self	NJDOL-OCT : \$33,892.55 Company: : \$60,600.15 TOTAL \$94,492.70

Applicant	Description	No. Trainees	Training provider	FUNDING
Crescent Lighting Barrington, N. J. Wayne Tarken 609-546-5500 <i>Camden</i> Approved: 8/5/93	Crescent Lighting is a manufacturer of electrical flourescent lighting fixtures and has been located in South Jersey since 1980.	170	Tech. Inst. Of Camden Cty. And Grantee	NJDOL-OCT : \$41,000.00 Company: : \$325,600.00 TOTAL \$366,600.00

* Active Training
** Completed Training
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Applicant	Description	No. Trainees	Training provider	FUNDING
General Electric * Camden John Muka 609-338-2834 <i>Camden</i> Approved: 10/20/92	The Company manufactures communications equipment and systems to military and government sectors.	333	Camden County College	NJDOL-OCT : \$374,500.00 Company: : \$671,800.00 <hr/> TOTAL \$1,046,300.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Cumberland Dairy ** Rosenhayn Tony Iaconelli 609-451-1300 <i>Cumberland</i> Approved: 10/8/92	Cumberland Dairy is a full service dairy processor. Some of the major customers include McDonalds, Wawa, Hershey's and Southern Comfort Egg Nog.	13	Cumberland Dairy	NJDOL-OCT : \$900.00 Company: : \$900.00 <hr/> TOTAL \$1,800.00
IBEW ** Vineland Mike Becker 609-691-2547 <i>Cumberland</i> Approved: 3/19/93	International Brotherhood of Electrical Workers.	15	IBEW	NJDOL-OCT : \$20,000.00 Company: : \$30,000.00 <hr/> TOTAL \$50,000.00
Precision Electronic Glas 1013 Hendee Road Domenic Ciancarelli 609-691-2234 <i>Cumberland</i> Approved: 8/30/93	PEG makes custom glass fabrications to customer's specifications.	56		NJDOL-OCT : \$15,114.08 Company: : \$23,123.68 <hr/> TOTAL \$38,237.76

* Active Training
** Completed Training
NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
<u>Electronic Manufacturing</u> ** Newark Robert Dunn 201-374-7600 Essex Approved: 10/8/92	Manufactures speciality metal items for the electronics and lighting industry.	10	Electronic Manufacturing	NJDOL-OCT : \$27,500.00 Company: : \$27,500.00 <hr/> TOTAL \$55,000.00
<u>N. J. Health Care Emplrys</u> Newark Robert Angelo 908-821-9622 Essex Approved: 9/16/93	Hospitals and nursing homes located throughout New Jersey.	25	N. J. Community Colleges	NJDOL-OCT : \$139,270.00 Company: : \$218,400.00 <hr/> TOTAL \$357,670.00
<u>North Ward Clerical</u> ** Newark Frances English 201-268-8900 Essex Approved: 10/8/92	North Ward Center is a provider of comprehensive and customized curriculum in medical office skills. The Center has a proven track record for not only providing quality instruction but other vital support such as free child care for participants.	30	North Ward Center	NJDOL-OCT : \$66,420.00 Company: : \$44,280.00 <hr/> TOTAL \$110,700.00
<u>North Ward Medical</u> * Newark Sal Misuraca Essex Approved: 6/1/93	The North Ward Center is a private, non profit social service agency with 60 employees. Services to the communiyt include child development center, transportation for senior citizens, medical screenings, group and family counseling.	30	North Ward	NJDOL-OCT : \$77,850.00 Company: : \$51,900.00 <hr/> TOTAL \$129,750.00

* Active Training
** Completed Training
NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
Partnership Against Illit Newark, N. J. Laurie Anne Roemmele 201-824-4815 <i>Essex</i> Approved: 8/30/93	Changing technology and customer demands have prompted Honig/Jarchem, chemical fabricators to work with the Paternship Against Illiteracy in formulating aplan to upgrade their workforce to modern demands.			NJDOL-OCT : \$104,121.00 Company: : \$273,182.00 <hr/> TOTAL \$377,303.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Sony Music II * Pitman Ned Horner 609-582-3229 <i>Gloucester</i> Approved: 4/7/93	Sony Music will transition their compact disk packaging lines from the "long box" currently in use to the new "jewel box" compact disk (CD) packaging production line.	32	Sony Music II	NJDOL-OCT : \$88,320.00 Company: : \$101,000.00 <hr/> TOTAL \$189,320.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Crown Cork And Seal * North Bergen Nydia Alvarez 201-854-5809 <i>Hudson</i> Approved: 11/12/92	Manufacturer of metal packaging; leading can and closure company. Manufacturer of 2 piece aluminum beverage cans.	80	NJIT	NJDOL-OCT : \$125,000.00 Company: : \$435,640.00 <hr/> TOTAL \$560,640.00
Hudson Advertising * Jersey City, N.J. Ralph Travellin 201-433-4100 <i>Hudson</i> Approved: 6/10/93	Hudson Advertising is a manufacturer of printing plates and dies for the packaging and display industry.	50	NJIT/grantee	NJDOL-OCT : \$169,750.00 Company: : \$270,688.00 <hr/> TOTAL \$440,438.00

* Active Training

** Completed Training

NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
Jamesway Corporation * Secaucus, New Jersey Ed Jones 201-330-6256 <i>Hudson</i> Approved: 6/9/93	Jamesway Corporation is a chain of discount department stores doing business in 7 states include 32 of 119 stores in the State of New Jersey.	72	Grantee	NJDOL-OCT : \$134,356.00 Company: : \$1,014,239.00 TOTAL \$1,148,595.00
Republic Container Corp. * Jersey City V. Balakrishann 201-333-2564 <i>Hudson</i> Approved: 10/20/92	Custom manufacturer and distributor of corrugated boxes and specialty packaging and point of purchase displays.	10	Republic Container Corp.	NJDOL-OCT : \$30,200.00 Company: : \$58,800.00 TOTAL \$89,000.00

Applicant	Description	No. Trainees	Training provider	FUNDING
American Standard * Trenton Louis Cammiso 609-587-5100 <i>Mercer</i> Approved: 10/20/92	Producer of Vitreous China Plumbing Fixtures.	216	American Standard	NJDOL-OCT : \$174,676.00 Company: : \$244,718.00 TOTAL \$419,394.00
Hill Refrigeration * Trenton Jim Healy 609-599-9861 <i>Mercer</i> Approved: 2/8/93	Manufactures and sells commercial refrigeration equipment, display cabinets, walk-ins, condensing units and related equipment.	267	Mercer County Community College	NJDOL-OCT : \$154,750.00 Company: : \$133,800.00 TOTAL \$288,550.00

* Active Training
** Completed Training
NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
Trane Company * Hamilton John Adams 609-588-4250 <i>Mercer</i> Approved: 10/20/92	Manufactures commercial and residential heating and air conditioning equipment.	627	Trane Company	NJDOL-OCT : \$145,360.00 Company: : \$379,463.00 <hr/> TOTAL \$524,823.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Colonial Wire And Cable * Thomas Walsh, Jr. 516-234-8500 <i>Middlesex</i> Approved: 7/14/93	Colonial Wire and Cable Company is a newly created company which is located in New Jersey and started up in August 1992. They manufacturer electrical wire and have been since 1944.	63	Grantee	NJDOL-OCT : \$68,136.00 Company: : \$68,136.00 <hr/> TOTAL \$136,272.00
Frigidaire Company * Edison Paul Maccaro 908-287-2000 <i>Middlesex</i> Approved: 5/14/93	Frigidaire Company is a subsidiary of White Consolidated Industries. Frigidaire manufacturers refrigerators, ranges, freezers, microwave ovens, air conditions and dehumidifiers.	983	Middlesex Cty. College	NJDOL-OCT : \$529,200.00 Company: : \$1,754,780.00 <hr/> TOTAL \$2,283,980.00
Johnson Controls * Edison Dave Heinz 313-454-5860 <i>Middlesex</i> Approved: 12/22/92	Manufacturer facility services and control systems, automotive seating, plastic packaging and automotive batteries.	130	Middlesex Co College	NJDOL-OCT : \$398,845.00 Company: : \$1,469,435.00 <hr/> TOTAL \$1,868,280.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
Medishare * Edison Ann Tarbell 609-646-5400 Middlesex Approved: 10/20/92	Vendor of training programs for certification of nurses aides. Absecon Manor and Oceanside Nursing Centers have contracted Medishare to provide training to 37 employees.	37	Medishare	NJDOL-OCT : \$8,600.00 Company: : \$5,400.00 <hr/> TOTAL \$14,000.00
Prospect Industries * No. Brunswick, N.J. Lionel Leventhal 908-247-6700 Middlesex Approved: 6/9/93	Prospect Industries manufacturers and sells steel containers for paint, asphalt and roofing material companies. The company has been in existence since 1929.	127	Bound Brook ALC/Middlesex CCC/OJT	NJDOL-OCT : \$64,000.00 Company: : \$42,000.00 <hr/> TOTAL \$106,000.00
Silvatrim Corp. Of Am. So. Plainfield, N.J. Richard Levenberg 908-753-6066 Middlesex Approved: 7/30/93	Silvatrim Corporation of America is a manufacturer of plastic trim. The company has recently experienced a market change and will now be exporting much of their product.	139	Grantee	NJDOL-OCT : \$210,000.00 Company: : \$630,000.00 <hr/> TOTAL \$840,000.00
Sunshine Biscuits * Sayreville Margaret Dragon 908-254-2000 Middlesex Approved: 10/8/92	Largest of five bakeries throughout the U.S.	36	Sunshine Biscuits	NJDOL-OCT : \$35,000.00 Company: : \$35,000.00 <hr/> TOTAL \$70,000.00

* Active Training
 ** Completed Training
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Applicant	Description	No. Trainees	Training provider	FUNDING
Electronic Measurements * Neptune Sal Runfola 908-922-9300 <i>Monmouth</i> Approved: 3/29/93	Electronic Measurements, Inc. is a leading manufacturer of DC power suppliers for industrial, commercial and military applications.	72	Brookdale College & Electronic Measurements	NJDOL-OCT : \$99,671.00 Company: : \$78,140.00 <hr/> TOTAL \$177,811.00
Frequency Engineering Farmingdale Mike McNeil 609-938-9000 <i>Monmouth</i> Approved: 3/23/93	Frequency Engineering Laboratories (FEL Corp.) designs, develops, manufactures, tests and supports customer's component equipment, and requirements for advanced defense systems. The company offers its customers a wide range of technologies.	318	Frequency Engineering	NJDOL-OCT : \$542,160.86 Company: : \$542,160.86 <hr/> TOTAL \$1,084,321.72

Applicant	Description	No. Trainees	Training provider	FUNDING
Monroe Systems Inc * Morris Plains Jeff Yesionowski 201-993-2619 <i>Morris</i> Approved: 3/29/93	Sales and service of office equipment; calculators, copiers, fax machines and shredders.	129	OJT	NJDOL-OCT : \$175,600.00 Company: : \$324,540.00 <hr/> TOTAL \$500,140.00
Tetley Tea Co Morris Plains Mickey McFall 201-993-3377 <i>Morris</i> Approved: 6/4/93	Tetley Tea Company blends and packages tea mix.	23	OJT	NJDOL-OCT : \$7,730.00 Company: : \$7,730.00 <hr/> TOTAL \$15,460.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
Voltronics * Denville Scott Newman 201-586-8585 <i>Morris</i> Approved: 10/20/92	Manufacturer of glass and quartz timer capacitors, used in radars, transistors and communications networks.	54	NJIT	NJDOL-OCT : \$39,000.00 Company: : \$62,000.00 <hr/> TOTAL \$101,000.00

Applicant	Description	No. Trainees	Training provider	FUNDING
SLP Engineering * Ed Hamburger 908-240-3696 <i>Ocean</i> Approved: 7/14/93	SLP Engineering is a N. J. Corporation that has been in operation since 1987. It's primary business is the design and manufacturing of unique automotive performance related components for both after market and OEM sales.	9	Grantee	NJDOL-OCT : \$23,200.00 Company: : \$23,200.00 <hr/> TOTAL \$46,400.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Accurate Box Company * Paterson, N.J. Fran Fischer <i>Passaic</i> Approved: 7/30/93	This program is designed to provide total quality management and advanced production skills training to the entire work force of Accurate Box Company.	197	Grantee	NJDOL-OCT : \$255,040.00 Company: : \$1,331,761.00 <hr/> TOTAL \$1,586,801.00
GEC Marconi Electronic * Wayne Joseph Marsicovete 201-633-6297 <i>Passaic</i> Approved: 6/4/93	GEC Marconi has been designing, developing and manufacturing defense electronics for the past 50 years. The company's products include military avionics, navigation and missile systems.	415	GEC Marconi	NJDOL-OCT : \$760,283.00 Company: : \$1,131,678.00 <hr/> TOTAL \$1,891,961.00

Completed Training
NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
<u>New Wave Trucking</u> Little Falls Peter Farkas 201-785-2242 <i>Passaic</i> Approved: 3/10/93	Trucking and delivery service company.	7	New Wave Trucking	NJDOL-OCT : \$8,960.00 Company: : \$8,960.00 <hr/> TOTAL \$17,920.00
<u>PATEX</u> Passiac County Henry Aronson 201-596-6461 <i>Passaic</i> Approved: 6/4/93	Consortium: Silk & Rayon Printers & Dyers Association, ACTWU, Passiac County College & NJIT. ESL training to 100 trainees from various businesses.	100	Passiac County Community College/NJIT	NJDOL-OCT : \$32,254.00 Company: : \$21,503.00 <hr/> TOTAL \$53,757.00
<u>Smithkline Beechum</u> Clifton Wm. McCarthy 201-614-3152 <i>Passaic</i> Approved: 1/14/93	Transnational health care company. Discovery, development, manufacturer, and marketer of human and animal pharmaceutical and clinical lab testing services.	249	Bergen County Vo-Tech	NJDOL-OCT : \$90,871.56 Company: : \$218,998.44 <hr/> TOTAL \$309,870.00

Applicant	Description	No. Trainees	Training provider	FUNDING
<u>Total Energy Service</u> Bound Brook G. J. Andeskie 908-356-3133 <i>Somerset</i> Approved: 3/10/93	Total Energy Service is a heating and air conditioning contractor with capability of design, sheetmetal fabrication, installation and service.	4	Total Energy Services	NJDOL-OCT : \$16,300.00 Company: : \$16,300.00 <hr/> TOTAL \$32,600.00

* Active Training
 ** Completed Training
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Applicant	Description	No. Trainees	Training provider	FUNDING
Tymac Controls * Franklin Mario Pompeo 201-827-4050 Sussex Approved: 10/20/92	Hi-tech manufacturing in the die-casting industry.	10	Tymac Controls	NJDOL-OCT : \$20,000.00 Company: : \$39,000.00 <hr/> TOTAL \$59,000.00

Applicant	Description	No. Trainees	Training provider	FUNDING
Alpha Wire Corp * Elizabeth Verna Lewis 908-925-8000 Union Approved: 5/14/93	Alpha Wire Corp is a supplier of wire, cable and associated interconnection products for over 60 years.	358	Union Cty. College	NJDOL-OCT : \$69,338.00 Company: : \$67,459.00 <hr/> TOTAL \$136,797.00
Elastic Stop Nut * Union Michael Dillon 908-686-6000 Union Approved: 2/8/93	Manufactures precision engineered high quality fasteners for commercial and military aircraft engines and airframes.	431	Union County College	NJDOL-OCT : \$601,674.26 Company: : \$734,148.80 <hr/> TOTAL \$1,335,823.06
General Motors Corp. * Linden Brenda Curry 908-474-4683 Union Approved: 4/7/93	General Motors Corp. Linden Assembly Plant has been producing automobiles since 1937. Linden joined the North American Truck Platform Group on January 1, 1991.	2,466	General Motors	NJDOL-OCT : \$4,500,000.00 Company: : \$11,297,543.00 <hr/> TOTAL \$15,797,543.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
Paramount Metal Finishing * Linden Richard Fuschetti 908-862-0772 Union Approved: 6/4/93	Paramount Metal Finishing specializes in applying coatings on metal and plastic substrate according to specifications.	14	OJT	NJDOL-OCT : \$39,760.00 Company: : \$39,760.00 <hr/> TOTAL \$79,520.00
Tenney Engineering Union, N.J. Robert Gayle 908-686-7870 Union Approved: 10/20/92	Tenny Engineering manufactures, markets and engineers high technology environmental test equipment, vacuum systems and insulated enclosures.	62	Same	NJDOL-OCT : \$19,855.06 Company: : \$45,617.16 <hr/> TOTAL \$65,472.22
White Storage & Retrieval * Kenilworth Joanne Cavera 908-272-6700 Union Approved: 6/9/93	White Storage manufacturers automated storage and retrieval systems which include Horizontal and Vertical Carousels, moveable aisle storage systems, etc.	172	NJIT & Grantee	NJDOL-OCT : \$56,676.77 Company: : \$82,765.00 <hr/> TOTAL \$139,441.77

TOTAL WDP FUNDING	\$12,198,604.04
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TOTAL WORKERS TRAINED	11,049
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TOTAL COMPANY CONTRIBUTIONS	\$28,912,740.84
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TOTAL APPLICATIONS:	54
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* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

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State of New Jersey
Department of Labor
MEMORANDUM

TO: Patrick J. Roma
Assemblyman

FROM: Charles G. Davis, Assistant Commissioner
Employment Security and Job Training

DATE: September 21, 1993

I am pleased to provide you with statistical data on the Workforce Development Partnership Program accomplishments for Fiscal Year 1993.

Should you have any questions or wish clarification on the contents of the report, please feel free to contact me at 609-984-5666 or Brian Peters, Director of Planning, at 609-292-6852.

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WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

Program Activity Summary - July 7, 1992 to June 30, 1993

New Jersey Department of Labor

Ray Bramucci, Commissioner

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WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

Program Report Fiscal Year 1993

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Summary

Our nation is at a watershed: Experts now agree that the American workforce must undergo constant retraining and reeducation if our nation is to develop a high-skill, high wage workforce needed to successfully compete in the new worldwide economy.

Responding to that challenge, New Jersey Governor Jim Florio initiated a unique employment and training program intended to make skills training, education, and a wide range of other support services available to qualified workers and employers. That initiative, "Workforce Development Partnership", was passed with overwhelming bipartisan support in the New Jersey Legislature and signed into law on July 7, 1992.

The Partnership's goals are to increase worker productivity, enhance employer competitiveness, retain jobs, shorten periods of unemployment, and revitalize career potential for experienced workers.

Benefits for Workers

The Workforce Development Partnership Program is an economic development tool designed primarily to reach those experienced, front-line production and non-professional workers who have not had opportunities for adequate training in the past.

Partnership activities will provide new or upgraded skills for the technicians, mechanics, factory, office, and hospital workers who are the backbone of the New Jersey economy but who often bear the brunt of difficult economic times.

Employment counselors help workers design an Employment Development Plan (EDP) which charts the training the worker will require to either keep technological pace in their current occupation or to make a career change.

The Partnership enables those qualified individuals to receive training and/or education grants up to \$4,000, unemployment benefit extensions, and tuition waivers good at all public institutions.

Benefits for Workers (continued)

The investment is in skills training and education to prepare workers for occupations which are in demand in today's economy and for those occupations where workers will most likely be needed at least four or more years into the future.

Benefits for Employers

Employers can receive matching funds from the Partnership to pay for training-related expenses that promise to improve their workers' productivity and their company's market position. This aspect of the Program is administered by the New Jersey Department of Labor's Office of Customized Training. The Partnership:

- Focuses on small-to-medium size companies in the manufacturing sector, but allows the flexibility to respond to specific businesses in any other sector of the economy;
 - Provides work-based learning to improve business performance and to upgrade the skills of workers;
 - Requires a business plan from the employer that specifies how training will contribute to a company's objective and how that training will be supported by a real contribution by the company, and how the increased skills will relate to increased wages for its workers.
-

How the Program Works

The Partnership establishes a clear and simple connection among the local network of service providers (SDAs, community based organizations, four year colleges, community colleges, labor organizations, vocational schools, proprietary schools, etc.), and the services delivered through local offices of the Department of Labor.

How the Program Works (continued)

No new taxes are necessary to fund the program, which is expected to invest at least \$50 million in the State's economy each year. A new "training trust fund" has been created by reallocating a small portion of both worker and employer unemployment insurance contributions to the State Workforce Development trust fund.

The program is "capped" and subject to a "sunset" provision (December 1997). The State Employment and Training Commission, an independent policy and planning council, is charged with annually evaluating the program's effectiveness and reporting the results to the Governor and State Legislature.

Program Pay-Off

Training efforts are geared to stimulate greater worker involvement in promoting innovation, quality control, and responsiveness to rapid technological advances in the workplace and to encourage life-long learning.

The Workforce Development Partnership Program pay-off will be higher wages and increased job security for mainstream workers, improved market-share and competitiveness for employers, and a healthy New Jersey economy.

WDP Activity--Fiscal Year 1993

The following data provides a statistical highlight of program activity after one year of operations. It is important to note that normal program start-up delayed enrollment in training (via individual training grants) for most individuals until January 1993.

WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

ACTIVITY SUMMARY

Report Period: July 7, 1992 to June 30, 1993 Date Prepared: August 31, 1993

Individual Grants

Grant Activity	
Number of grants approved	7,575
Total funds obligated*	\$19,992,152
Average grant amount	\$2,639

Participant Activity	
Number of participants enrolled in training	7,189
Number of participants completing training	1,290
Number of participants entering employment	386
Percent of participants entering employment	30%

Additional Benefits

Additional Benefits during Training (ABT) paid	\$10,283,943
Number of participants receiving benefits	3,786

Customized Training

Applications Approved	40
Customized Training funds obligated	\$10,031,746
Company contributions	\$23,077,295
Total trainees in Customized Training	8,450

Services for Disadvantaged Workers (SDAs only)

Grant Activity**	
Total funds obligated	\$664,735

Participant Activity	
Number of participants enrolled in training	239
Number of participants completing training	60
Number of participants entering employment	15
Percent of participants receiving benefits	25%

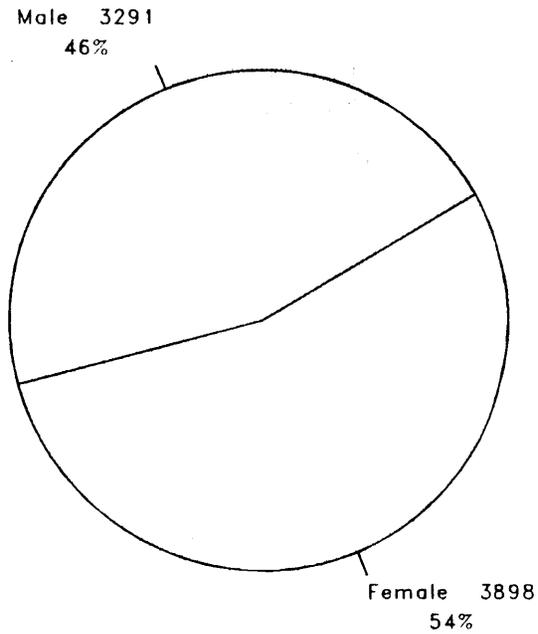
* Does not include the cost of counseling services.

** Program started in April 1993.

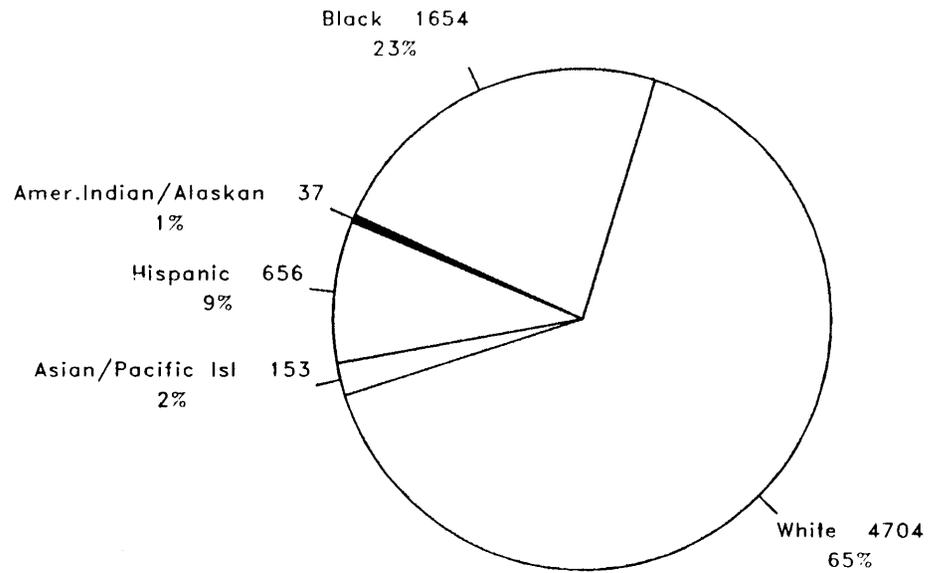
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WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM
INDIVIDUAL GRANTS—SELECTED CHARACTERISTICS—GENDER AND ETHNIC DEMOGRAPHICS
Report Period: July 7, 1992 to June 30, 1993

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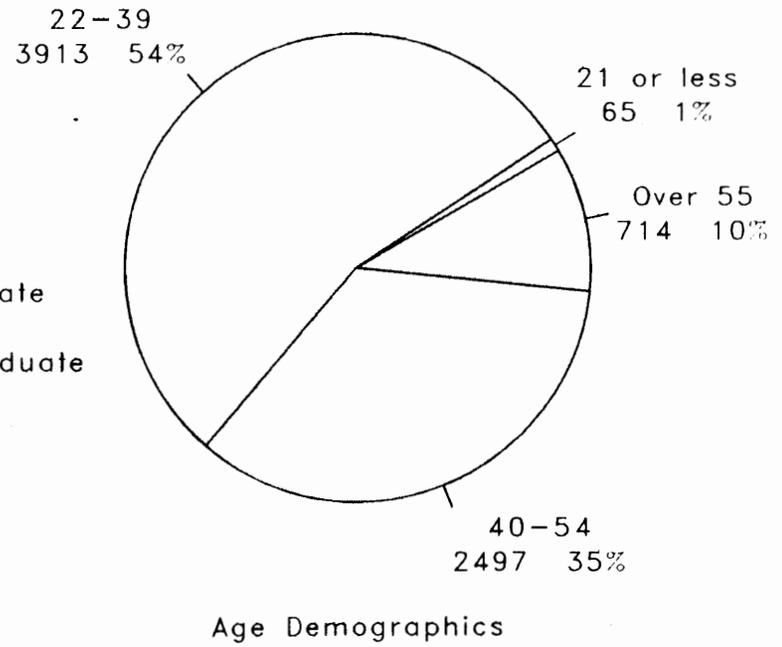
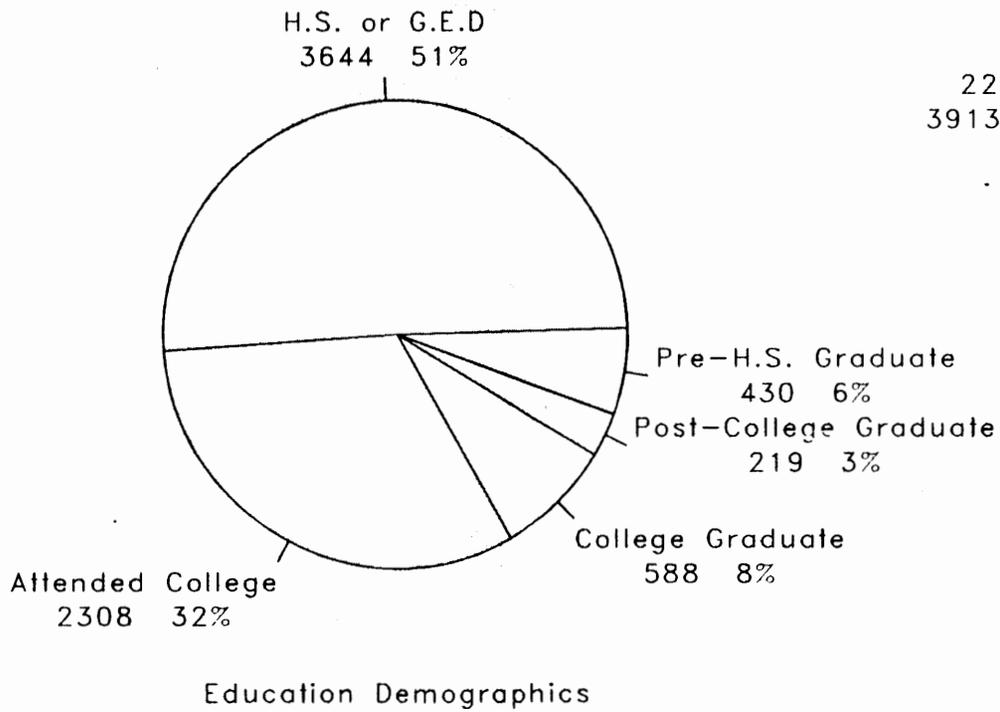
Gender Demographics



Ethnic Demographics

WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM
INDIVIDUAL GRANTS—SELECTED CHARACTERISTICS—EDUCATION AND AGE DEMOGRAPHICS
Report period: July 7, 1992 to June 30, 1993

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WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

INDIVIDUAL GRANTS--TRAINING GRANT OCCUPATIONS

Report Period: July 7 1992 to June 30, 1993 Date Prepared: August 31, 1993
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	<u>GRANTS</u>
Business Occupations Including:	3,229
Accounting	
Administrative Assistant	
Appraiser	
Business Computer Programmer	
Certified Network Engineer	
Legal Assistant	
Industrial Services Including:	830
Auto/Diesel Mechanic	
Auto Technician	
Computer Machinist	
Driver	
Environmental Technician	
Communications Including:	770
Computer Programming	
Computer Network	
Computer Literacy	
Allied Health Services Including:	821
Administrative Health Assistant	
Registered Nurses	
Clinical Technician	
Medical Technician	
Therapist	
Engineering Related Technologies Including:	859
AC/Heat/Refrig. Technician	
CAD/CAM	
Computer Services	
environmental technology	
Protective Services Including:	118
Corrections Officer	
Investigator	
Security	
All Others	<u>948</u>
Total	<u><u>7,575</u></u>

WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

INDIVIDUAL GRANTS--TRAINING GRANT VENDORS

Report Period:

July 7, 1992

to

June 30, 1993

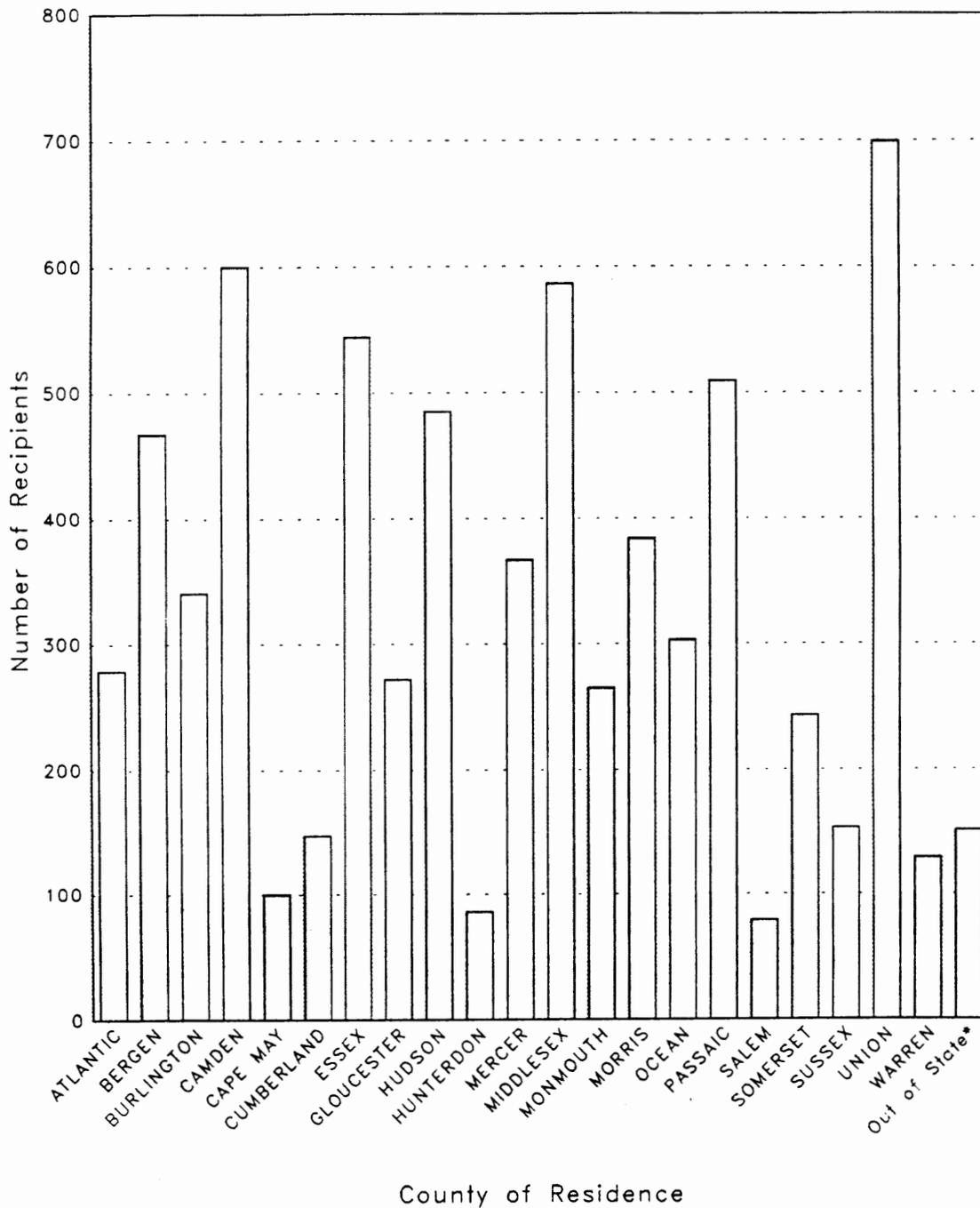
Date Prepared: August 31, 1993

<u>Type of Vendor</u>	<u>Number of Vendors</u>	<u>Grants</u>	<u>Obligations</u>
Proprietary Schools	211	3,852	\$12,394,204
Vocational/Technical Schools	15	243	\$462,816
Adult Education	10	76	\$80,566
Four-Year Colleges	25	615	\$1,244,725
Two-Year Colleges	18	2,789	\$5,809,841
Total	<u>279</u>	<u>7,575</u>	<u>\$19,992,152</u>

WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

INDIVIDUAL GRANTS—GRANT RECIPIENTS BY COUNTY

Report Period: July 7, 1992 to June 30, 1993



* Out of State: Delaware 2, New York 53, Pennsylvania 96 These participants live out of state but paid into the N.J. Unemployment Insurance system.

Date Prepared: August 31, 1993

**WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM
CUSTOMIZED TRAINING SUMMARY TABLE-APPROVED APPLICATIONS**
Report Period: July 7, 1992 TO August 31, 1993

Date Prepared: August 31, 1993

Page 1

Applicant	Description	No. Trainees	Training provider	FUNDING
<u>Alpha Wire Corp</u> Elizabeth Verna Lewis 908-925-8000 Union Approved: 5/14/93	Alpha Wire Corp is a supplier of wire, cable and associated interconnection products for over 60 years.	358	Union Cty. College	NJDOL-OCT : \$69,338.00 Company: : \$67,459.00 <hr/> TOTAL \$136,797.00
<u>American Standard</u> Trenton Louis Cammiso 609-587-5100 Mercer Approved: 10/20/92	Producer of Vitreous China Plumbing Fixtures.	216	American Standard	NJDOL-OCT : \$174,676.00 Company: : \$244,718.00 <hr/> TOTAL \$419,394.00
<u>Crescent Tire & Auto</u> Hammonton Rose Crescenzo 609-561-1155 Atlantic Approved: 3/1/93	Crescent Tire and Auto, Inc. is a small family-owned and operated business that specializes in auto repairs and tire sales.	8	Crescent Tire & Auto Center	NJDOL-OCT : \$7,800.00 Company: : \$14,500.00 <hr/> TOTAL \$22,300.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

59x

Applicant	Description	No. Trainees	Training provider	FUNDING
Crown Cork And Seal * North Bergen Nydia Alvarez 201-854-5809 <i>Hudson</i> Approved: 11/12/92	Manufacturer of metal packaging; leading can and closure company. Manufacturer of 2 piece aluminum beverage cans.	80	NJIT	NJDOL-OCT : \$125,000.00 Company: : \$435,640.00 <hr/> TOTAL \$560,640.00
Cumberland Dairy ** Rosenhayn Tony Iaconelli 609-451-1300 <i>Cumberland</i> Approved: 10/8/92	Cumberland Dairy is a full service dairy processor. Some of the major customers include McDonalds, Wawa, Hershey's and Southern Comfort Egg Nog.	13	Cumberland Dairy	NJDOL-OCT : \$900.00 Company: : \$900.00 <hr/> TOTAL \$1,800.00
Elastic Stop Nut * Union Michael Dillon 908-686-6000 <i>Union</i> Approved: 2/8/93	Manufactures precision engineered high quality fasteners for commercial and military aircraft engines and airframes.	431	Union County College	NJDOL-OCT : \$601,674.26 Company: : \$734,148.80 <hr/> TOTAL \$1,335,823.06
Electronic Manufacturing ** Newark Robert Dunn 201-374-7600 <i>Essex</i> Approved: 10/8/92	Manufactures speciality metal items for the electronics and lighting industry.	10	Electronic Manufacturing	NJDOL-OCT : \$27,500.00 Company: : \$27,500.00 <hr/> TOTAL \$55,000.00
Electronic Measurements Neptune Sal Runfola 908-922-9300 <i>Monmouth</i> Approved: 3/29/93	Electronic Measurements, Inc. is a leading manufacturer of DC power suppliers for industrial, commercial and military applications.	72	Brookdale College & Electronic Measurements	NJDOL-OCT : \$99,671.00 Company: : \$78,140.00 <hr/> TOTAL \$177,811.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

60x

Date Prepared: August 31, 1993

Applicant	Description	No. Trainees	Training provider	FUNDING
Frequency Engineering Farmingdale Mike McNeil 609-938-9000 Monmouth Approved: 3/23/93	Frequency Engineering Laboratories (FEL Corp.) designs, develops, manufactures, tests and supports customer's component equipment, and requirements for advanced defense systems. The company offers its customers a wide range of technologies.	318	Frequency Engineering	NJDOL-OCT : \$542,160.86 Company: : \$542,160.86 <hr/> TOTAL \$1,084,321.72
Frigidaire Company Edison Paul Maccaro 908-287-2000 Middlesex Approved: 5/14/93	Frigidaire Company is a subsidiary of White Consolidated Industries. Frigidaire manufactures refrigerators, ranges, freezers, microwave ovens, air conditions and dehumidifiers.	983	Middlesex Cty. College	NJDOL-OCT : \$529,200.00 Company: : \$1,754,780.00 <hr/> TOTAL \$2,283,980.00
GEC Marconi Electronic * Wayne Joseph Marsicovete 201-633-6297 Passaic Approved: 6/4/93	GEC Marconi has been designing, developing and manufacturing defense electronics for the past 50 years. The company's products include military avionics, navigation and missile systems.	415	GEC Marconi	NJDOL-OCT : \$760,283.00 Company: : \$1,131,678.00 <hr/> TOTAL \$1,891,961.00
General Electric * Camden John Muka 609-338-2834 Camden Approved: 10/20/92	The Company manufactures communications equipment and systems to military and government sectors.	333	Camden County College	NJDOL-OCT : \$374,500.00 Company: : \$671,800.00 <hr/> TOTAL \$1,046,300.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

Applicant	Description	No. Trainees	Training provider	FUNDING
General Motors Corp. * Linden Brenda Curry 908-474-4683 <i>Union</i> Approved: 4/7/93	General Motors Corp. Linden Assembly Plant has been producing automobiles since 1937. Linden joined the North American Truck Platform Group on January 1, 1991.	2,466	General Motors	NJDOL-OCT : \$4,500,000.00 Company: : \$11,297,543.00 <hr/> TOTAL \$15,797,543.00
Hill Refrigeration * Trenton Jim Healy 609-599-9861 <i>Mercer</i> Approved: 2/8/93	Manufactures and sells commercial refrigeration equipment, display cabinets, walk-ins, condensing units and related equipment.	267	Mercer County Community College	NJDOL-OCT : \$154,750.00 Company: : \$133,800.00 <hr/> TOTAL \$288,550.00
Howmedica Inc. * Newark Maryann Anderson <i>Bergen</i> Approved: 10/20/92	A division of Pfizer Hospital Products Group. Developing and offering improved materials and techniques in the health care industry.	215	NJIT	NJDOL-OCT : \$62,000.00 Company: : \$182,585.00 <hr/> TOTAL \$244,585.00
Hudson Advertising Jersey City, N.J. Ralph Travellin 201-433-4100 <i>Hudson</i> Approved: 6/10/93	Hudson Advertising is a manufacturer of printing plates and dies for the packaging and display industry.	50	NJIT/grantee	NJDOL-OCT : \$169,750.00 Company: : \$270,688.00 <hr/> TOTAL \$440,438.00
IBEW ** Vineland Mike Becker 609-691-2547 <i>Cumberland</i> Approved: 3/19/93	International Brotherhood of Electrical Workers.	15	IBEW	NJDOL-OCT : \$20,000.00 Company: : \$30,000.00 <hr/> TOTAL \$50,000.00

* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

62X

Applicant	Description	No. Trainees	Training provider	FUNDING
Jamesway Corporation Secaucus, New Jersey Ed Jones 201-330-6256 Hudson Approved: 6/9/93	Jamesway Corporation is a chain of discount department stores doing business in 7 states include 32 of 119 stores in the State of New Jersey.	72	Grantee	NJDOL-OCT : \$134,356.00 Company: : \$1,014,239.00 <hr/> TOTAL \$1,148,595.00
Johnson Controls * Edison Dave Heinz 313-454-5860 Middlesex Approved: 12/22/92	Manufacturer facility services and control systems, automotive seating, plastic packaging and automotive batteries.	130	Middlesex Co College	NJDOL-OCT : \$398,845.00 Company: : \$1,469,435.00 <hr/> TOTAL \$1,868,280.00
Meadowlands Regional Rutherford Glen Meyer 201-939-0707 Bergen Approved: 6/1/93	A Consortium of Colonial printing, Demetrio's Catering, Johnson Controls, New Dimensions, Nouveau Labs.	145	Bergen County Community College	NJDOL-OCT : \$131,584.74 Company: : \$443,663.77 <hr/> TOTAL \$575,248.51
Medishare * Edison Ann Tarbell 609-646-5400 Middlesex Approved: 10/20/92	Vendor of training programs for certification of nurses aides. Absecon Manor and Oceanside Nursing Centers have contracted Medishare to provide training to 37 employees.	37	Medishare	NJDOL-OCT : \$8,600.00 Company: : \$5,400.00 <hr/> TOTAL \$14,000.00
Monroe Systems Inc * Morris Plains Jeff Yesionowski 201-993-2619 Morris Approved: 3/29/93	Sales and service of office equipment; calculators, copiers, fax machines and shredders.	129	OJT	NJDOL-OCT : \$175,600.00 Company: : \$324,540.00 <hr/> TOTAL \$500,140.00

* Active Training
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63X

Applicant	Description	No. Trainees	Training provider	FUNDING
Nabisco Biscuit Co. Fair Lawn Maryanne Dorman 201-794-4076 Bergen Approved: 10/20/92	Bakes and packages cookies, and crackers for nation-wide distribution.	100	Bell Atlantic	NJDOL-OCT : \$125,000.00 Company: : \$946,900.00 <hr/> TOTAL \$1,071,900.00
New Wave Trucking ** Little Falls Peter Farkas 201-785-2242 Passaic Approved: 3/10/93	Trucking and delivery service company.	7	New Wave Trucking	NJDOL-OCT : \$8,960.00 Company: : \$8,960.00 <hr/> TOTAL \$17,920.00
North Ward Clerical ** Newark Frances English 201-268-8900 Essex Approved: 10/8/92	North Ward Center is a provider of comprehensive and customized curriculum in medical office skills. The Center has a proven track record for not only providing quality instruction but other vital support such as free child care for participants.	30	North Ward Center	NJDOL-OCT : \$66,420.00 Company: : \$44,280.00 <hr/> TOTAL \$110,700.00
North Ward Medical ** Newark Sal Misuraca Essex Approved: 6/1/93	The North Ward Center is a private, non profit social service agency with 60 employees. Services to the communiyt include child development center, transportation for senior citizens, medical screenings, group and family counseling.	30	North Ward	NJDOL-OCT : \$77,850.00 Company: : \$51,900.00 <hr/> TOTAL \$129,750.00

* Active Training
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64x

Date Prepared: August 31, 1993

Applicant	Description	No. Trainees	Training provider	FUNDING
PATEX ** Passiac County Henry Aronson 201-596-6461 <i>Passaic</i> Approved: 6/4/93	Consortium: Silk & Rayon Printers & Dyers Association, ACTWU, Passiac County College & NJIT. ESL training to 100 trainees from various businesses.	100	Passiac County Community College/NJIT	NJDOL-OCT : \$32,254.00 Company: : \$21,503.00 <hr/> TOTAL \$53,757.00
Paramount Metal Finishing Linden Richard Fuschetti 908-862-0772 <i>Union</i> Approved: 6/4/93	Paramount Metal Finishing specializes in applying coatings on metal and plastic substrate according to specifications.	14	OJT	NJDOL-OCT : \$39,760.00 Company: : \$39,760.00 <hr/> TOTAL \$79,520.00
Prospect Industries No. Brunswick, N.J. Lionel Leventhal 908-247-6700 <i>Middlesex</i> Approved: 6/9/93	Prospect Industries manufacturers and sells steel containers for paint, asphalt and roofing material companies. The company has been in existence since 1929.	127	Bound Brook ALC/Middlesex CCC/OJT	NJDOL-OCT : \$64,000.00 Company: : \$42,000.00 <hr/> TOTAL \$106,000.00
Republic Container Corp.* Jersey City V. Balakrishann 201-333-2564 <i>Hudson</i> Approved: 10/20/92	Custom manufacturer and distributor of corrugated boxes and specialty packaging and point of purchase displays.	10	Republic Container Corp.	NJDOL-OCT : \$30,200.00 Company: : \$58,800.00 <hr/> TOTAL \$89,000.00
Smithkline Beechum * Clifton Wm. McCarthy 201-614-3152 <i>Passaic</i> Approved: 1/14/93	Transnational health care company. Discovery, development, manufacturer, and marketer of human and animal pharmaceutical and clinical lab testing services.	249	Bergen County Vo-Tech	NJDOL-OCT : \$90,871.56 Company: : \$218,998.44 <hr/> TOTAL \$309,870.00

* Active Training
 ** Completed Training
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65X

Applicant	Description	No. Trainees	Training provider	FUNDING
Sony Music II * Pitman Ned Horner 609-582-3229 Gloucester Approved: 4/7/93	Sony Music will transition their compact disk packaging lines from the "long box" currently in use to the new "jewel box" compact disk (CD) packaging production line.	32	Sony Music II	NJDOL-OCT : \$88,320.00 Company: : \$101,000.00 <hr/> TOTAL \$189,320.00
Sunshine Biscuits * Sayreville Margaret Dragon 908-254-2000 Middlesex Approved: 10/8/92	Largest of five bakeries throughout the U.S.	36	Sunshine Biscuits	NJDOL-OCT : \$35,000.00 Company: : \$35,000.00 <hr/> TOTAL \$70,000.00
Tenney Engineering Union, N.J. Robert Gayle 908-686-7870 Union Approved: 10/20/92	Tenny Engineering manufactures, markets and engineers high technology environmental test equipment, vacuum systems and insulated enclosures.	62	Same	NJDOL-OCT : \$19,855.06 Company: : \$45,617.16 <hr/> TOTAL \$65,472.22
Tetley Tea Co Morris Plains Mickey McFall 201-993-3377 Morris Approved: 6/4/93	Tetley Tea Company blends and packages tea mix.	23	OJT	NJDOL-OCT : \$7,730.00 Company: : \$7,730.00 <hr/> TOTAL \$15,460.00
Total Energy Service Bound Brook G. J. Andeskie 908-356-3133 Somerset Approved: 3/10/93	Total Energy Service is a heating and air conditioning contractor with capability of design, sheetmetal fabrication, installation and service.	4	Total Energy Services	NJDOL-OCT : \$16,300.00 Company: : \$16,300.00 <hr/> TOTAL \$32,600.00

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66x

Date Prepared: August 31, 1993

Applicant	Description	No. Trainees	Training provider	FUNDING
Trane Company * Hamilton John Adams 609-588-4250 Mercer Approved: 10/20/92	Manufactures commercial and residential heating and air conditioning equipment.	627	Trane Company	NJDOL-OCT : \$145,360.00 Company: : \$379,463.00 <hr/> TOTAL \$524,823.00
Tymac Controls * Franklin Mario Pompeo 201-827-4050 Sussex Approved: 10/20/92	Hi-tech manufacturing in the die-casting industry.	10	Tymac Controls	NJDOL-OCT : \$20,000.00 Company: : \$39,000.00 <hr/> TOTAL \$59,000.00
Voltronics * Denville Scott Newman 201-586-8585 Morris Approved: 10/20/92	Manufacturer of glass and quartz timer capacitors, used in radars, transistors and communications networks.	54	NJIT	NJDOL-OCT : \$39,000.00 Company: : \$62,000.00 <hr/> TOTAL \$101,000.00
White Storage & Retrieval Kenilworth Joanne Cavera 908-272-6700 Union Approved: 6/9/93	White Storage manufacturers automated storage and retrieval systems which include Horizontal and Vertical Carousels, moveable aisle storage systems, etc.	172	NJIT & Grantee	NJDOL-OCT : \$56,676.77 Company: : \$82,765.00 <hr/> TOTAL \$139,441.77

TOTAL NJDOL FUNDING \$10,031,746.25

TOTAL WORKERS TRAINED 8,450

TOTAL COMPANY CONTRIBUTIONS \$23,077,295.03

TOTAL APPLICATIONS: 40

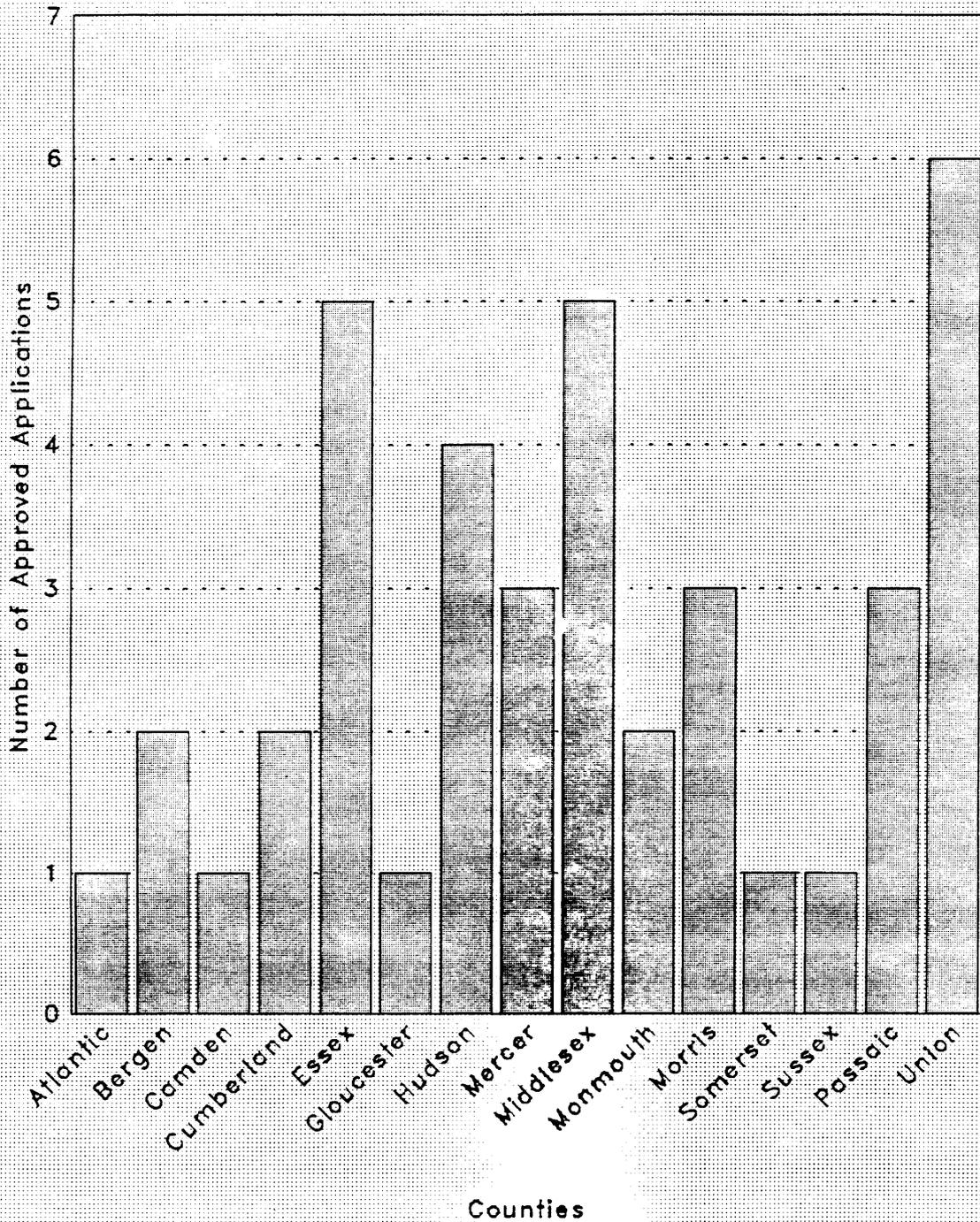
* Active Training
 ** Completed Training
 NO ASTERISK means training not started.

67x

WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

CUSTOMIZED TRAINING-APPROVED GRANTS BY COUNTY

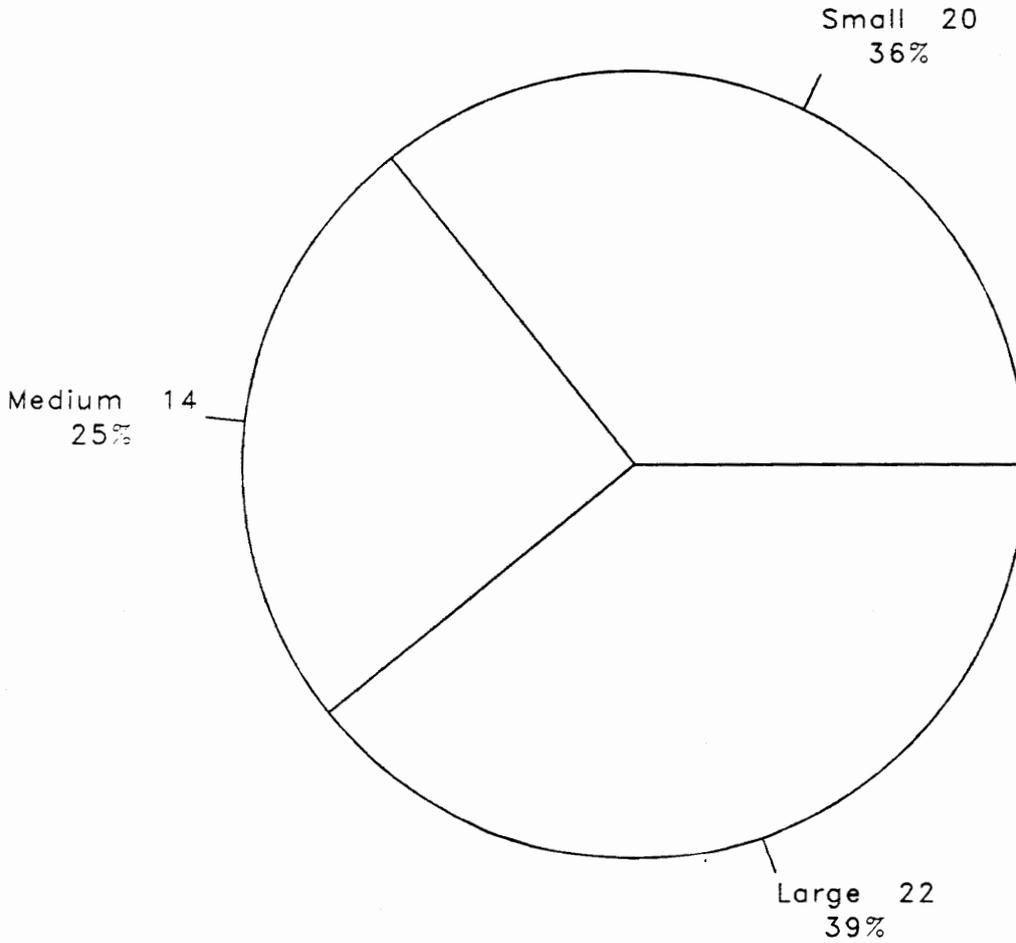
Report Period: July 7, 1992 to June 30, 1993



Forty approved applications.
Date Prepared: August 31, 1993

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WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM
CUSTOMIZED TRAINING- APPROVED APPLICATIONS-COMPANIES BY SIZE
Report Period: July 7, 1992 to June 30, 1993



Companies by Size

Small under 100, Medium 100-249, Large 250 and over

Forty applications involve services to fifty-six companies.

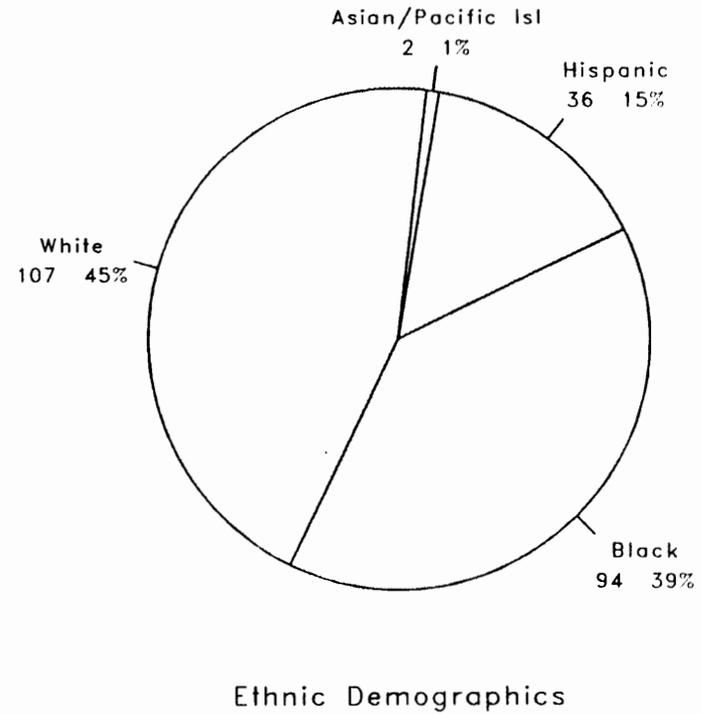
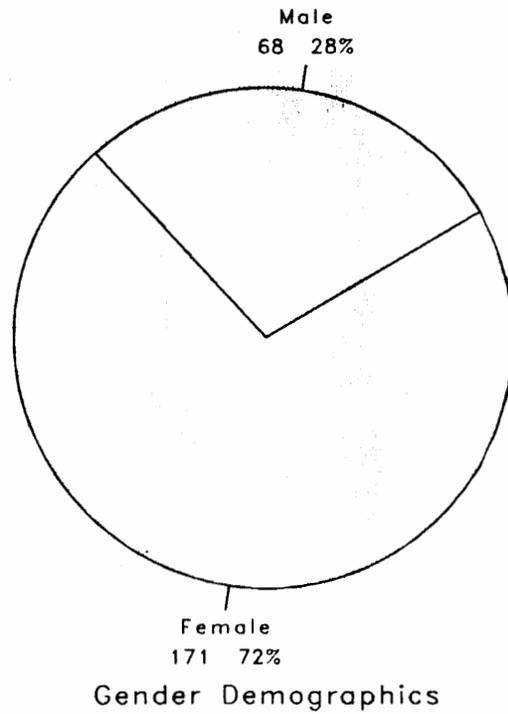
Date Prepared: August 31, 1993

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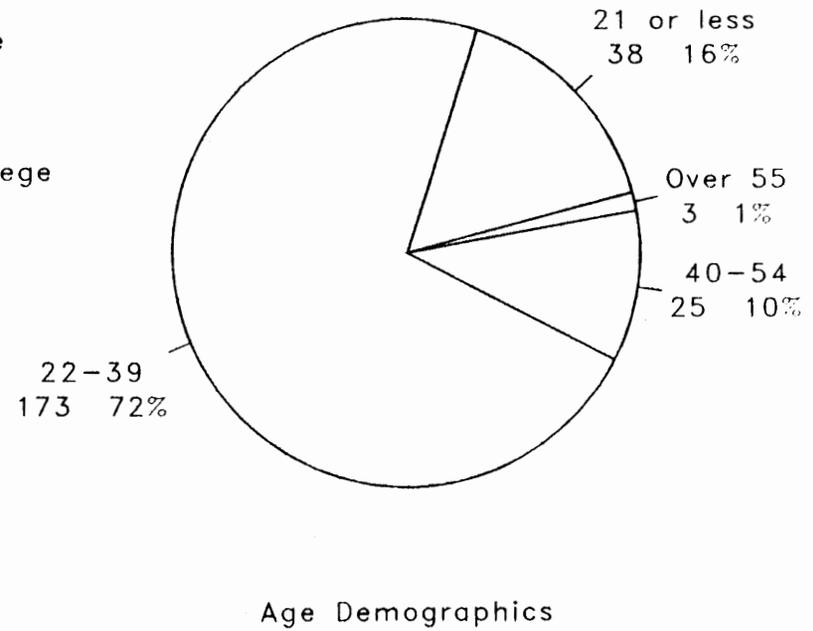
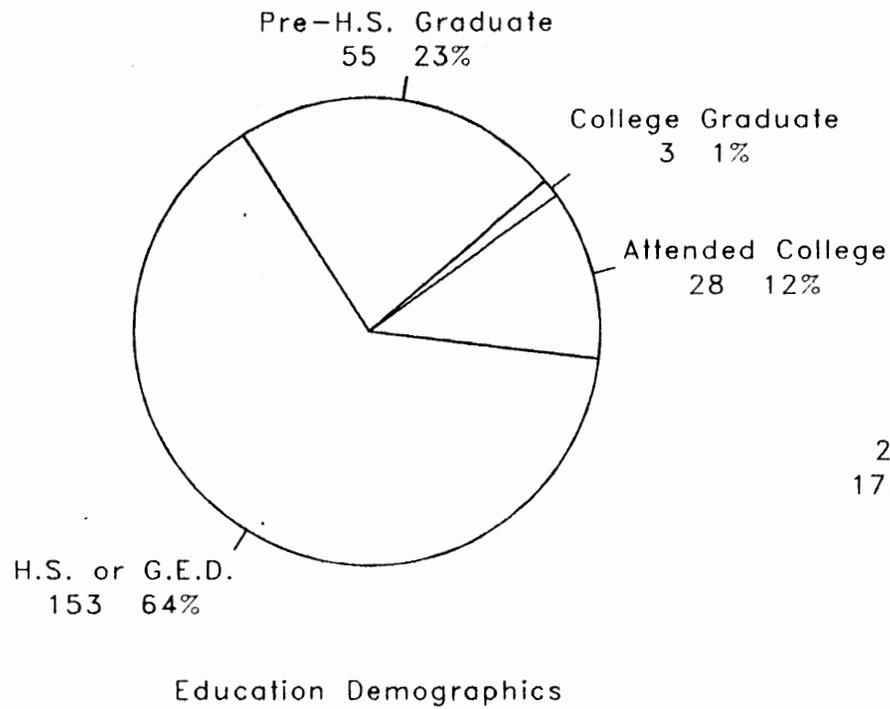
WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM
S.D.A.—SERVICES FOR DISADVANTAGED WORKERS—SELECTED CHARACTERISTICS—GENDER AND ETHNIC DEMOGRAPHICS
Report Period: July 7, 1992 to June 30, 1993

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WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM
S.D.A.-SERVICES FOR DISADVANTAGED WORKERS-SELECTED CHARACTERISTICS-EDUCATION AND AGE DEMOGRAPHICS
Report period: July 7, 1992 to June 30, 1993



RESPONSES TO ASSEMBLYMAN ROMA

OCTOBER 19, 1993

1. a. WHAT PORTION OF EACH CUSTOMIZED TRAINING GRANT IS DEVOTED TO AN OSH COMPONENT?

THERE IS NO SPECIFIC PERCENTAGE DEDICATED TO EACH CUSTOMIZED TRAINING GRANT. FURTHER, NOT ALL EMPLOYERS REQUIRE SAFETY AND HEALTH TRAINING AS PART OF THEIR TRAINING REQUEST. OUR EXPERIENCE TO DATE SHOWS THAT 60% OF OUR CT GRANTS HAVE SOME DEGREE OF OSH TRAINING INCLUDED. FOR THE FIRST SIX MONTHS OF THE CT PROGRAM WE DID NOT CAPTURE THE SPECIFIC LEVEL OF COST ASSOCIATED WITH OSH TRAINING IN OUR APPLICATIONS. WHILE WE KNEW MANY EMPLOYERS HAD THIS AS PART OF THEIR TRAINING REQUEST, THE COST OF SUCH TRAINING WAS NOT SEGREGATED. SINCE JULY, WE HAVE REVISED OUR APPLICATION PROCESS TO REFLECT SPECIFIC LINE ITEMS FOR HEALTH AND SAFETY TRAINING.

b. WHAT IS THE TOTAL AMOUNT OF MONEY (UNDER BOTH INDIVIDUAL AND CUSTOMIZED TRAINING GRANTS) THAT HAS BEEN PROVIDED FOR OSH ACTIVITIES UNDER WDP?

UNDER CUSTOMIZED TRAINING, AS MENTIONED PREVIOUSLY, THAT COST WAS NOT IDENTIFIED FOR FY93. SINCE JULY WE HAVE BEGUN TO TRACK OSH ACTIVITIES INCLUDED IN OUR ASSISTANCE TO COMPANIES. IN FY94 TO DATE, WE HAVE IDENTIFIED \$41,822 FOR HEALTH AND SAFETY ACTIVITIES WHICH ARE SEPARATE FROM THE VOCATIONAL TRAINING COURSE. THIS REPRESENTS APPROXIMATELY 2% OF THE CUSTOMIZED TRAINING ASSISTANCE (\$2,170,587) CONTRACTED TO DATE IN FY94.

IN THE INDIVIDUAL TRAINING GRANT PART OF THE PROGRAM, I BELIEVE THAT IT IS IMPORTANT TO NOTE THAT MUCH OF THE OCCUPATIONAL SPECIFIC TRAINING BEING PROVIDED BY OUR VENDORS CONTAIN HEALTH AND SAFETY COMPONENTS. OTHER THAN INDIVIDUAL OCCUPATIONS IN DEALING WITH ASBESTOS REMOVAL OR ENVIRONMENTAL REMEDIATION IN WHICH WE HAVE SPENT \$491,000, WE HAVE NOT TRACKED OTHER SPECIFIC COST ELEMENTS OF INDIVIDUAL TRAINING GRANTS WHICH CONTAIN A HEALTH AND SAFETY COMPONENT.

c. HOW MANY INDIVIDUALS HAVE RECEIVED OSH TRAINING (UNDER INDIVIDUAL AND CUSTOMIZED TRAINING WDP GRANTS) AND WHAT ARE THEIR OCCUPATIONS AND INDUSTRIES.

IN FY94, 1,147 WORKERS RECEIVED OSH TRAINING THROUGH DEDICATED COURSES PROVIDED AS PART OF A CT APPLICATION. THE OCCUPATIONS WERE PRIMARILY IN PRODUCTION WORK, SKILLED TRADES, PRESS OPERATORS, AND IN THE TRANSPORTATION FIELD, I.E. TRUCK DRIVING.

IN THE INDIVIDUAL GRANTS PROGRAM 147 (YEAR TO DATE) PEOPLE RECEIVED TRAINING IN ENVIRONMENTAL REMEDIATION AND OCCUPATIONAL SAFETY AND HEALTH OCCUPATIONS.

d. IN HOW MANY CASES WAS THAT TRAINING NECESSARY FOR COMPLIANCE WITH THE OCCUPATIONAL SAFETY AND HEALTH ACT OR OTHER FEDERAL LAWS?

IN NO CASE WAS EMPLOYER MANDATED OSH TRAINING FUNDED WITH WDP GRANTS.

e. PLEASE PROVIDE OTHER DOCUMENTATION OF THE OSH COMPONENT OF THE GRANTS, INCLUDING SAMPLES OF THE OSH COMPONENT IN THE CURRICULUM USED OR OTHER MATERIALS DESCRIBING THE NATURE OF THE OSH TRAINING.

ENCLOSED ARE TWO BRIEF SECTIONS FROM CUSTOMIZED TRAINING APPLICATIONS THAT FOR THESE TWO COMPANIES WILL FORM THE BASIS OF A HEALTH AND SAFETY CURRICULUM BEING DEVELOPED BY THE COMPANY. THE IDENTIFICATION AND NEED FOR SUCH CURRICULUM HAS BEEN IMPROVED WITH THE UTILIZATION OF OUR OFFICE OF WORKPLACE STANDARDS TO REVIEW AND ASSESS CT APPLICATIONS FOR HEALTH AND SAFETY COMPONENTS AND MAKE THOSE RECOMMENDATIONS TO THE EMPLOYER.

2. a. WHICH INDUSTRIES AND OCCUPATIONS HAVE BEEN FOUND BY THE OFFICE OF CUSTOMIZED TRAINING AND THE DIVISION OF WORKPLACE STANDARDS AS BEING IN PARTICULAR NEED OF OSH TRAINING?

WITH OUR EMPHASIS ON TRYING TO ASSIST WORKERS EMPLOYED IN A MANUFACTURING ENVIRONMENT, WE HAVE NATURALLY FOUND THOSE INDUSTRIES AND RELATED OCCUPATIONS AS MOST PROBLEMATIC SUCH AS PRIMARY METALS INDUSTRIES, REFRIGERATION, AUTO, CHEMICALS AND HEALTH CARE.

b. HOW HAVE THOSE FINDINGS AFFECTED THE ALLOCATION OF WDP RESOURCES?

SINCE OUR RESOURCES HAVE BEEN FOCUSED PRIMARILY IN THE MANUFACTURING AREA, THERE HAS BEEN LITTLE IMPACT ON THE ALLOCATION OF CT RESOURCES TO EMPLOYERS. WE HAVE TAKEN ADVANTAGE OF THE EXPERIENCES AND EXPERTISE OF OUR DIVISION OF WORKPLACE STANDARDS TO GUIDE US IN IDENTIFYING WHAT INDUSTRIES HAVE THE GREATEST INCIDENCE OF HAZARDS IN THE WORKPLACE WHICH IS USEFUL INFORMATION TO OUR STAFF IN INSURING THAT APPLICATIONS FROM THOSE INDUSTRIES HAVE ADEQUATE SAFETY AND HEALTH COMPONENTS.

3. a. PLEASE DESCRIBE THE OSH TRAINING PROVIDED BY THE FEDERALLY-FUNDED OFFICE OF OCCUPATIONAL HEALTH AND SAFETY CONSULTATION SERVICES (OHSCS).

THE FOLLOWING IS A SUMMARY OF THE TRAINING PROVIDED BY THE OHSCS:

1) EDUCATION AND TRAINING - PLANNED AND ORGANIZED ACTIVITY BY A CONSULTANT TO IMPART INFORMATION, SKILLS, OR TECHNIQUES TO EMPLOYERS AND WORKERS WHICH WILL ENABLE THEM TO ESTABLISH AND MAINTAIN EMPLOYMENT AND A PLACE OF EMPLOYMENT WHICH IS SAFE AND HEALTHFUL.

2) INFORMAL EDUCATION AND TRAINING - TRAINING WHICH OCCURS DURING THE CONSULTATION PROCESS AND TYPICALLY INVOLVES A BRIEF INTERRUPTION OF WORK OR PRODUCTION IN ORDER TO INSTRUCT INDIVIDUALS OR SMALL GROUPS ON CONCEPTS, TECHNIQUES OR METHODS.

3) FORMAL EDUCATION OR TRAINING - ACTIVITIES WHICH ARE STRUCTURED AND SCHEDULED, INVOLVING LARGER GROUPS OF EMPLOYERS AND EMPLOYEES. FORMAL TRAINING SESSIONS ARE TYPICALLY LONGER THAN INFORMAL TRAINING SESSIONS AND MAY BE CONDUCTED DURING A SEPARATE TRAINING AND ASSISTANCE VISIT.

4) OFFSITE TRAINING - FORMAL EDUCATION OR TRAINING WHICH TAKES PLACE AT A LOCATION OTHER THAN THE EMPLOYER'S PLACE OF BUSINESS.

b. HOW MANY COMPANIES AND INDIVIDUALS RECEIVED OSH TRAINING DURING THE MOST RECENT YEAR FOR WHICH THAT INFORMATION IS AVIALABLE AND WHAT ARE THEIR OCCUPATIONS AND INDUSTRIES?

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IN STATE FISCAL YEAR 1993, OCCUPATIONAL HEALTH AND SAFETY CONSULTANTS PERFORMED FORMAL OSH TRAINING AT 55 COMPANIES AND INFORMAL OSH TRAINING AT 416 COMPANIES IN CONJUNCTION WITH THE NJDOL FEDERAL GRANT.

CURRENTLY, THE NUMBER OF EMPLOYEES RECEIVING THIS TRAINING AND TYPES OF INDUSTRY INVOLVED CAN ONLY BE OBTAINED BY REQUESTING A SPECIAL "QUERY" FROM THE HOST COMPUTER AT THE OFFICE OF MANAGEMENT DATA SYSTEMS IN WASHINGTON. IT SHOULD BE NOTED THAT FOR SFY1993, 87% OF ALL CONSULTATIONS WERE PERFORMED IN HIGH HAZARD ESTABLISHMENTS.

4. a. PLEASE PROVIDE COPIES FOR DISTRIBUTION TO THE LABOR COMMITTEE'S MEMBERS AND STAFF OF THE CATALOG OF OSH TRAINING COURSES PREPARED BY THE OHSCS.

PLEASE SEE THE ENCLOSED MATERIAL

5. PLEASE DESCRIBE, AND INDICATE THE PROGRESS BEING MADE WITH RESPECT TO THE REQUEST FOR PROPOSALS (RFP) TO "ENHANCE AND FORMALIZE" OSH SERVICES.

THE DEPARTMENT HAS REVISITED THE NEED TO ISSUE AN RFP TO ENHANCE HEALTH AND SAFETY SERVICES TO EMPLOYERS AND OUR WORKERS. GIVEN THE DEPTH OF THE RUTGERS/IUC PROPOSAL WHICH WILL BE PRESENTED DURING THE PUBLIC HEARING, WE BELIEVE THE DEPARTMENT IS IN A UNIQUE POSITION TO MAKE A SIGNIFICANT INVESTMENT OF RESOURCES WHICH WILL HAVE LONG LASTING VALUE TO EMPLOYERS AND WORKERS, PARTICULARLY THROUGH THE TRAIN-THE-TRAINERS COMPONENT OF THE PROPOSAL. IN LIGHT OF THIS COMMITMENT, WHICH WE WILL EXTEND BEYOND ONE YEAR, WE CONTEND THAT THIS INVESTMENT WILL SERVE THE NEEDS OF WORKERS FAR BETTER THAN CONTRACTING FOR OSH SERVICES IN A PIECEMEAL FASHION. I WILL ELABORATE ON THE BENEFIT OF THIS PROPOSAL AT THE HEARING. IN ADDITION, WE EXPECT RECEIPT OF A RATHER COMPREHENSIVE PROPOSAL FROM THE AFL-CIO LEADERSHIP RELATIVE TO THE DEVELOPMENT OF A GENERIC AND OCCUPATIONAL SPECIFIC SERIES OF SAFETY AND HEALTH VIDEO TAPES AND RELATED INFORMATIONAL MATERIALS.

6. PLEASE PROVIDE A COPY OF ANY DRAFT REGULATIONS REGARDING THE OSH COMPONENT OF WDP.

NO REGULATIONS HAVE BEEN FORMALLY PROPOSED FOR ADOPTION. STAFF HAVE DEVELOPED DRAFT REGULATIONS BASED ON AN EARLIER

SET OF ASSUMPTIONS REGARDING THE USE OF THE OSH FUNDING. AS MENTIONED EARLIER, THAT HAD TO BE REVISITED IN LIGHT OF DISCUSSIONS WITH RUTGERS AND THE IUC AS WELL AS OUR ONGIONG DISCUSSIONS WITH THE AFL-CIO WHICH I WILL DISCUSS AT THE HEARING.

Crescent Lighting's prior safety record has been one of the worst in our corporation. One of our goals for 1992 was the implementation of DuPont's STOP Safety Training Program for our Supervisors. This has led to some reduction in our incident rates but we are still currently at the high end. We have already purchased and committed to offering "STOP for Employees" training materials from DuPont to our production employees.

The next anticipated phase of the program will be a 12 week on the job safety awareness training program administered by supervisors on the shop floor. The purpose will be to thoroughly review our entire plant operations to look for safer and more efficient ways to produce our products.

Since we have at times a contentious relationship with our union, we believe as DuPont has relayed to us that the most effective way to start a proactive dialogue/relationship with a union, is through the implementation of an employee focused safety program. In addition to immediate benefits of reducing worker's compensation costs and production shortages, we believe that STOP will pave the way for the TQM programs to follow.

ACCURATE BOX COMPANY, INC.

STANDARD OPERATING PROCEDURES REGARDING
HEALTH, SAFETY & SANITARY RULES

In a cooperative effort, the Safety Committee, consisting of members from the union and management, have agreed that their function will be:

1. To make periodic inspection, at mutually agreeable times, within the plant.
2. To report all hazards and unsafe conditions or practices existing.
3. To re-examine prior reports and determine action taken or not taken on previous recommendations.
4. To review all accidents occurring since its last meeting and suggest such action as is appropriate to minimize the possibility of accidents from the same cause.
5. To keep complete records of the minutes of each meeting.

In order to assist the committee in their efforts, Safety Representatives will be appointed monthly by department to make daily inspections and report/correct all hazards and unsafe conditions or acts.

The Safety Representatives will further make known conditions with regard to Health and Sanitary conditions in the plant and follow through in the same manner as provided for above as to safety.

The appropriate supervisor will review the recommendations and take action to correct. Unresolved conditions or situations will be referred to the Safety Committee for resolution.

A necessary requirement for the attainment of a clean, healthy and accident free plant is full compliance with the established safety rules and appropriate action for violations, varying according to their gravity. This applies to Employer and Employee alike.

Management's Responsibilities

1. It is the responsibility of the management to provide appropriate facilities for the changing of clothes, washing up, clean and sanitary lavatories and toilets, with hot and cold water, and periodic extermination of the facilities.
2. It is the responsibility of management to provide adequate First Aid facilities and equipment to administer to employees necessary first aid needs.

3. It is the responsibility of the management to keep its premises, equipment and machines in a condition that will promote safety for all its employees. The management shall take steps that machinery in disrepair shall not be operated until properly repaired.
4. It is the responsibility of the management to provide special preventative devices required for hazardous operations such as safety glasses, hard hat helmets, warning and dangerous area signs, dust masks, hearing protectors, etc.

Employees' Responsibilities

General Safety Rules

1. In cases of sickness or injury, no matter how slight, employees shall report to their supervisors immediately. All injury cases must be reported to the person in charge of safety or a supervisor as soon as practical following the accident. Accident reports are to be completed immediately.
2. Employees, not specifically charged with the responsibility, shall not perform first aid service.
3. Materials, trucks, skids, racks, boxes or other equipment are to be piled or placed so as not to block aisles, exits, fire fighting equipment, eye wash stations, or electric lighting or power panels.
4. Guards must not be removed except by order of the supervisor or for maintenance or inspection while machines are not running. If removed, they must be replaced before machines are put back in operation.
5. Repairing and cleaning of machines is to be done only when they are not in operation or motion. Maintenance men should lock control switches before getting on or under machines or presses.
6. No employee, unless authorized by a supervisor, shall operate any equipment or machine in the plant. Employees are forbidden from experimenting or tampering with any equipment, machine, safety guard or device.
7. Do not overload trucks. If in doubt, consult your supervisor. Secure all loads with binders or excessively slippery loads with twine, rope or straps. Your load must be behind you, watch carefully when going around corners and through doorways. When unattended, handles of pallet trucks must be left in an upright position and forks of all lift equipment lowered to the floor. When traveling without a load, fork lift trucks must lower the forks to the lowest position to clear the floor. Use your horn when approaching aisles or turning corners.

8. Electrical Equipment - Before turning on electrical power or operating any machine or electrical apparatus, make sure no one is in a position to get hurt. Consider all electric equipment alive, touching only that part necessary for controlling the machine.
9. Do not leave wrenches, hammers, other small tools, blocks of wood or any material on stepladders, overhead platforms, shelves, walkways or loads where they are apt to fall and injure someone.
10. Be careful when you lift and know how to lift. Lift with bended knees and your back straight up. If a load is too heavy, ask for help. This also applies when pushing or pulling loads.
11. Clothing - The following articles of clothing must not be worn in any paper box or corrugated plant:

Loose, unbuttoned, or torn clothing or shirts
overhanging trousers or skirts.

Finger rings for machine operators.

Shoes with poor soles, unlaced sneakers or open
toed shoes and sandals.

Long hair must be tied back for machine operators.

Ties should be tucked in for machine operators.

12. Employees must promptly notify their supervisor or a member of the Safety Committee of any unsafe condition, missing part or machines requiring repair.
13. Housekeeping is of prime importance in reducing accidents. Each crew is responsible for the cleanliness and orderliness of their machines and the work around the machines.

All employees are responsible for the cleanliness and orderliness of all areas commonly used (locker rooms, lavatories, eating areas, etc.).

RIGIDLY FOLLOWING THE DO'S AND DON'T'S OF THE ABOVE SAFETY RULES AND THE EXERCISE OF GOOD JUDGMENT IN YOUR WORK AND ACTIONS WILL INDIVIDUALLY AND COLLECTIVELY BENEFIT ALL EMPLOYEES.

GRAPHICS

1. SKIDS BLOCKING DOORWAY
2. SKIDS STACKED UNEVENLY OR THREE HIGH
3. CHIPS OF WOOD LEFT ON FLOOR
4. STEEL BANDS LEFT ON FLOOR
5. OIL SPILLED ON FLOOR
6. CHEMICALS SPILLED ON FLOOR
7. AISLES VERY NARROW FOR A PERSON AND A FORK LIFT TO TRAVEL THROUGH
8. BROKEN STEPS LEADING INTO GRAPHICS, DUE TO SKIDS PUSHED UP ONTO STEPS

PRINTING

1. ALL PALLETS SHOULD BE PROPERLY STACKED
2. ALL CANS OF SOLVENT OR WASTE SHOULD SHOW CONTENTS AND DISPLAY MSDS INFORMATION
3. KEEP FLOOR FREE OF METAL AND PLASTIC STRAPPING AND BE CERTAIN SCRAPS ARE PLACED IN RECEPTACLES PROVIDED
4. WET PRESS RAGS WITH CHEMICAL SHOULD BE PUT IN SAFETY CANS
5. ANY LEAKS OR SPILLS OF VARNISH OR ANY OTHER MATERIAL SHOULD IMMEDIATELY BE CLEANED UP (FOR EXTREMELY LARGE SPILLS, REFER TO SPILL POLICY)
6. WEAR GLOVES WHEN HANDLING PLATES
7. WHEN CLEANING PRESS, MAKE SURE ALL SWITCHES ARE IN "OFF" POSITION - FOLLOW LOCK-OUT TAG-OUT PROCEDURE WHEN REPAIRS ARE IN PROGRESS
8. BE SURE YOUR CO-WORKERS ARE STANDING CLEAR OF MACHINES DURING START-UP AND ARE IN A SAFE AREA WHEN PLATES ARE BEING TRANSPORTED

SOP 2 (8/92)

82X

DIE ROOM/CUTTING DEPARTMENT

1. NO SKIDS OR LOADS ARE TO BE DROPPED IN FRONT OF DIE ROOM.
KEEP SKIDS NEATLY STACKED BY THE PRESSES
2. DO NOT STAND SKIDS IN BACK OR ON THE SIDE OF PRESSES
3. GARBAGE NEAR ANY PRESS SHOULD BE PUT IN RECEPTACLES PROVIDED,
NOT ON FLOOR
4. KEEP LOADS AWAY FROM ANY WALKWAY & IN FRONT OF CUTTING
PRESSES
5. KEEP STAIRS GOING UP TO DIE BINS NEAR THE BALER FREE OF SKIDS AND
BASKETS

SOP 2 (8/92)

83x

BASEMENT AND MAINTENANCE AREA

1. KEEP AISLE BY MAINTENANCE SHOP CLUTTER FREE AND DISPOSE OF ANY UNWANTED EQUIPMENT CURRENTLY CLUTTERING UP THE AREA
2. KEEP RAMP AND BALER AREA WALLS CLUTTER FREE - BE SURE PAPERS AND SCRAP ARE NOT STREWN AROUND
3. CONTINUALLY SWEEP BALER AREA FREE OF PAPER AND REMOVE SWEEP PILES AS THEY ARE CREATED
4. SMOKING PERMITTED ONLY IN DESIGNATED AREAS

SOP 2 (8/92)

84X

CORRUGATED/GLUE ROOM

1. REPLACE LIGHT BULBS REGULARLY IN STAIRWELL LEADING TO CORRUGATED ROOM
2. DO NOT LEAN PALLETS AGAINST WALLS
3. WEAR FACE SHIELD WHEN BANDING LOADS
4. WEAR LEATHER GLOVES WHEN OPERATING HOT MELT EQUIPMENT
5. WEAR PLASTIC GLOVES WHEN WORKING GLUE POTS
6. SAFETY SWITCH MUST BE USED WHEN MACHINE JAMS
7. LOCK-OUT TAG-OUT PROCEDURES SHOULD BE USED AT ALL TIMES WHEN REPAIRING ELECTRICAL EQUIPMENT
8. HI-LO DRIVERS MUST OBEY SAFETY RULES WHEN OPERATING WITH OR WITHOUT A LOAD

SOP 2 (8/92)

85x

LAMINATING DEPARTMENT

1. STEEL STRAPPING ON FLOOR
2. DEBRIS ON FLOOR
3. REMOVE BROKEN SKIDS
4. DO NOT BLOCK EXIT DOORS AND PROVIDE AISLES

SOP 2 (8/92)

86x

STRIPPING DEPARTMENT

1. KEEP STAIRS TO DIES AND DOOR TO DIE ROOM CLEAR
2. MAKE SURE YOU WEAR EAR PROTECTORS
3. STACK SKIDS NEATLY BY COLOR
4. SAFETY GLASSES TO BE WORN WHEN BANDING
5. SECURELY STRETCH WRAP PALLETS OF STRIPPED BOXES
6. CONSTANTLY KEEP BALER FLOOR AREA FREE OF STRIPPING DEBRIS



STATE OF NEW JERSEY
Department of Labor
DIVISION OF WORKPLACE STANDARDS

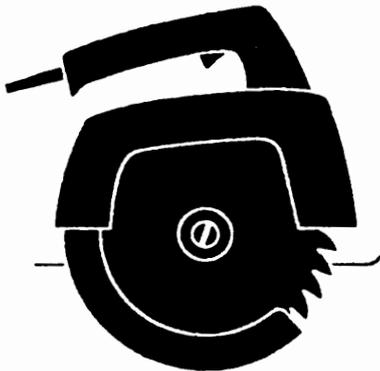
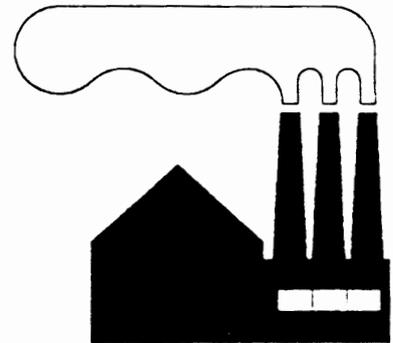
OCCUPATIONAL

SAFETY

AND

HEALTH

TRAINING



Course
Catalogue

Commissioner
Raymond Brammucci

Assistant Commissioner
Leonard Katz

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INTRODUCTION

With todays rapidly changing manufacturing technology world wide, the need for training and retraining is becoming increasingly necessary to maintain a skilled and productive workforce.

Occupational Safety and Health Training has become a critical factor in maintaining productivity. Under the 1992 New Jersey Employment and Workforce Development Act which established The Workforce Development Partnership Program, the Occupational Safety and Health Training has been made a requirement to ensure that trainees not only learn the new skills and technologies but also learn to work safely and accident free.

The Division of Workplace Standards is proud to be a part of this training program by offering the Occupational Safety and Health Training courses listed in this catalogue.

The Occupational Safety and Health Unit of the Division of Workplace Standards has been in operation since 1977. The staff are continually receiving updated training at the OSHA Training Institute in Chicago and have an unequaled experience in all types of industries throughout New Jersey in their role as OSHA Consultants, and as PEOSHA enforcement officers in the public sector of New Jersey.

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ABOUT THE TRAINING PROGRAMS

All Occupational Safety and Health (OSH) training programs will be individually tailored to meet the needs of the client companies.

There will be three phases for each program. The first phase will be a conference between the trainer and the client company to determine the extent of OSH training. This will be determined by reviewing, in detail, the proposed vocational training to be undertaken by the trainees. Also, during this review, the trainer will determine the educational level and experience of the trainees. This will enable the trainer to design the OSH training in a format that will be most easily understood by the audience.

The success of any training activity depends upon the trainers ability to communicate the information in a manner that is easily understood and retained by the trainees.

The preparation of the training programs will include:

- a. The development of objectives to produce the desired changes in the audience.
- b. The development of learning activities.
- c. The design of methods to evaluate the effectiveness of the safety and health training.

The second phase of the program will be the actual instruction of the trainees. This training may include some or all of the following techniques, depending on the subject matter of the program, and the group being taught: lectures, demonstrations, videos, sound-slide presentations, open forums, group discussion.

The trainer will provide information on other learning resources to encourage the trainees to continue their learning after completion of the formal training.

Effective training of employees relies on communicating the information in "Personal Terms." That is, how the subject affects the individuals health and safety, how it might remove some of the physical or mental stress of the workplace, and how the training can help the individual improve his/her job performance and through that improve their chances of promotion.

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The effective of training of management staff, however, involves presenting the information in "Management Terms." In this environment the emphasis is placed on loss prevention, reducing job related illness and injury, employee motivation, encouraging employees to want to work safely, and productively, how well increased productivity offsets the cost of a comprehensive safety and health program.

The training staff at the Division of Workplace Standards are trained and experienced in these techniques in addition to being familiar with the majority of New Jersey's industry.

The third and final phase of the OSH training is the follow-up. In this phase the trainer or his/her supervisor will make arrangements through the client company to observe trainees during vocational training and/or on-the-job training. The purpose of this phase is to determine if the OSH training is being implemented in the workplace.

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WALKING AND WORKING SURFACES

This course is designed to familiarize participants with trip and fall hazards. The program will cover falls at the same level and falls from elevations. Included in the program will be stairway hazards, the correct use, care, and selection of ladders, protection of elevated platforms and balconies, and scaffold safety.

MEANS OF EGRESS

This course covers the general requirements for means of egress and the Employee Emergency Evacuation Plan.

VEHICLE MOUNTED WORK PLATFORMS

This course will cover powered platforms used in building maintenance such as those used by window cleaners.

Also covered will be the vehicle mounted telescoping and articulated work platforms (buckets) and the high-lift platforms commonly used in warehouse operations.

(1)

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POWERED INDUSTRIAL TRUCKS

This course will familiarize the participants with operating characteristics of forklift trucks and will also review the daily maintenance requirements, the safe operating procedures, and training requirements for operators.

This course may be expanded to practical training and certification of operators.

PERSONAL PROTECTIVE EQUIPMENT

This course will cover all forms of Personal Protective Equipment and will enable the participants to recognize when to use P.P.E and also how to select the correct type of P.P.E. according to the hazards present.

Participants will also be instructed on the requirements of a Respiratory Protection Program and Hearing Conservation Program.

MATERIAL HANDLING

This course will address both manual and mechanical material handling. For manual material handling, the participants will be shown the correct methods for lifting and will be introduced to the basic concepts of the ergonomic design of work stations. For mechanical material handling, the use of overhead and mobile cranes will be addressed and the use, care, and selection of lifting slings, cables, ropes, bridles, and associated equipment will be covered.

COMPRESSED GASES

The course will show the participants the proper handling, care, and use of compressed gas cylinders and will emphasize the extreme dangers of improper handling of compressed gas.

SPRAY FINISHING

This course will deal with both flammable and nonflammable coatings, the dangers of improper use of compressed air spray equipment, the need for proper ventilation, and the appropriate personal protective equipment.

ELECTRICAL I

This is a general awareness course designed to familiarize participants with the basic concepts of electricity and to make them aware of the more common causes of electric shock.

ELECTRICAL II

This course deals with the OSHA Electrical Safe Work Practices Standards. The course is directed toward the employees who work with electricity.

FIRE PROTECTION AND PREVENTION

This course will introduce the participants to the recognition of potential fire hazards and proper emergency procedures. Also, included in this course, will be the chemistry of fire, types, and effectiveness of extinguishing agents and means of egress.

TRENCHING AND EXCAVATING

This course presents detailed information on the safety aspects of trenching and excavating. The participants will be introduced to the methods of defining soil classifications and the relationships of soil classification, shoring, and other methods of protecting the sides of excavations. The various excavation protection methods will be reviewed.

WORK IN CONFINED SPACES

This course will familiarize the participants with the safety and health hazards of confined spaces and the protective measures necessary to ensure the safety of workers in confined spaces.

Included in this program will be a review of rescue methods and equipment and air monitoring equipment.

INDUSTRIAL VENTILATION

This program will provided an overview of industrial ventilation. Comparative merits of exhaust and dilution ventilation will be discussed as well as the methods of selecting the proper type of ventilation.

Operation, maintainence, and trouble-shooting of ventilation systems will also be discussed.

CONTROL OF HAZARDOUS ENERGY

This course will introduce the participants to the various types of hazardous energy which may be encountered in equipment maintenance work and the methods and procedures for controlling hazardous energy.

The various devices for control of hazardous energy will be reviewed and demonstrated.

WORKING WITH ACIDS

This course covers the hazards of acids, the resulting safety and health problems, and methods of prevention and control. Participants will become familiar with the safe work practices and use and selection of protective equipment associated with working with acids.

WORKING WITH SILICA

Participants will become familiar with the health hazards of breathing silica dust and the methods of controlling these hazards. Safe work practices, engineering controls, and personal protective equipment will also reviewed.

MACHINE GUARDING

In this course, the participants will become familiar with the various types of machine guarding such as physical barriers, two-hand controls, and photo-electric light curtains. The dangers of removing or disabling guards will also be discussed.

This course can be customized according to the equipment and machinery being operated by the participants.

WELDING

This course will cover both the safety and health hazards associated with welding.

All the common welding methods will be reviewed, oxy-acetylene welding and burning, M.I.G., T.I.G., and stick ARC welding.

HAZARD COMMUNICATIONS

This course covers the requirements of the OSHA Hazard Communications Standard 29 CFR 1910.1200 for General Industry.

The course will be customized to meet the requirements of the participants as to the types of chemicals involved and the monitoring systems required or in place at the work site.

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New Jersey State Library

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BLOODBORNE PATHOGENS

This course will explain what Bloodborne Pathogens are and how they are transmitted. Participants will learn how to recognize exposure situations, what type of personal protective equipment to use, and safe work practices to avoid exposure.

This course will cover all the training requirements of the OSHA standard 29 CFR 1910.1030.

SAMPLING FOR TOXIC SUBSTANCES

This course will show participants how to develop an on-going sampling program, how to select, calibrate and operate sampling equipment, and how to establish air-borne sampling routines.

This is a three part audio-visual program followed by hands on instruction.

OCCUPATIONAL DERMATOSES

This program deals with the different type of skin diseases caused by occupational exposure. Participants will learn how these diseases occur, how to select personal protective equipment, and safe work practices to avoid exposure.

AN ACT creating the Youth Transitions to Work Partnership, making an appropriation supplementing Title 34 of the Revised Statutes and amending P.L.1992, c.43.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. This act shall be known and may be cited as the "Youth Transitions to Work Partnership Act."

2. The Legislature finds and declares that:

a. To succeed in the face of intensely competitive conditions, the economy of New Jersey requires the creation of a growing pool of highly trained, technologically sophisticated young workers, which can be achieved, in part, by providing greater opportunities and incentives for youths who in the past have not sought college education or even completed high school;

b. The potential value of work-based, hands-on learning to create that growing pool has been demonstrated by the high quality of the training and education provided by existing registered apprenticeship programs;

c. The benefits of apprenticeship training in creating a highly-skilled workforce, however, are limited to less than 3% of the workforce of the United States or this State, compared to more than two thirds of German workers;

d. In this State, as well as in this nation, most participants do not enter apprenticeship programs until six or more years after their graduation from high school;

e. Education and training for careers in skilled trades are unattractive to many high school students and their parents, because workers in those trades are rarely provided with the opportunities for life-long occupationally relevant learning and ongoing advancement that are commonplace in professional occupations;

f. The experience of German and Japanese schools and employers clearly demonstrates that all youth need a strong educational foundation in order to have the flexibility to succeed in the face of rapid economic change and that work-based learning is a necessary supplement to, but not a substitute for, high academic standards;

g. It is therefore an appropriate public purpose to establish a Youth Transitions to Work Partnership to establish new apprenticeship programs for high-wage, high-skill, labor demand occupations and link those new programs and existing apprenticeship programs with secondary schools and institutions of higher education to provide effective transitions for high school graduates into those programs, while sustaining or enhancing educational standards, and to create opportunities for life-long occupationally relevant learning and ongoing career advancement for front-line workers, thereby motivating youth to greater success in secondary and post-secondary education.

3. As used in this act:

"Committee" means the New Jersey Apprenticeship Policy Committee which (was established by written agreement between the federal Bureau of Apprenticeship and Training and the State Departments of Labor and Education, and consists of one representative from each of those agencies and one from the State AFL-CIO).

"Apprenticeship program" means a registered apprenticeship program providing to each trainee combined classroom and on-the-job training under the direct and close supervision of a highly skilled worker in an occupation recognized as an apprenticeable trade, and (registered by, and meeting the standards of, the federal Bureau of Apprenticeship and Training).

"Labor demand occupation" means an occupation for which there is or is likely to be an excess of demand over supply for adequately trained workers, including, but not limited to, an occupation designated as a labor demand occupation by the (State Occupational Information Coordinating Committee).

"Partnership" means the (Youth Transitions to Work Partnership).

"Council" means the (Youth Transitions to Work Partnership Advisory Council).

4. a. The Youth Transitions to Work Partnership is hereby established in, but not of, the Department of Labor. Notwithstanding any appropriations that are made to the Youth Transitions to Work Partnership (from the Workforce Development Partnership Fund, the Youth Transitions to Work Partnership is separate from, and not subject to requirements which apply to, the Workforce Development Partnership Program).

b. The purpose of the Youth Transitions to Work Partnership is to facilitate effective transitions by youths to high-skill, high-wage employment in labor demand occupations with long-term career potential and opportunities for occupationally relevant life-long learning, and thereby motivate youth to greater success in secondary and post-secondary education. To implement that purpose, the partnership shall provide consortia of businesses, business organizations, labor organizations and educational institutions with:

(1) Grants for the establishment of new apprenticeship programs in occupations or industries which do not currently have apprenticeship programs in this State; and

(2) Grants to establish new programs to link education and higher education to either existing apprenticeship programs or new apprenticeship programs established pursuant to this act.

c. All training, education or other services provided pursuant to this act shall be for careers in occupations which are labor demand occupations and have an average level of pay in the State which exceeds the average level of pay for all workers in the State.

d. Funds available in connection with the partnership shall not be used for activities which:

(1) Induce, encourage or assist: any displacement of currently employed workers by trainees, including partial displacement by means such as reduced hours of currently employed workers; any replacement of laid off workers by trainees; or any relocation of operations resulting in a loss of employment at a previous workplace;

(2) Replace, supplant, compete with or duplicate in any way existing approved apprenticeship programs; or

(3) Impair existing contracts for services or collective bargaining agreements, except that activities which would be inconsistent with the terms of a collective bargaining agreement may be undertaken with the written concurrence of the collective bargaining unit and employer who are parties to the agreement.

e. Any business which has an individual working for it under a program established under a grant provided by the partnership shall be responsible for providing workers' compensation coverage for the individual.

5. a. To be eligible for a grant from the partnership, a consortium shall include:

(1) Each employer that employs apprentices in connection with the grant or participates in developing or providing linkage services pursuant to this act:

(2) Each educational institution that provides classroom training or education to the apprentices or participates in developing or providing linkage services pursuant to this act; and

(3) Any labor organization which represents workers employed by a participating employer.

b. The consortium may also include:

(1) Any business or trade organization representing the employer; and

(2) Any labor organization which represents workers in the occupation for which the apprentices will be trained.

c. Each consortium applying for a grant from the partnership shall submit an application to the committee in a form and manner prescribed by the committee. Each application from a consortium shall describe how each participant in the consortium will carry out its responsibilities in establishing a permanent apprenticeship program, including the role of each employer, educational institution and, where applicable, labor organization, in developing curriculum and occupation skill standards, the role of each employer in providing skilled workers as job coaches and mentors for apprentices and the role of each participant in establishing and operating related linkage programs pursuant to this act. The application shall include a comprehensive long-term human resource development plan from each participating employer and a commitment from participating employers to continue participation in the apprenticeship program on a long-term basis significantly beyond the term of the grant.

d. Each member of the committee and each member of the council may direct or request the department or agency that member represents on the committee or council to provide whatever technical assistance the member deems appropriate in the preparation of an application by a consortium.

e. Each business, business organization, labor organization and educational institution included in a consortium applying for a grant shall be permitted to participate in planning for the use of grant moneys. No grant moneys shall be provided to a business employing workers represented by a labor organization without the written consent of both the business and the collective bargaining unit and, where no labor organization represents the

employees, no grant shall be provided without the written consent of both the business and a labor organization, if any exists, which represents workers in the occupation for which the apprentices will be trained.

f. Grants awarded pursuant to (this act) shall be awarded by the committee, in consultation with the council, based on the committee's determination of which applying consortia are most likely to successfully create permanent new apprenticeship programs in occupations or industries which do not currently have apprenticeship programs in this State or are most likely to successfully create linkage programs for new or existing apprenticeship programs in compliance with the requirements of this act. When considering applications (for partnership grants), the committee shall give priority to any applicant which made a valid application to the Department of Education for a (grant under the previously existing Youth Apprenticeship Program and the relevant agencies will assist the applicant to modify the application so that it complies with this act.)

g. Except that a grant to establish linkage programs pursuant to (this act) for an existing apprenticeship program which shall provide funding only for the linkage programs, each grant to a consortium shall include subgrants to each of the following consortium participants that seeks a subgrant:

(1) A subgrant to each participating employer to pay costs to the employer during the term of the grant related to the establishment or operation of the apprenticeship program and any associated linkage program established pursuant to (this act), except for the wages of apprentices or student learners, which shall be paid entirely by the employer. The costs paid by the subgrant may include, but are not limited to: employer costs of developing curriculum and occupation skill standards; employer costs of providing skilled workers as job coaches and mentors or other employer-sponsored services for apprentices or student learners, including tuition for classes at the option of the employer when not available from other sources; and other employer costs in establishing and operating related linkage programs pursuant to (this act), including any employer involvement in counseling and recruitment efforts. These subgrants shall be administered by the committee and shall be financed by moneys appropriated to the partnership pursuant to this act. A subgrant may also be provided pursuant to this paragraph to a participating labor organization which incurs costs related to the grant;

(2) A subgrant to each participating educational institution providing classroom training and education for apprentices under the grant to pay costs to the institution during the term of the grant related to the establishment or operation of the apprenticeship program, which may include, but are not limited to, staff and staff development costs, costs of developing curriculum and occupational skill standards, costs of child care for apprentices who are parents, and costs related to increased responsibilities for apprenticeship coordinators when not available from other sources. These subgrants shall be financed

by moneys appropriated to the partnership pursuant to this act and shall be administered by the committee in consultation with the Chancellor of Higher Education, and the committee is authorized to require such matching funds from the institution as the committee deems appropriate:

(3) A subgrant to each educational institution which participates in developing or operating any linkage program established pursuant to section 6 of this act to pay costs to the institution during the term of the grant related to the linkage program which may include, but are not limited to, staff and staff development costs, costs of developing curriculum and occupational skill standards, costs of child care for student learners or apprentices who are parents, and costs related to increased responsibilities for apprenticeship coordinators when not available from other sources. These subgrants shall be financed by moneys appropriated to the partnership pursuant to this act and shall be administered by the committee, which is authorized to require such matching funds from the institution as the committee deems appropriate: and

(4) A subgrant to each educational institution which participates in developing or operating any linkage program established pursuant to section 7 of this act to pay costs to the institution during the term of the grant related to the linkage program. These subgrants shall be financed by moneys appropriated to the partnership pursuant to this act and shall be administered by the committee in consultation with the Chancellor of Higher Education, and the committee is authorized to require such matching funds from the institution as the committee deems appropriate.

6. a. Each consortium which is awarded a grant from the partnership shall establish a school-to-apprenticeship linkage program for high school students, which shall include the development of the curriculum which will best prepare students to qualify for apprenticeships established under the grant, thus encouraging high school completion and increasing graduation rates. Grants may also be provided to a consortium pursuant to this section to create new linkage programs for existing apprenticeship programs. The linkage program may include workplace experience, but not in violation of applicable child labor standards, and shall not involve any reduction of the classroom time of a participating student or of academic standards. The provisions of this section shall not be construed as prohibiting nontraditional scheduling of classroom time. If the school-to-apprenticeship linkage program includes a workplace experience component:

(1) The student shall be regarded as a student learner and subject to (relevant State standards);

(2) The workplace experience component shall be regarded as cooperative vocational education and subject to (relevant State standards); and

(3) Employers participating in the consortium who hire student learners shall do so based on recommendations of the students' educational institutions which give consideration to the overall academic achievement of the students.

To the greatest extent permitted by federal law, a participating employer shall also consider the overall academic achievement of students when selecting apprentices under the grant.

b. Each school-to-apprenticeship linkage program shall include counseling, recruitment, child care for student learners who are parents and other services as are needed to maximize program participation by women and minority-group members who are economically disadvantaged individuals, have barriers to employment, or both. The objectives of these services shall include increasing the success of women in nontraditional employment and encouraging greater academic achievement among at-risk and other students.

7. Each consortium which is awarded a grant from the partnership shall establish a program which provides the option of linkages from apprenticeship to subsequent post-secondary education. Grants may also be provided to consortiums pursuant to this section to create new linkage programs for existing apprenticeship programs. Each participating educational institution in a consortium which is awarded a grant shall develop or modify the classroom curriculum for apprentices to make the classroom training applicable toward associate and baccalaureate degrees. In addition, participating educational institutions shall develop, to the extent feasible, articulation in post-secondary programs which provides participating apprentices with options to progress from apprenticeable trades to professional occupations. The purpose of the program is to enhance the prestige of education for skilled technical work by providing front-line workers with opportunities for life-long vocationally-relevant learning and advancement.

8. (Establishes a Youth Transitions to Work Partnership Advisory Council comprised of 14 members from government, business, labor and education to advise the committee regarding grant applications and the coordination of partnership activities)

9. (Directs New Jersey's State Employment and Training Commission to evaluate and make reports regarding the activities of the partnership)

10. (Amends New Jersey laws with respect to funding for the Youth Transitions to Work Partnership).

11. (Appropriates \$4 million to the Youth Transitions to Work Partnership, including \$2.5 million from the revenues collected for the New Jersey Workforce Development Partnership Fund and \$1.5 million from federal sources--JTPA and Carl Perkins Tech-Prep. Limits administrative costs of the committee and the council to 7.5% of appropriated funds).

12. (Amends New Jersey laws with respect to funding for the Youth Transitions to Work Partnership).

13. (Effective date)

STATEMENT

This legislation creates the Youth Transitions to Work Partnership. The partnership provides grants to consortia of businesses, schools and, if relevant, labor organizations for: (1) the establishment of new registered apprenticeship programs in high-wage, high-skill, labor demand occupations; and (2) programs to link new or existing registered apprenticeship programs with secondary schools and institutions of higher education.

To be eligible for a grant, a consortium must include each business employing apprentices under the grant, each educational institution providing training or education to the apprentices or providing linkage services, and any union representing workers employed by a participating business. The consortium may also include business organizations and unions representing workers in the occupation for which the apprentices will be trained. The written consent of each participating business and all relevant unions is required.

Grants to establish new apprenticeships may include any program-related costs to a business (except for wage subsidies for apprentices), and program-related costs to participating educational institutions, such as the cost of developing curricula and occupational skill standards.

Grants for school-to-apprenticeship linkage programs for secondary school students may include funding to develop curricula to best prepare students for apprenticeship programs. The linkage programs may include workplace experience, but without any reduction of student classroom time or academic standards. Child care, counseling and recruitment are funded to maximize participation by economically disadvantaged women and minority-group members.

Grants would be provided to institutions of higher education to modify curricula to make all apprenticeship classroom training applicable toward associate and baccalaureate degrees. Those institutions would be required to develop, to the extent feasible, articulation among post-secondary programs which provides participating youth with options to progress from apprenticeable trades to professional occupations.

Partnership funds may not be used to duplicate existing apprenticeship programs, impair collective bargaining agreements, displace laid off or currently employed workers by trainees, or assist any relocation of operations causing job losses.

The program is administered by the New Jersey Apprenticeship Policy Committee, which was created by an agreement between the federal Bureau of Apprenticeship and Training and the New Jersey Departments of Education and Labor, and includes representatives of those agencies and the State AFL-CIO.

NEW JERSEY'S
SCHOOL TO WORK OPPORTUNITIES
YOUTH APPRENTICESHIP PROJECTS

1993 - 1994

A

COOPERATIVE PROJECT

OF THE

New Jersey Department of Commerce and Economic Development
New Jersey Department of Education
New Jersey Department of Higher Education
New Jersey Department of Labor
State Employment and Training Commission
New Jersey Business/Industry Partners
and
Participating Labor Organizations

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New Jersey Workforce Readiness Overview

"New Jersey has made a straightforward commitment to workers and industry to bridge the 'skills gap.' We're acting now to keep jobs here and attract new jobs. That means investing in our people with education and training and upgrading to master new technology. Our aim is to keep business competitive and workers world class."

(Governor Jim Florio)

The enabling legislation for the State Employment and Training Commission states that its purpose "shall be to develop and assist in the implementation of a state employment and training policy with the goal of creating a coherent, integrated system of employment and training 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." A Unified State Plan for New Jersey's Workforce Readiness System, developed by the SETC, provides the framework within which this goal can be achieved.

On March 18, 1992, Governor Florio accepted the Unified State Plan for New Jersey's Workforce Readiness System from Chairman Heldrich. The plan addresses three key areas:

- . Lifelong Learning;
- . Employers human resource needs; and
- . Efficient information sharing.

The plan was not meant to establish a static system, but rather put into progress efforts that will grow and evolve as the workforce needs change.

These activities include introducing and formulating recommendations for at-risk youth, establishing a work group on persons with disabilities, producing a statewide guide to occupational education, working to enhance local workforce readiness decision-making capacity, developing an evaluation and accountability system and educating the stakeholders in the workforce readiness system. School to work opportunities, specifically youth apprenticeship is one of the most recent implementation steps undertaken within this unified workforce readiness statewide action plan.

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A YOUTH APPRENTICESHIP POLICY FOR NEW JERSEY

There are many currents of educational reform moving through New Jersey. It is important that these currents flow together rather than apart. Each district reform must be integrated into an organized fabric that affords a system to New Jersey's youth allowing them to effectively and efficiently prepare for employment. The state's new YOUTH APPRENTICESHIP PROGRAM is one current of reform that holds promise of advancing our youth's opportunities to become competent, competitive applicants for the state's expanding high skill, high tech jobs.

Those who promote youth apprenticeship in New Jersey do so as one part of this integrated system providing:

- . high performance, high tech employers with new, young, competent workers trained to meet the sophisticated technical demands of the employer's particular business or industry; and
- . academically ready youths with an integrated work-based education and training program necessary to establish the technical skills necessary to compete for and capture the high skill employment opportunities available in New Jersey's high performance businesses and industries.

What is Youth Apprenticeship

Youth apprenticeship is a year-round, formally structured, employer driven, combination of secondary schools and work-based learning linked to a postsecondary educational experience that facilitates a smooth, successful transition from school to work. It enables academically ready, self-motivated youth to enter into a work-based learning program of study, a program resulting in a high school diploma and a postsecondary certification of occupational competencies relevant to employment in a high skill occupation.

What is the Goal of New Jersey's Youth Apprenticeship

The goal of youth apprenticeship is a high skill job with a career ladder, in a high performance organization, available upon successful completion of the program.

Purpose of Youth Apprenticeship

The purpose of a youth apprenticeship program is to provide the state's economy with a pool of highly trained, technologically sophisticated young workers through a program defined by the following components:

- . A contract delineating the obligations existing among a youth apprentice, his or her parents, the school, the employer, and where appropriate, a local union.

- . Active participation of employers and their associations in establishing standards of performance, cooperatively evaluating the achievement of occupational competencies, and providing educational work site opportunities to participants. The high performance work site involvement will include remunerated employment throughout the tenure of the work-based learning contract and work site instruction by job coaches and program mentors. Work site opportunities should become progressively more technical in nature and more comprehensive as the program of study proceeds.
- . Clear integration of academic and vocational curricula with teaching strategies emphasizing active, contextual learning defined through the demands of the work site. The academic components of the program of study must meet state education standards and insure academic proficiency in English, mathematics, history, social studies and science at the secondary school level.
- . Structured linkage between secondary schools and postsecondary experience, including collegiate or proprietary course work, adult education instruction, or registered apprenticeship programs, with participation beginning in the latter part of the secondary curriculum grade and continuing into one or two years of postsecondary learning. The postsecondary experience should be fully creditable to any future work toward a baccalaureate degree. Postsecondary courses must be designed to provide the academic and technical competencies required to attain an accepted occupational and industry specific credential.
- . Integration of classroom instruction and workplace learning, at both secondary and postsecondary levels, designed to insure that the former reinforces the latter.
- . A state scholarship for which the youth apprentice is eligible upon graduation from high school, a scholarship in an amount equal to the earnings the apprentice accumulated during participation in the secondary work site component of his or her program.
- . Upon successful completion of the program the awarding of a certification of occupational skill recognized with the business or industry in which the apprentice has trained.

The Youth Apprenticeship Model for New Jersey

- . Requires demonstration of academic readiness for entry into the program. This academic competency will be measured to insure appropriate educational skills for program participation.
- . Anticipates a career guidance component that begins prior to the program and continues throughout the program. This career guidance component will include the development of an individual career plan which will provide clear and flexible paths for the student to a variety of career options, including opportunity for pursuing a baccalaureate degree.

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- . Integrates into a statewide system that is flexible enough to provide for diverse models of school-to-work transition. The system will accommodate existing models within the schools such as co-op and tech prep, and out-of-school employer-driven models such as registered apprenticeships and other customized work-based/classroom training programs.
- . Assumes the commitment of quality employers to provide work and learning opportunities for youth in high performance businesses and industries.
- . provides every local participant all relevant technical assistance from the appropriate state agencies.

Youth Apprentices and their Families will:

- . Complete the youth apprenticeship program, graduating from high school and from whatever postsecondary component of the program is deemed appropriate given the individual youth's career plan.
- . Abide by all requirements at the work site as defined in the signed program contract, requirements such as dress codes, attendance and punctuality regulations, health and safety rules, etc.
- . Accommodates to the specific academic and work site requirements of the program such as its year round nature.
- . Recognize that the employer and where appropriate the union serve as the final arbiter of the work site activities.
- . Participate in an ongoing evaluation of the youth apprenticeship program.

Employers will:

- . Develop business or industry approved standards and a document of occupational certification to be awarded upon successful completion of a youth apprenticeship.
- . Identify work-based learning opportunities which require high occupational skills and where there is a reasonable expectation of employment and upward mobility after completion of the youth apprenticeship.
- . Participate in the development of an occupational training plan that details tasks to be performed and skills to be taught at the work site.
- . Work with the secondary and postsecondary institutions to help develop curricula that generate the academic and occupational competencies needed on the job.

- . Select students for the program based on school recommendations and other relevant documentation.
- . Provide both a mentor and job coach for the apprentice as part of the program contract.
- . Establish a schedule of wages and benefits as remuneration for the work site activities of the youth apprentice.

Educational Institutions will:

- . Develop agreements between secondary and postsecondary institutions to ensure provision of academic instruction suitable for the industry and occupations involved.
- . Certify academic credits applicable towards an associate degree or a baccalaureate degree for work done during the postsecondary phase of the youth apprenticeship program.
- . Define competency and skill levels to be attained at key stages, working with the employer to ensure industry's standards are met in all of the models.
- . Develop business and industry specific contextual curricula with the employer, for integration in both the academic and work site components of the youth apprentice's program.

THE NEW JERSEY YOUTH APPRENTICESHIP PROGRAM

INTENT

The intent of this grant program is to implement a number of model Youth Apprenticeship programs in the state beginning in the 1993-94 academic year. Youth Apprenticeship has been identified in New Jersey's Unified State Plan for Workforce Readiness as a major component for school-to-work transition.

A distinguishing feature of a Youth Apprenticeship Program is the work-based learning component. A significant amount of the student's time during the academic year should be spent at the work site. The youth apprentice positions should be experiences that become progressively more technical in nature and more comprehensive as the student proceeds through the program. The work-based learning experience will be comprehensive within the occupational programs.

The statewide implementation of this program, while administered by the Department of Education, is being overseen by an interagency work group composed of representatives from the following departments: Higher Education, Education, Labor, Commerce and Economic Development and the Governor's Office.

RATIONALE

As indicated in the New Jersey Policy for Youth Apprenticeship those who promote youth apprenticeship in New Jersey do so as one part of an integrated system providing:

- . high performance employers with new, young, competent workers, workers trained to meet the sophisticated technical demands of the employer's particular business or industry; and
- . academically ready youth with an integrated work-based education and training program necessary to establish the technical skills necessary to compete for and capture the high skill employment opportunities available in New Jersey's high performance businesses and industries.

A high performance workplace organization means work organized in accordance with the following principles:

- . Decentralized authority, with more authority provided directly to workers to use judgment and make decisions;
- . Integration of work into whole jobs rather than discrete tasks;
- . Extensive channels of communication up, down and across the organization and among workers;
- . Higher ratios of direct to indirect labor;

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- . Design of the work environment to facilitate interaction among workers; and
- . Integration of work with formal and informal education programs to expand the cognitive capacities and work skills of workers.

As a result of this program the partners will expand the capacity of the workforce preparation system by the development of work related curricula and the development of long-term productive employer/labor/school partnerships.

Consortia Composition

An eligible consortium includes a comprehensive high school or vocational school that has an occupational program that includes a working relationship with a business or industry. All parties in the consortium are equal partners for planning, operating, and evaluating the program. The consortium at a minimum should include:

- a) comprehensive high school or vocational/technical school(s)
- b) postsecondary institution(s)
- c) employer(s), employer associations, or groups of employers
- d) labor organization(s), where present.

The inclusion of community-based organizations is encouraged.

New Legislation and Program Expansion

Youth Transitions to Work Partnership Act of 1993

The Youth Transitions to Work Partnership Act has been passed by the New Jersey Legislature and was signed by the Governor on September 3, 1993. Under this new legislation, approximately \$4 million in additional dollars will be available annually for grants to local consortia of employers, employer organizations, schools and organized labor. Funds will be redirected to this program from New Jersey's Workforce Development Fund, the Job Training Partnership Act, and the Carl D. Perkins Vocational and Applied Technology Act.

The Goal of this program is to connect graduating high school youth with high skills, high wage jobs under the registered apprenticeship program.

Each consortium awarded a grant through an RFP solicitation shall establish a school-to-apprenticeship linkage program for high school students, which shall include the development of the curriculum which will best prepare students to qualify for registered apprenticeship opportunities created with participating employers. Grants may also be used to establish links between schools and employers who already have existing registered apprenticeship programs. The linkage program may include workplace experiences for youth prior to high school graduation.

The program would be administered by an apprenticeship policy committee established in an interagency agreement. Between the New Jersey Departments of Labor and Education and the Federal Bureau of Apprenticeship and Training. Committee members are the assistant commissioners from the New Jersey Departments of Labor and Education, director of Region II of the Bureau of Apprenticeship and Training, and a representative of the New Jersey State AFL-CIO.

In addition to the administrative committee, the legislation creates an advisory council in, but not of, the New Jersey Department of Labor. The Youth Transitions to Work Partnership Advisory council, consists of the Commissioners of the Departments of Labor and Education, the Chancellor of Higher Education, the New Jersey state director of Bureau of Apprenticeship and Training, and ten additional members appointed by the Governor: three private sector representatives; one postsecondary school representative; one vocational education representative; one secondary school representative; one New Jersey Education Association representative; one New Jersey School Boards Association representative; and, two representatives from organized labor. Council members are appointed by the Governor with the advice and consent of the senate. Since the senate is not scheduled to meet until October 1993, it is not expected that this program will begin before that date.

The legislation focuses on changing the school's curriculum and standards for graduation with the participation of employers and organized labor. The employer(s) receiving assistance under the grant program must provide a promise of employment in a registered apprenticeship position for youth enrolled in the program.

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Youth Apprenticeship Program in Telecommunications Technology

Institution: Ocean County Vocational-Technical School

Project Director: Ms. Ann P. Grace Telephone #: (908) 240-6414

It is the intent of the Ocean County Vocational Technical School, in cooperation with New Jersey Bell, the Toms River Regional School District and Ocean County College to develop a youth apprenticeship program in the field of telecommunications technology.

New Jersey Bell is presently installing an advanced fiber optics telecommunications network throughout Dover Township which will create a variety of new job opportunities and a need for a highly trained technologically sophisticated workforce in Ocean County and eventually throughout the state of New Jersey.

The Ocean County Vocational Technical School and New Jersey Bell will share resources and technical expertise in providing academic and trade related instruction and work site based learning to approximately fifteen (15) youth apprentices. Students will be selected from the Toms River Regional High Schools based on pre-defined criteria and enrolled in the Electronics program at the Vocational School.

The Toms River Regional School District will provide a facility where students will work with New Jersey Bell employees, members of the Communications Workers of America (CWA), to install electronic networks and develop the occupational and work readiness skills necessary for the student to eventually qualify for employment in the field of telecommunications.

It is expected that following the successful completion of a two (2) year high school program, apprentices will continue their training by enrolling in the Ocean County College Electronics program or as full time students at the Vocational Technical School post-secondary Career & Technical Institute.

It is also expected that upon completion of the youth apprenticeship program a student would qualify for employment and further training as a New Jersey Bell technical employee. In addition, students could continue their career development as registered apprentices through the Ocean County Vocational Technical School Adult Education Division.

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Youth Apprenticeship Program in Financial Services

Institution: Jersey City Public Schools

Project Director: Ms. Liz Shurina

Telephone #: (201) 915-6344

The Jersey City Public Schools has established a 21st Century Career Initiative Program in an attempt to provide for high school students the necessary knowledge and skills to compete in the workplace of tomorrow. In order to make learning relevant, a major thrust of this initiative will be the inception of the Youth Apprenticeship Program for the financial services industry.

The Youth Apprenticeship Program, through an applied academics curriculum, on-site training experiences, and post-secondary opportunities will extend knowledge beyond the classroom into the workplace and instill in Jersey City students the desire to make learning a lifelong process.

This program will consist of a consortium to be composed of corporate sponsors including Merrill Lynch, Pershing, National Westminster Bank, Provident Savings Bank, colleges including Hudson County Community College, Jersey City State College, Saint Peter's College, Stevens Institute of Technology, and support groups, which will oversee the design, development, implementation, evaluation, and expansion of the proposed program.

Curriculum will be developed by school and corporate personnel to embrace workplace ethics and skills into the classroom environment. On-the-job experiences will be created to give initially 20 students the prospect of fully experiencing the "real" world. It will afford them the opportunity to utilize their current skills, gain new skills, and growth in both their personal and professional experiences. It will provide them with a path towards post secondary education that will instill in them the desire to excel in their chosen fields through further education and lifelong learning.

The focus of Jersey City's program will be the interaction between the school district, corporate sponsors, teachers, students, colleges, and parents. Strong partnerships and commitments will be an integral part of this Youth Apprenticeship project.

Youth Apprenticeship Program in Allied Health

Institution: Middlesex County Vocational and Technical High Schools

Project Director: Mr. David Shapiro Telephone #: (908) 257-3300, ex. 42

Middlesex County Vocational and Technical High Schools is sponsoring a Youth Apprenticeship Program in the area of Allied Health. This program will differ significantly from the current programs offered at the vocational school. The entire program will be industry driven. This is to say the employers in the health field, 6 area hospitals, (including John F. Kennedy Hospital, Robert Wood Johnson Hospital, Raritan Bay Medical Hospital, (Perth Amboy and Old Bridge), South Amboy Hospital and St. Peter's) will provide input into what science, math and English will be taught. All academic subjects will reflect the needs of the health field.

A unique feature of the program will be the school calendar. The 15 initial students who are enrolled will be expected to attend school and participate in program activities during July and August. The school day will also be removed from the constraints of a 9:00 a.m. - 3:00 p.m. time slot.

This program will be open to 11th and 12th grade students not currently being served by the vocational school. The occupational skills, (technician areas identified by the hospital), will be taught not at the vocational school by vocational teachers but by the actual practicing technicians at the hospital.

This is a two-year program. The vocational segment in the first year will be all exploratory without pay. The second year (senior year), the students will focus on one technical area and receive a salary for this work experience.

The participating hospitals and health care providers will be the cornerstone of the program. Students will spend twenty to thirty hours per week at their job site.

This program will also lead into 2+2 types of studies. Middlesex County College will be a participating partner. The college will provide services such as college lectures, tuition and computer sciences to the student enrolled.

Admission into the program will be voluntary and require the applicant to meet standards which will reflect the level of study they will be undertaking.

The members of the partnership, the hospital, the school, the County college and the J.T.P.A. Office will manage the project jointly. The purpose and intent of this project is to assist the students enrolled to become employed as technicians in the allied health field.

Youth Apprenticeship Program in Environmental Technology

Institution: Salem County Vocational Technical Schools

Project Director: Jack L. McCulley

Telephone #: (609) 769-0101
Ext. 312

Salem County Vocational Technical Schools is developing and conducting a Youth Apprenticeship Program that is both high tech and high skill. The program, Studies In Environmental Technology, will prepare 20 eleventh and twelfth grade students for work in environmental occupations that offer long-term opportunity for growth; and it will provide the academic offerings for entry into associate and baccalaureate degree programs and subsequently, onto a master's program.

Developmental activities have already taken place and positive supportive linkages have been affected with local employers such as Geon Corp, PSE&G, Dupont, NJ Bell, Airwork Corp., and Aqua-Tex, Inc., school districts, institutions of higher education including Salem Community College, Stockton State College, Rowan College, Rutgers University and union officials of the Chemical Workers Association - I.B.D.W. The program design incorporates an interactive video system to enhance program presentations, students' interaction, retention of course offerings, and ultimately their performance in environmental work. Program emphasis will be placed on providing work experience and integrating academic and vocational education courses. This approach will help with the students' successful transition from school to work. Planned activities, the resultant outcomes and the inevitable program changes needed to adjust as job demands shift, may lead Salem County Vocational Technical Schools using the program not only as proposed, but also as a dynamic national model for environmental studies.

The four major program objectives related to student recruitment, providing support services, an occupational training plan, and a jobs plan are consistent with the rationale of the state's apprenticeship initiatives to advance opportunities for its youth. The initial interest of students, their parents and employers in the program is considered to be a strong success indicator.

Youth Apprenticeship Program in Computer Information Technologies

Institution: Bergen County Technical School District

Project Director: Dr. Aaron Graham

Telephone #: (201) 343-6000

This youth apprenticeship program focuses on the integrated business/technical area of Computer Information Technologies. The field of Computer Information Technologies is described as hardware, peripherals, and networking; interface with other communication technologies and devices such as modems, television and telecommunications; operation and trouble shooting; software applications and capabilities; capacity for work, application of on-line data and computer services; the sending, receiving, storing, retrieving, and manipulating information into usable formats.

Need for the program in Bergen County is validated by national as well as local trends, namely, the change from a manufacturing base to a service-based industry. As the State of New Jersey prepares to be one of the first to have the vast capacity of fiber optics at its finger tips, Bergen County industry is gearing up for an improved economy and an opportunity to compete with distinction in local, national and international marketplaces.

Components of the program include the recruitment of 15-20 students; a redesigned school day and school year to permit students to attend school on two or three full days per week, to work at an apprenticeship site for two or three full days per week, to work during the summer; a program of learning that is based on mastery of knowledge and skills and is not time dependent; a strong industry commitment; post secondary articulation; support services for students; and orientation and training for all program partners and participants.

Partners in this project include five businesses (Metpath, Bergen County Department of Public Safety; Wakefern Food Corporation/ShopRite, IMA, and ComputerLand, United Parcel Service); three local high schools (Cliffside Park, Garfield, Hackensack) and four postsecondary institutions (Berkeley Community College and Felician College with signed agreements in the areas of business and information management; Bergen Community College and Fairleigh Dickinson University with pending agreements).

This unique new program will serve as a platform from which young people may perpetuate their own pivotal and continuously evolving roles within a myriad of career pathways. It will also serve to provide a new standard of collaboration between business and education in order to improve the quality of the workforce.

With such rich potential as the final outcome, the school district has proposed for review a project development plan that takes a serious approach not only to the operation of youth apprenticeship for the pilot year, but also the preparation of a cost effective model for its infusion into the secondary system.

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Youth Apprenticeship Program in Manufacturing Technology

Institution: Mercer County Vocational Technical Schools

Project Director: Thomas J. Walls

Telephone #: (609) 586-2121

Mercer County Vocational Technical Schools has formed a consortium consisting of four (4) local school districts, Mercer County Community College and eleven (11) local businesses (including Gaum, Inc., Ewing Mold & Die Co., Delaware Valley Mold & Tool Co., Cammerell Tool & Die Works, Knudsen Precision Manufacturing Corp., Lawrence Mold & Tool Corp., Nelson Machine & Mafg. Co. Inc., Rako Mack Products, Pyramid Mold & Tool, Inc., Princeton Tectronics; RTD Machine Products) to institute a new program in Manufacturing Technology. Manufacturing Technology was selected as the occupational area for this project because the occupations of Machinists and Tool and Die Maker are found on the Department of Labor Demand Occupations list and because local businesses have indicated a need for youth to enter this field.

Each of the consortium members has agreed to plan cooperatively a program that will allow students to graduate from high school with the skills necessary to enter the work force as an apprentice in this field or to enter further training at a postsecondary level. A steering committee has been formed to establish policy and resolve possible disputes.

The program calls for at least 15 students to volunteer for the program and be assisted by counselors in making the career decisions. The course of study includes an Introduction to Machine Trades, Blue Print Reading, Introduction to Computer Assisted Drafting, Applied Mathematics and an Introduction to Robotics. The necessary machine skills will be taught on the job with the use of a mentor and job coach. The vocational School will coordinate all activities and be responsible for the overall success of the program. This shared time program will use existing facilities at the Vocational School and the Community College.

YOUTH APPRENTICESHIP PROGRAM IN CHEMISTRY

Institution: Pennsville School District

Project Director: Mr. Hugh Brown

Telephone #: (609) 540-6224

The purpose of the "Salem County Youth Apprenticeship in Chemistry" program is to provide high school students with a school-to-work transition through classroom-workplace coordination. It will develop the specific skills in mathematics and language arts which will place students on trajectory towards a highly skilled job in the chemical industry.

The proposal links the five Salem County high schools (approximately 3,000 students), E.I. DuPont and Salem County Community College into a consortium providing students with an opportunity to gain technical skills needed to move into highly paid positions in the chemical industry. The Chambers Works, a DuPont research and manufacturing site, sponsors "Educators and DuPont Partners in Science" and has committed to providing youth apprenticeship experiences for participating students.

The program will identify, provide on-site training and summer work experiences in the area of chemical operations, crafts, and service. It will serve 15-20 high school juniors during the first year. These learners will receive high school credit, financial compensation, and a DuPont certificate of participation. The program also calls for students to enroll in Salem County Community College's Laboratory Technician degree program, creating a smooth transition to the post-secondary training experience.

Curriculum will be cooperatively designed by members of the industrial and academic community. Formative and summative evaluation will be based upon industrial standards and occur within the training and as final assessment.

Members of the consortium believe that this program will: (1) provide industry with a labor force trained in both academic and work place skills. (2) encourage students to seek training for highly skilled careers in the chemical industry, and (3) create a student network to communicate the expected attitudes and values resident in the contemporary work environment.

Youth Apprenticeship Program in Petrochemical Technologies

Institution: Gloucester County Vocational Technical School District

Project Director: Michael Keegan Telephone #: (609) 468-1445, ex. 2710

The Gloucester County Vocational Technical School District's Institute of Technology has developed a demonstration Youth Apprenticeship program, in response to "supply and demand" labor and economic factors impacting the chemical and petrochemical industries of Gloucester County and southwestern New Jersey along the Delaware River. Although, major petrochemical producers and chemical processors are down sizing their present workforce, they recognize a need to establish a pool of mature, qualified and industrially certified entry level workers for the future. The vehicle selected to provide this pool is Youth Apprenticeship.

The Gloucester Institute of Technology has begun the formation of a consortium, composed of representatives from the chemical and petrochemical industries including SODAT, Citgo Asphalt Refining Co., and GEON Co., (union locals and management) located in and near Gloucester County, Gloucester County College, Rowan College of New Jersey and those high schools (Paulsboro and Woodbury High School) who have participated in the SY93 Tech Apprenticeship program targeted toward the chemical and petrochemical industries which will focus upon "chemical operator" certification with the collegiate career ladder to an Associate's degree in chemical Technology with potential future articulation to advanced degrees in Chemical Engineering through Rowan College of New Jersey.

This demonstration project will incorporate work-based learning and applied academics, modifying the existing process as defined by the U.S. Department of Labor's Bureau of Apprenticeship Training. The project will function 12 months of the year with the potential for a regular 18 week turn about of classroom and on the job training to accommodate the needs of participating employers and the educational requirements for high school graduation of the youth apprentices.

This demonstration project will identify and enroll up to 15 youth apprentice during the initial year. These 15 high school students will begin their formal involvement in the youth apprenticeship program, a year around model of 18 weeks in the classroom and 18 weeks on the job, including the occupational/applied academic classroom components and the remunerated work-based learning experiences. The community college linkage, with Tech Prep articulation and college level coursework, will provide youth apprentices with a number of career pathways and options upon which to build a strong career and personal future.

Through this Youth Apprenticeship project, Gloucester County Institute of Technology will begin the process of "breaking the mold" to create a new model of education delivery which is more responsive to the needs of students and the labor market, motivating and teaching youth the skills and attitudes required for success in the 21st century.

Youth Apprenuice Program in Transportation

Institution: Monmouth County Vocational School District

Project Director: William P. Hoey, Jr.

Telephone #: (908) 431-7945

The demands of the job market are continually changing. In order to address these changing needs the Monmouth County Vocational School District in conjunction with Brookdale Community College and local employers will begin a Youth Apprenticeship program.

This Youth Apprenticeship program, being developed in the transportation area, will encompass Automotive Body Repair, Automotive Mechanics, Diesel Mechanics and Marine Trades.

Based on the "New Jersey Workforce Development Partnership Program - Labor Demand Occupations 1993". Automotive Body Repair, Automotive Mechanics, Mechanic Trades and Diesel Engine Mechanics rank in the top 20 occupations based on employment demand in Monmouth County. The New Jersey Occupational handbook further punctuates the need for apprenticeship programs in the transportation area by projecting annual job openings in Automotive Mechanics at 960, Automotive Body Repairer at 360 annual openings, Diesel Mechanics providing 370 annual openings and Marine Trades providing an additional 295 job openings. The transportation trades provide an average hourly wage of \$13.42 based on national averages. The transportation related professions will employ a total of 96,519 individuals state-wide by the year 2000, 9,200 in Monmouth County based on the New Jersey Occupational Supply and Demand Summary.

The District proposes to implement a Youth Apprenticeship program for 15 seniors county wide. The program will seek to place students in a year round, formally structured, employer driven, combination of secondary school and work-based learning linked to a post secondary educational program that allows for a smooth and successful transition from school to work. The District through flexible scheduling will allow for a significant amount of the students' time during the academic year to be spent at the work site.

The district through its partnership with Brookdale Community College, which serves as the General Motors and Toyota training center in the area, and local employers such as the New Jersey Marine Trades Association, Jiffy Lube, Jersey Truck Equipment Company, Eastern Monmouth Chamber of Commerce, Middletown Chamber of Commerce, Monmouth Ocean Development Council, World Jeep Eagle and many others, will be able to provide meaningful youth apprenticeship experiences for the 15-20 students taking part in the program.

Youth Apprenticeship Program in Business Services

Institution: Union County Vocational-Technical Schools

Project Director: Ms. Carol Hopper

Telephone #: (908) 889-2923

Registered apprenticeship is an important ingredient in building a world class work force. These days, when unemployment soars high in a competitive job market, and even qualified persons are frustrated by not being able to find suitable jobs, youth apprentice training offers young people, who are still in school, a chance to: earn money and work at a job; garner college credits, complete the requirements for a high school diploma; master technology needed for self-sufficiency; and become certified through cooperative programming for a job with a future. This pilot youth apprenticeship program is an innovative approach to linking 15 Union County students to the labor market in high skill and high wage jobs in high performance organizations with a career ladder.

Union County Vocational-Technical Schools has established a youth apprenticeship program to address the labor demand in the business service industry. The shortage of business service workers, which is being felt statewide, is evident here also. The need for business services personnel is projected to be over 3,200 annually. Economic indicators reflect that they will continue to be shortages in the supply of workers to fill openings in these areas.

Specific components include assessment, career information and guidance, job shadowing, mentorships, internships, job tryout and subsidized employment training, academic instruction in five core subjects, career guidance, work site learning, three years of technology, and college level credits for technology instruction. The summer work experience is fully integrated into the regular school year.

Partnerships and cooperative programming include Merck & Co., Inc., Kean College of New Jersey, Union County Vocational-Technical Schools, students and parents from 16 school districts. In addition to receiving credit for learning on the job, participants will benefit from a program which connects classroom and work based learning and creates an experimental and interactive learning environment.

MGB/es:11/2915

New Jersey
Youth Apprenticeship
PY '94 Funded Projects

<u>Funded Institution</u>	<u>Project Contact</u>	<u>Occupational Area</u>	<u>Corporate Partners</u>	<u>Higher Education Partners</u>
.Ocean County Vocational Technical School 137 Bey Lea Road Toms River, NJ 08753 (Toms River Regional School District)	Ann P. Grace (908) 240-6414	Telecommunications	New Jersey Bell Communication Workers of America	Ocean County College
.Jersey City Public Schools 346 Claremont Ave. Jersey City, NJ 07305	Liz Shurina (201) 915-6344	Finance	Merrill Lynch, Pershing, National Westminster Bank Bank, Provident Savings Bank	Hudson County Community College, Jersey City State College, Saint Peter's College, Stevens Institute of Technology
.Middlesex County Vocational Technical High School 112 Rues Lane East Brunswick, NJ 08816	David Shapiro (908) 257-3300, ext. 42	Health	John P. Kennedy, Robert Wood Johnson, Raritan Bay Medical, South Amboy, St. Peter's Hospitals	Middlesex County College
.Salem County Vocational Technical Schools Box 350 Woodstown, NJ 08098	Jack McCulley (609) 769-0101, ext. 312	Environmental	Geon Corp, NJ Bell, PSE&G, Airwork Corp., Dupont, Aqua-Tex Chemical Workers Association - I.B.D.W.	Salem Community College, Stockton State College, Rowan College, Rutgers University
.Bergen County Technical Schools 400 Hackensack Ave. Hackensack, NJ 07601	Dr. Aaron Graham (201) 343-6000	Computer Information	Metpath, Wakefern Food Corporation/Shop Rite, IMA, Computerland	Berkley Community College, Felician College, Bergen Community College, Fairleigh Dickinson University
.Mercer County Vocational Technical Schools 1085 Old Trenton Rd. Trenton, NJ 08690	Thomas J. Walls (609) 586-2121	Manufacturing	Gaum, Ewing Mold & Die, Delaware Valley Mold and Tool, Cammerell Tool and Die, Knudsen Precision, Rako Mack Products, Pyramid Mold and Tool, Inc., Princeton Tectionics, RTD Machine Products	Mercer County Community College
.Pennsville School District 30 Church Street Pennsville, NJ 08070-2199	Mr. Hugh Brown (609) 540-6224	Chemical	E.I. Dupont	Salem County Community College

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Funded Institution

.Gloucester County
Vocational Technical
School District
P.O. Box 800
Tanyard Rd.
Sewell, NJ 08080
(Paulsboro & Woodbury High Schools)

.Monmouth County Vocational
School District
2 Bucks Lane
Marlboro, NJ 07746

.Union County Vocational
Technical Schools
1776 Raritan Road
Scotch Plains, NJ 07076

Project Contact

Mr. Michael Keegan
(609) 468-1445 ext. 2710

Mr. William P. Hoey
(908) 431-7945

Ms. Carol Hopper
(908) 889-2923

Occupational Area

Petrochemical

Transportation

Business

Corporate Partners

SODAT, Citgo Asphalt
Refining Co., Geon Co.

General Motors and
Toyota Training Center,
NJ Marine Trades
Association, Jiffy Lube,
Jersey Truck Equipment
Company, World Jeep
Eagle

Merck & Co., Inc.

Higher Education Partners

Gloucester County College,
Rowan College of New
Jersey

Brookdale Community College

Kean College of New Jersey

MGB/es:11/2922

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Appendix

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New Jersey State Employment and Training Commission

John J. Heldrich, Chair

Stephen Aduato, North Ward Cultural & Education Center
Dana Berry, Union City Day Care
Robert Bildner, RLB Food Distributors
Raymond L. Bramucci, Commissioner, Department of Labor
Harold W. Burlingame, AT&T
Stephanie R. Bush, Commissioner, Department of Community Affairs
David L. Crawford, Econsult Corporation
Eugene Daley, Medigroup, Inc.
Nicholas DiMinni, Private Industry Council of Passaic County
Mary Lee Fitzgerald, Commissioner, Department of Education
David S. Ford, Chase Manhattan Bank
Richard Fritzky, Meadowlands Chamber of Commerce
Edward D. Goldberg, Chancellor, Department of Higher Education
George Honeyford, Formations, Inc. (retired)
Megan E. Jones, Prudential Insurance Company
William Kane, United Auto Workers
Richard J. Kinney, Scherir-Plough Corporation
Rev. Msgr. William J. Linder, New Community Corporation
Honorable Wynona M. Lipman, Senator
Carlton C. Lovett, Highbeam Corporation
Rita Mason, American Federation of Government Employees
Barbara McConnell, Commissioner, Department of Community & Economic Development
Honorable Robert Menendez, Congressman
Edward B. Pulver, N.J. AFL-CIO Seafarers International Union
Donald J. Redlinger, Allied Signal, Inc.
Kathy Spivey, New Community Corporation
Lydia Valencia, Puerto Rican Congress of New Jersey
William Waldman, Commissioner, Department of Human Services
Robert A. Watkoskey, Oil, Chemical & Atomic Workers

William A. Tracy, Executive Director

Executive Branch Workgroup:

Gregory Adkins, Department of Community Affairs
Kwaku Armah, Department of Higher Education
William H. Foster, Department of Labor
Leo Klagholz, Department of Education
Thomas A. Henry, Department of Education
Edward Tettleman, Department of Human Services
Robertta Francis, Department of Community Affairs
Joseph McNamara, Department of Commerce and Economic Development
Michael Ferrara, Office of Management and Budget
Bruce Ransom, Office of the Governor
Edward Richardson, Office of the Governor

New Jersey Youth Apprenticeship Policy Design Team

Thomas A. Henry, New Jersey Department of Education
Brian Boyle, New Jersey Department of Education
Leo Klagholz, New Jersey Department of Education
Karen Paiva, New Jersey Department of Education
Kwaku Armah, New Jersey Department of Higher Education
Charles Davis, New Jersey Department of Labor
William Foster, New Jersey Department of Labor
Paul Kaleda, New Jersey Department of Labor
Robert Fishco, Middlesex Community College
Robert Gratz, Belvidere School District
Jennifer Jones, Jersey City State College
Robert Noonan, Essex Vocational Schools
Judy Savage, Office of Management and Planning
Marissa Quinn, Office of Management and Planning

es:11/3054

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- a. Counseling provided pursuant to section 7 of this act;
- b. Vocational training;
- c. Remedial education; or
- d. Occupational safety and health training.

"Fund" means the Workforce Development Partnership Fund established pursuant to section 9 of this act.

"Labor Demand Occupation" means an occupation for which there is or is likely to be an excess of demand over supply for adequately trained workers, including, but not limited to, an occupation designated as a labor demand occupation by the New Jersey Occupational Information Coordinating Committee pursuant to section 12 of this act.

"Occupational safety and health training" means training or education which is designed to assist in the recognition and prevention of potential health and safety hazards related to an occupation which is the subject of vocational training.

"Office" means the Office of Customized Training established pursuant to section 5 of this act.

"Permanent employment" means full-time employment unsubsidized by government training funds which provides a significant opportunity for career advancement and long-term job security and is in the occupation for which a worker receives vocational training pursuant to this act.

"Program" means the Workforce Development Partnership Program created pursuant to this act.

"Qualified disadvantaged worker" means a worker who is not a qualified displaced worker or a qualified employed worker but who otherwise meets the following criteria:

- a. Is unemployed;
- b. Is working part-time and actively seeking full-time work or is working full-time but is earning wages substantially below the median salary for others in the labor force with similar qualifications and experience; or
- c. Is certified by the Department of Human Services as:
 - (1) Currently receiving public assistance;
 - (2) Having been recently removed from the public assistance rolls because of gross income exceeding the grant standard for assistance; or
 - (3) Being eligible for public assistance but not receiving the assistance because of a failure to apply for it.

"Qualified displaced worker" means a worker who:

- a. Is unemployed, and:
 - (1) Is currently receiving unemployment benefits pursuant to R.S. 43:21-1 et seq. or any federal or State unemployment benefit extension; or
 - (2) Has exhausted eligibility for the benefits or extended benefits during the preceding 52 weeks; or
- b. Meets the criteria set by Title III of the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1651 et seq.) to be regarded as an "eligible dislocated worker" pursuant to that act.

"Qualified employed worker" means a worker who is employed by an employer participating in a customized training program.

"Qualified job counselor" means a job counselor whose qualifications meet standards established by the commissioner.

"Remedial education" means any literacy or other basic skills training or education which may not be directly related to a particular occupation but is needed to facilitate success in vocational training or work performance.

"Service provider" or "provider" means a provider of employment and training services including but not limited to a private or public school or institution of higher education, a business, a labor organization or a community-based organization.

"Total revenues dedicated to the program during any one fiscal year" means all moneys received for the fund during any fiscal year, including moneys withdrawn

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expected to successfully complete the training and education identified in the Employability Development Plan developed pursuant to that section for the worker.

d. All vocational training provided under this act:

(1) Shall be training which is likely to substantially enhance the individual's marketable skills and earning power; and

(2) Shall be training for a labor demand occupation, except for:

(a) Customized training provided to the present employees of a business which the commissioner deems to be in need of the training to prevent job loss caused by obsolete skills, technological change or national or global competition; or

(b) Customized training provided to employees at a facility which is being relocated from another state into New Jersey.

e. Not less than 30% of the total revenues dedicated to the program during any one fiscal year shall be reserved to provide employment and training services for qualified displaced workers. 8% of the total revenues dedicated to the program during any one fiscal year shall be reserved to provide employment and training services for qualified disadvantaged workers. Not less than 3% of the total revenues dedicated to the program during any one fiscal year shall be reserved for occupational safety and health training.

f. Funds available under the program shall not be used for activities which induce, encourage or assist: any displacement of currently employed workers by trainees, including partial displacement by means such as reduced hours of currently employed workers; any replacement of laid off workers by trainees; or any relocation of operations resulting in a loss of employment at a previous workplace located in the State.

g. On-the-job training shall not be funded by the program for any employment found by the commissioner to be of a level of skill and complexity too low to merit training. The duration of on-the-job training funded by the program for any worker shall not exceed the duration indicated by the Specific Vocational Preparation Code developed by the United States Department of Labor for the occupation for which the training is provided and shall in no case exceed 26 weeks. The department shall set the duration of on the job training for a worker for less than the indicated maximum, when training for the maximum duration is not warranted because of the level of the individual's previous training, education or work experience. On-the-job training shall not be funded by the program unless it is accompanied, concurrently or otherwise, by whatever amount of classroom-based vocational training, remedial education or both, is deemed appropriate for the worker by the commissioner.

h. Employment and training services funded by the program shall not replace, supplant, compete with or duplicate in any way approved apprenticeship programs.

i. No activities funded by the program shall impair existing contracts for services or collective bargaining agreements, except that activities which would be inconsistent with the terms of a collective bargaining agreement may be undertaken with the written concurrence of the collective bargaining unit and employer who are parties to the agreement.

L.1992, c. 43, § 4.

¹ Section 34:15D-7.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 43, § 16, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 13 [adding

§§ 34:15D-1 to 34:15D-11, 34:1A-78 and 34:15C-8.1, respectively] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1402—L.1992, c. 43, sec § 34:15D-1.

34:15D-5. Office of customized training; eligibility; application

Section to expire Dec. 31, 1997 pursuant to L.1992, c. 43, § 16, set out as a note below.

a. There is hereby established, as part of the Workforce Development Partnership Program, the Office of Customized Training. Moneys allocated to the office

Last additions in text indicated by underline; deletions by ~~strikeouts~~



STATE OF NEW JERSEY
DEPARTMENT OF LABOR

DATE 11/3/93

FROM: CHARLES G. DAVIS
Assistant Commissioner

TO: Assemblyman Patrick J. Roma

As I promised to you at the public hearing on the Workforce Development Partnership Program, enclosed please find a signed agreement to provide health and safety services. This contract is between the Department of Labor, Rutgers University, Labor Education Center and the AFL-CIO Industrial Union Council. Please call me if you or your staff have any questions.

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GRANTEE/CONTRACTOR **GRANTOR/CONTRACTING DEPARTMENT**

Organization Name and Address: Rutgers IMLR Labor Education Dept.
New Brunswick, N.J.
and N.J. Industrial Union Council
Clarkstown, N.J.
Department Name and Address: New Jersey Department of Labor
Labor Building Rm 1003
Trenton, New Jersey 08625
CN 093
Telephone: (609) 984-5666

Rutgers: (908)932-9502 IUC: (609) 866-9405
Federal Employer Registration:
Rutgers: 22-6001086 IUC: 22-1733718

CONTRACT AMOUNT

Source of Funds: Workforce Development Partnership Program
Contract Amount: \$212,909 FY94
Grand Total: See page 29 of Agreement for continuation amount.

TIME FRAME

Starting Date: November 15, 1993
Ending Date: June 30, 1994*

PURPOSE

Purpose of the Program to be Funded: Training and education to prevent occupational illness and injuries in New Jersey.
*See proposal for continuation periods

PROGRAM SPECIFICATIONS

Grantee/Contractor hereby agrees to perform the services described in the specifications attached hereto in the Sections entitled "Statement of Work Performance" and "Budget" in the manner and upon the terms therein specified, and agrees to perform the functions set forth under the terms and conditions established in this contract which consists of 29 pages.

Plus Section II--General Provisions

GRANTOR/DEPARTMENT AND GRANTEE/CONTRACTOR AGREEMENT SIGNATURES

If this contract, including all attachments annexed hereto, correctly sets forth your understanding of the terms of the agreement, please indicate your organization's concurrence with such terms by having the contract signed by an appropriate officer of your organization and return to the Department.

Accepted and Agreed by Grantee/Contractor:

Name: (Print) William J. Kane
Signature:

Countersigned by Grantor/Department:

Commissioner Raymond L. Bramucci
Name: (Print) Raymond L. Bramucci
Signature:

Title Secretary-Treasurer
Dated 10/29/93
Title

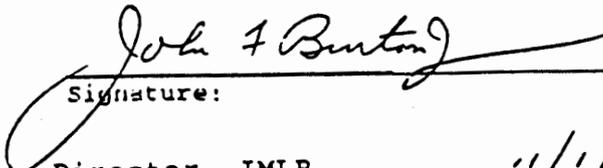
N.J. Industrial Union Council

Dated November 3, 1993

Accepted and Agreed by Grantee/Contractor:

John F. Burton, Jr.

Name: (Print)



Signature:

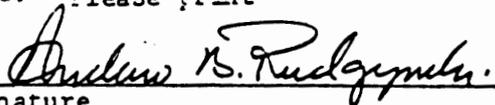
Director, IMLR
Title

11/1/83
Dated

Accepted and Agreed to by Rutgers Office of Research & Sponsored Programs:

Andrew B. Rudczynski

Name: Please print



Signature

Associate Vice President for Research
Policy and Administration

Title

Dated

Background

The New Jersey Employment and Workforce Development Act establishes "occupational safety and health training" to be part of employment and training services to be funded by the state Department of Labor. The Act requires that at least 3% of annual program revenues be reserved for occupational safety and health training.

Such training is necessary to help retain and upgrade jobs and to help prevent occupational injuries and disease. To help meet these goals, a consortium of the Institute for Management and Labor Relations, Labor Education Department of Rutgers-The State University and the New Jersey Industrial Union Council, AFL-CIO will implement the following six component program as part of an agreement with the New Jersey Department of Labor.

1) Curriculum development; 2) Materials development for use in training and in the Individual Training Grant program; 3) Outreach and training for Workforce Development Partnership grantees; 4) Train-the-trainer program; 5) Training sessions on key safety and health topics; and 6) An occupational safety and health conference.

The "train-the-trainer" approach will enable the program to have a "multiplier effect." The program will focus primarily on currently employed workers in the manufacturing sector and will use a participatory teaching methodology.

Occupational safety and health training will help retain jobs.

A trained workforce leads to a safer plant that minimizes the chance of fires, explosions, major spills, toxic releases, or other events that could lead to business interruption or a shutdown and permanent job loss.

The cost to employers of job-related injury and illness is staggering. According to the Rand Institute for Civil Justice, job related injuries and illness cost over \$83 billion a year in lost productivity, increased health care, workers' compensation, and regulatory fines. This represents about one-half of the estimated costs of all nonfatal accidents.

A trained workforce helps minimize these costs. According to the federal Occupational Safety and Health Administration, training for the prevention of occupational safety and health hazards has led to improved employee morale, increased productivity, and reduced workers' compensation costs.

The new manufacturing workplace includes new types of technology, flexible processing operations, and innovative organization of work. But this new workplace may bring new potential safety and health risks as well, including often unknown chemical hazards, increased complexity of operations, and higher physical and psychological stress factors. These changing workplace conditions require an educated workforce capable of participating in the evaluation and control of such hazards.

Occupational safety and health training will help upgrade jobs.

Major corporations have recognized that they need an increasingly skilled workforce to effectively compete in the global marketplace. Effective health and safety training (that goes beyond memorization of OSHA standards) upgrades the skills, knowledge, and potential earning power of trainees. Corporations such as GM, Ford, and Occidental have recognized this fact and, supported by their employee unions, have created full-time occupational safety and health positions for trained members of their existing workforce. The Oil, Chemical, and Atomic Workers Union and many of the nation's oil and petrochemical companies are discussing creation of full-time safety and health positions at facilities nationwide.

The more companies build the capacity to prevent hazards among key skilled employees, the less dependent they are on costly outside experts who do not have an ongoing presence on-site. This internalization of skills and knowledge leads to an increasing emphasis on workforce training and development that can make firms more competitive. Effective health and safety training also has been shown to have a positive effect on overall union-management relations.

Also, training that leads to workers gaining real *training* skills is extremely valuable to employers, because training capability is directly transferable to other areas, including team building, product quality, new production techniques, etc.

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And occupational safety and health training will help prevent injuries and disease.

Occupational illness, injury, and death continue to be a major problem in the United States and in New Jersey. According to a study prepared for the New Jersey Department of Health by the Mount Sinai School of Medicine (December 1989):

Occupational disease encompasses a tremendously diverse set of illnesses, including lung cancer, chronic kidney disease, reproductive impairment and chronic disease of the musculoskeletal system. At present, there is no complete source of information on the extent of work-related disease in New Jersey. Analysis of the best available data, indicates, however, that at a minimum, between 2,170 and 2,870 deaths result each year in New Jersey from occupational diseases...

*In addition, it is estimated that from 7,317 to 14,776 new cases of occupational disease develop each year in the state as a result of work-related exposures. These estimates are undoubtedly low, since they are based on only a subset of all occupational disease categories and because they derive from data sources that consistently under-report occupationally-related disease and death. Occupational diseases therefore constitute a major public health problem in New Jersey.**

Workers' compensation data reported by the N.J. Department of Labor also provides an indication of the extent of the problem. In 1991, over 197,000 work-related accidents were reported in New Jersey. Over \$400 million in workers' compensation benefits were paid.

The Department of Health report cited earlier also found that the financial costs of occupational illness and death are high when the cost of lost productivity, foregone opportunity, diminished investment, pain, suffering, and family disruption is added to the direct costs of medical care. An update to this report found that the annual cost in New Jersey of just five categories of work-related illness exceeded \$ 340 million in 1990.

**Research indicate that job-related injury is widely underestimated. For example, one study concluded the Bureau of Labor Statistics "Survey may have failed to identify almost 373 million of 421 million missed work days in the private sector that have resulted, or will result, from 1986 occupational injuries."*

According to OSHA, for every \$1 spent on medical or workers' compensation costs, \$5-50 is spent on repairs, replacement of damaged products, and production delays. \$1-3 more will be spent for hiring and training replacement workers.

Despite this ongoing public health and financial problem, it is common knowledge that occupational disease and injury is highly preventable -- more so than many other human diseases for which the causes remain unknown.

An effective strategy insures the development of both management and labor who are educated about occupational hazards and are committed to their prevention.

The Rutgers/ IUC Train-the-Trainer Approach

Funding for occupational safety and health education is extremely limited. The federal OSHA training grant program ("New Directions") has been phased out. The new Workforce Development Partnership Program is the only state program geared to financially supporting occupational safety and health education for workers.

Given limited state resources, it is critical to ask how training can prove most cost effective.

Partnership Program funds will be used to develop a program of training trainers who could then train others at their own and other worksites. Training would be based on a widely distributed curriculum that will also prove of value to others not directly participating in the program. **The curriculum development and training trainers approach enables the program to have a "multiplier effect."**

The unique value of the Rutgers/IUC "Train the Trainer" Program will be the development and upgrading of individual skills prerequisite to achieving a safer and more competitive workplace.

Target Sector

Management and labor participants in Workforce Development Partnership grants will receive priority for training assistance.

Also, members of existing labor-management safety and health efforts from other worksites will receive such assistance.

The program will primarily focus on the manufacturing sector. Within the manufacturing sector, emphasis will be on recruiting participants from the fabricated metal, industrial machinery, electronic equipment, instruments, food, paper, printing, chemicals and pharmaceuticals, and plastics industries.

Program participants will be currently employed. Required program registration information will include the name and location of the employer.

Emphasis will be placed on recruitment of members of joint labor-management safety and health committees or similar efforts. According to the U.S. Department of Labor, roughly 62% of manufacturing facilities already have such committees in place.

Description of Program

The Rutgers Labor Education Department and the Industrial Union Council will, during a two and one-half year period, together develop and provide a six component occupational safety and health educational program designed to assist in the recognition and prevention of potential job-related safety and health hazards.

Although training trainers is listed as a distinct component below, this approach will be integrated into the overall program.

The components are:

- 1) Curriculum development;
- 2) Materials development for use in training and in the Individual Training Grant program;
- 3) Outreach and training for Workforce Development Partnership grantees;
- 4) Train-the-trainer programs;
- 5) Training sessions on key safety and health topics;
- 6) An occupational safety and health conference.

The following section will explain each of the six components.

1) CURRICULUM DEVELOPMENT

There are currently very few effective curricula designed for training workers on safety and health issues or for training workers to teach each others in this subject area. There is no such curricula, to our knowledge, geared for New Jersey. While various training manuals have been used by employers, unions, and academic institutions, few utilize a participatory methodology (see below) and most have not been evaluated for effectiveness.

The Labor Education Department will produce curricula and a training manual based on this curricula. It will incorporate the majority of materials needed by trainers, including key resource listings. It will be tested, refined, and then disseminated to recipients of Workforce Development Partnership grants. In addition, it will be distributed to New Jersey joint health and safety committee members and to interested members of management and labor. Notice of availability will be distributed to at least 1,000 members of labor and management.

Development of this curricula is an essential element of the Rutgers/IUC training program. An effective curriculum is prerequisite to effective training by the trainers developed through this program.

2) MATERIALS DEVELOPMENT FOR USE IN TRAINING AND IN THE INDIVIDUAL TRAINING GRANT PROGRAM

The LED, in consultation with , the Department of Labor Directorate of Labor Standards and Safety Enforcement, the Department of Health Occupational Health Service, and the IUC will develop a series of factsheets or brochures for use in both the training and for provision to the Labor Department for its distribution and use in the Individual Training Grant Program.

Materials produced would include non-technical factsheets or brochures on hazards and preventive measures in particular high demand occupations or industries. Content would be appropriate for the targeted educational level. The brochures would include recommendations on where to go for additional information.

Examples of such material could include explanations of widely applicable laws, such as OSHA, frequently encountered hazards, such as noise or ergonomic dangers, or materials on potential hazards in growing New Jersey occupations defined in the *New Jersey Occupational Outlook Handbook*.

Materials will be professionally reviewed before provision to the DOL.

3) OUTREACH AND TRAINING FOR WORKFORCE DEVELOPMENT PARTNERSHIP GRANTEES

An important location for occupational safety and health training is at specific worksites. A logical site to begin developing this training is with firms and workers who are currently recipients of Customized Training funds or may be future recipients. Safety and health training complements other vocational training. Since new skills, technologies, and production methods often involve new health or safety risks, such training is often needed. Training conducted at the employer's facilities would be done with the approval of management, and, if the employees are represented by a union, the employee representative.

Such training would also provide valuable training opportunities for the newly trained trainers (see below). It should be noted, however, that employer/employee training needs cannot always be promptly satisfied by worker-trainers using "perfected" curricula. Therefore, the LED will be prepared, using its professional staff or with subcontracted professional services, to directly provide such training.

Under this component we plan to initially sponsor an orientation program and model training session for recipients of Customized Training Grants.

Note: It is difficult to project how many training hours will result from component 3. Management and/or the employee representative will be expected to cover wage maintenance or reimbursement (if required) of trainees. Our budget projects maximum *potential* wage reimbursement necessary for a limited number of worker-trainers, although we anticipate that some trainers will have their wages reimbursed by their employer or unions.

4) TRAIN-THE-TRAINER PROGRAM

A key element of the LED/TUC program is the "Train-the-Trainer" approach. As noted earlier, this approach enables the program to have a "multiplier effect." Thus a critical outcome of the program will be a group of trainers who can effectively train management and workers in their own and at other workplaces and at continuing training programs sponsored by Rutgers, IUC, or other organizations.

Our objective will be to train at least 50 worker trainers. These trainers will learn by attending train the trainers programs and through actually teaching classes in the one day training sessions, in the conference, and in worksite-based training. Preparation time is a prerequisite for these trainers. Lost wage reimbursement for one day "run through" and preparation sessions for one day programs (component 5) plus conference preparation (component 6) is included in the budget.

5) TRAINING SESSIONS ON KEY SAFETY AND HEALTH TOPICS

The LED and IUC will jointly sponsor ten one day training programs on key safety and health topics.

Our objective is 50 participants for each session and 3500 training hours. The IUC will emphasize priority recruitment of participants in Workforce Development Partnership grants. Others involved in joint labor/management safety and health efforts will also be invited to participate.

Topics to be covered will come from the following tentative list:

- 1) Recognizing Chemical Hazards in the Workplace
- 2) Controlling Chemical Hazards in the Workplace
- 3) The Chemical Process Safety Standard/Toxic Releases to the Community
- 4) Access to Information About Hazards
- 5) Strengthening Joint Labor-Management Safety and Health Committees and Other Joint Approaches
- 6) Ergonomics
- 7) Job Stress
- 8) Medical Surveillance for Occupational Illness
- 9) Occupational Safety & Health Law
- 10) How to Be An Effective Trainer

A module on "Making the Workplace Safer and More Productive: Economics of Safety and Health" will be integrated into some of these sessions.

The curriculum and appropriate materials developed in Components 1 and 2 will be used. These programs will generally occur at the Labor Education Center in New Brunswick.

6) OCCUPATIONAL SAFETY AND HEALTH CONFERENCE

The Industrial Union Council will recruit 250 currently employed workers, especially members of joint labor-management safety and health committees, to participate in a seven hour training conference. This will result in 1,750 training hours. The conference will be based on the curriculum/training manual and will incorporate many of the elements listed in Component 5. Workshops will generally be taught by trainers developed by this program. The conference will be held at a central location in New Jersey (the Labor Education Center is too small to accommodate this program).

This conference will also offer the New Jersey Departments of Labor and Health an opportunity to publicize their occupational safety and health and customized training services.

Internal Program Assessment

We are very concerned about the effectiveness of our worker-trainers, the impact of the training program on each of the individual participants, and the impact of the program more generally on safety and health and productivity at the workplace.

The evaluation effort has six principal components:

- 1) The learning activities in each of our curriculum modules;
- 2) Surveys of participant reactions to our training;
- 3) Professional evaluations of our written materials and the content of courses;
- 4) Interviews with the trainers designed to elicit their evaluation of the program and the LED support they are receiving;
- 5) Reactions from technically qualified observers;
- 6) Evaluation of the impact of the training on workplace safety and health concerns and practices.

The progress of worker-trainers are closely monitored by experienced senior trainers, especially during the first few months after they have completed their initial training. The LED will oversee this quality control effort to ensure that trainers receive necessary support.

Each student's individual progress is measured during the learning process. The curriculum consists of a series of problem solving and information gathering activities. No small group moves on to the next activity until everyone in the group has successfully completed the previous activity. And our worker-trainers keep an eye out for people who are having any trouble with any aspect of the material. Often teaming this person up with someone else in the room solves the problem. Each participant completes an evaluation form for each activity. LED will compile and analyze the results.

In many ways, however, the most important part of our evaluation system is the measurement of the impact of our training on safety and health concerns and practices at the workplace. Interviews with workers and company officials, as well as surveys of all class participants, provide us with important data on this impact. A written "impact assessment" will be prepared at the end of the program.

Methodology

The Rutgers Labor Education Center and the Industrial Union Council have a long history with occupational safety and health education and with testing different training methodologies. It is our belief that an educated workforce is critical to making our industries safe and productive. That is why much of the training will be done by worker trainers.

Adult educators have learned the hard way that working adults learn best in situations that maximize active participation and involvement. Trainer-centered, lecture-style teaching methods often hurt the learning process, promote passivity on the part of workers, and devalue existing knowledge and skills.

The LED will use a variety of participatory, problem-centered training methods. We often use a technique called the Small Group Activity Method. Participants are put to work solving real life problems, building upon their own skills and experiences. They also use extensive factual data found in the training manual. This method is being used now by the Oil, Chemical, and Atomic Workers Union, the Aluminum, Brick, and Glass Workers, the United Auto Workers, the Service Employees International Union, and other organizations. They have found that this training method is particularly effective, with positive peer recognition of trainers a successful result.

It is important to emphasize that the skills gained by program participants are transferable to other areas, including teaching, product quality, team building, etc.

Qualifications of the Rutgers IMLR Labor Education Department and Staff

The Institute of Management and Labor Relations, Labor Education Department, Rutgers University-The State University of New Jersey is uniquely qualified to cosponsor this project. The Institute, founded in 1947 to "promote harmony and cooperation between management and labor," has provided high quality labor education to hundreds of thousands of workers and is recognized as a key source of such programs in New Jersey.

The Institute has sponsored many training programs on occupational safety and health. These have included safety and health training funded by the U.S. Occupational Safety and Health Administration "New Directions" program in the late 1970's. The N.J. Department of Health Occupational Health Service funded programs both on public and private sector employee occupational health and general hazard recognition from 1988-90. The DOH also funded the LED to produce "Hazardous Substance Fact sheets" required under State Law.

In November, 1989 the LED, under contract with the DOH, conducted a survey of public sector employers and employee representatives to determine the status of joint safety and health committees in public sector workplaces. The LED survey concluded, in part, that "Most disturbing of the results are those responses indicating that committees are not actively involving their coworkers in their efforts through education and training." It is this analysis, in part, that convinced us that the "train-the-trainer" approach is essential.

For many years the Labor Education Department, in cooperation with the New Jersey Department of Labor, has sponsored a Labor Internship Program whereby active trade unionists gain valuable experience and insight into state government.

The Labor Education Department is based in the Labor Education Center in New Brunswick, a centrally located, well known, and readily accessible facility with extensive classroom and meeting space that can accommodate much of the program.

The *Faculty Director* for Rutgers is Professor Susan J. Schurman. Since September, 1992 Professor Schurman has been the Director of Labor Extension, Labor Education Department, Institute for Management and Labor Relations, Rutgers - The State University. Schurman has overall responsibility for coordinating worker education and training programs in the Labor Education Department, including extension programming such as conferences, institutes, workshops, etc. Schurman was Director, Labor Studies Center, Institute of Labor

and Industrial Relations, University of Michigan. She has developed many curricula, including "UAW-GM National Paid Education Leave Program" (a 160 hour course which has been attended by 2,500 people), "Rouge Steel-UAW Local 600 Team Support Training" (a 32 hour course for large groups), and "Instructional Methods and Materials" (a 40 hour course on principals of adult learning, teaching concepts, group discussion methods, etc.). She has also coordinated numerous conferences, including "Healthy Work Environments, Healthy People: Participatory Approaches to Improving Workplace Health," "Strategic Education in the Construction Industry," and "The Role of Higher Education in Facilitating Labor-Management Cooperation."

Professor Schurman will provide general oversight responsibility for this project for Rutgers. In addition to administering the grant, Schurman will provide technical assistance in the development of curricula and materials and will participate as an instructor in the train-the-trainer program.

The Curriculum Consultant is Professor Michael Merrill. Merrill is an Assistant Professor in the Department of Labor Studies, IMLR where he has taught since 1985. Professor Merrill is also Senior Planning Consultant and Evaluation Director for the Oil, Chemical, and Atomic Workers International Union Hazardous Waste Training Program, Director of the Public Health Institute, and a Member of the New Jersey Department of Health Occupational Health Advisory Committee. He is currently coordinating the Union Leadership Academy extension program of the LED. Merrill has organized, designed, and implemented many labor and adult education programs including ones on occupational safety and health training efforts. He directed programs funded by the Department of Health from 1988-90. He has pioneered use of small group teaching methods among workers.

Professor Merrill will provide technical assistance in the development and internal assessment of curricula..

A **Project Coordinator** (100% to be hired) will provide direct day-to-day coordination of the project including curriculum development, materials development, training programs, internal assessment and validation, public liaison, and dissemination. He/she will supervise all project personnel employed by Rutgers LED and coordinate LED activities with IUC functions. In addition to performing project coordination activities, the Project Coordinator should have technical competence in safety and health training and be able to play a key role in curriculum development and training activities.

A **Training Specialist** (100% to be hired) will have primary responsibility for curriculum development and materials preparation as well as be capable of delivering some training. The Training Specialist will work with other project

national AFL-CIO affiliates. He also serves on the Occupational Health Advisory Boards of the New Jersey Department of Health, the Universities Occupational Safety and Health Educational Resource Center, and *New Solutions; A Journal of Environmental and Occupational Health Policy*. He has been nominated by Governor Florio to be a labor representative to the Pollution Prevention Advisory Board.

Engler will provide general oversight responsibility for the IUC. He will coordinate, administer, and directly participate in program recruitment efforts. He will participate and teach in the train-the-trainer effort and in training programs and the conference based at Rutgers.

Division of Responsibilities Between Rutgers and the IUC

As a *consortium*, Rutgers and the IUC will share responsibility for the successful implementation of this program. Rutgers and the IUC each have distinct but interlocking roles.

The Rutgers Labor Education Department will have primary responsibility for:

- 1) Design, drafting, production, and distribution (including publicity) of curriculum and materials (including utilization of professionals, such as an industrial hygienist, for technical review).
- 2) Train-the-trainer and training session agenda and presentation at Rutgers and at specific worksites.
- 3) Conference coordination and implementation.
- 4) Curriculum and program internal assessment, including reports to the NJDOL.

The Industrial Union Council will have primary responsibility for:

- 1) Recruitment of participants for training sessions at Rutgers, worksite-based training, and conferences. It should be noted that this is a labor intensive effort, requiring extensive personal contact and field work with many potential individual participants and local unions.
- 2) Identification and recruitment of worker trainers who have a central role in providing educational services.
- 3) Develop an ongoing Training Advisory Committee to help test and review curriculum and training materials.

personnel and with outside professional experts to develop training materials for the project.

A **Program Specialist** (50% to be hired) will provide administrative and technical support to project personnel, help with materials preparation, organize training programs and report preparation, and conduct other support duties.

Qualifications of the IUC and Staff

The New Jersey Industrial Union Council, AFL-CIO was founded in 1963 to represent the state's manufacturing sector workforce and unions. The IUC, although an independent organization, is part of the National AFL-CIO through its charter from the AFL-CIO Industrial Union Department. The IUC represents approximately 225,000 New Jersey workers who are members of over thirty different national unions. The IUC's unique network of unions in the manufacturing sector is essential to the success of this project.

The IUC has sponsored numerous educational programs on occupational safety and health issues, including ones on the OSHA Hazard Communication standard, the New Jersey Right-to-Know Act, the Toxic Catastrophe Prevention Act, the Public Employees Occupational Safety and Health Act, joint labor-management safety and health committees, etc.

The Rutgers Labor Education Center and IUC have worked effectively on joint projects in the past. The IUC, for example, co-designed and helped recruit participants to Labor Education Department occupational safety and health programs from 1989-90.

The IUC is based in Cranford, New Jersey at the United Auto Workers Region 9 Headquarters building.

The Project Director for the IUC will be Rick Engler. Engler is Director of Safety and Health Programs and Special Projects for the IUC. He is also an elected IUC Vice-President. He has been on the IUC staff since 1986. In 1975 Engler founded the Philadelphia Area Project on Occupational Safety and Health (PHILAPOSH), the nation's second oldest labor committee on occupational safety and health. Over the last eighteen years Engler has coordinated educational programs on safety and health that have been attended by thousands of union members, including fifteen conferences, beginning and advanced workshops on safety and health, and leadership training programs. He has designed curriculum and written numerous factsheets, articles, and reports on occupational safety and health topics. Engler is a member of the National AFL-CIO's Subcommittee on Occupational Safety and Health which includes the Safety & Health Directors of

4) Writing, design, and layout of *recruitment* materials. (Rutgers will arrange printing and mailing of these materials).

5) Establishment of a Consortium Advisory Committee to review and help promote this overall project.

6) Liaison with the national health and safety offices of unions to insure their support and participation.

Although each party has clearly defined responsibilities, the roles of the LED and the IUC are necessarily interlocked with each other. Regular consortium staff meetings will be held to insure efficient coordination of planning, scheduling, and implementation of all project components. A detailed project workplan that specifies the dates and subjects of training under Components 4, 5, and 6 will be jointly agreed upon by Rutgers and IUC. Major decisions will be made by consensus of the Rutgers Faculty Director and the IUC Project Director except as noted below.

Rutgers and the IUC will each be given the opportunity to interview and comment on all hiring of professional personnel or occupational safety and health professionals by the employing party. The IUC shall have the opportunity to review and provide comment on all written drafts of training materials and/or curriculum produced by Rutgers. Rutgers retains the right to decide questions of final content. Rutgers retains the right to copyright any material produced under this grant in order to protect its ability to make it available for public distribution. Rutgers will establish or use an existing account to deposit any program registration fees. Funds in this account will be used to cover the costs of nonalcoholic refreshments and food for program participants during training sessions. This fund shall also cover the costs of nonalcoholic refreshments and food at recruitment meetings organized by the IUC.

Budgets

This program is jointly coordinated by Rutgers and the Industrial Union Council as a *consortium* that is specifically defined in the Employment and Workforce Development Act. However, Rutgers and the IUC will receive, administer, and account for funds separately. Each consortium partner will comply with financial and auditing requirements of the Department of Labor.

The New Jersey Department of Labor agrees to provide a total of \$212,909 for the period November 15, 1993 to June 30, 1994. The Department agrees to continue funding of this project to June 30, 1996 at the amount described in the budget subject to the availability of Workforce Development Partnership funds through the annual state appropriations act.

What follows are the Rutgers Labor Education Department budget, the Industrial Union Council budget, and a summary of the total *project* amount from the Department of Labor. Each budget is for a two and one-half year period. For planning purposes we have begun with the second half of FY1994. The project period is November 15, 1993 through June 30, 1996. The initial period from November 15, 1993 through December 31, 1993 will allow funds to be expended for staff search and related startup costs.

Rutgers Labor Education Department, IMLR, Budget

	<u>FY 1994</u>	<u>FY1995</u>	<u>FY1996</u>
	<u>(6 months)</u>		
<u>Personnel*</u>			
Faculty Director (at 10%)	\$ 3,250	\$ 6,890	\$ 7,303
Project Director (100%)	25,000	53,000	56,180
Training Specialist (100%)	25,000	53,000	56,180
Program Specialist (50%)	9,091	19,273	20,430
Clerical	9,000	19,080	20,225
Subtotal Salaries	71,341	151,243	160,318
Fringe Benefits (At 29% of salaries)	20,689	43,860	46,492
Subtotal Personnel	92,030	195,103	206,810
<u>Professional Services</u>			
Occupational Health Physician 8 days @\$800		3,200	3,200
Industrial Hygienist 8 days @ \$300	900	1,200	300
Other Health & Safety Technical Experts	1,000	1,000	1,000
Education/Curriculum Consultant 20 days \$400	4,000	4,000	
Graphic Artist & Materials Preparation 50 days @ \$225	5,000	5,000	1,250
Bookkeeping, 20 days @ \$200	800	1,600	1,600
Subtotal Professional Services	11,700	16,000	7,350

*All salaries assume a 6% negotiated increase in each budget year based on the terms of the present labor agreements.

Time Wage Reimbursement FY1994 FY1995 FY1996

Funds in this category are used to insure the participation of rank and file workers in this program. Their participation -- and this -- would be possible without funds to replace their lost wages. Maintenance of wages, however, will first be sought from their employers and unions. If this proves possible, funds from this category would be utilized.

Rutgers and the IUC will attempt to have lost time for trainers (wage and benefit maintenance) paid by the employer whenever possible. If this is not achieved for particular individuals, both Rutgers and the IUC will help seek lost coverage from the appropriate local and/or international union. Each potential trainer will complete an application form developed by the IUC and Rutgers in which they will indicate the specific results of their attempts to secure funding for same from their employer and union. The IUC and Rutgers will develop written materials that explain the program and why employers and unions should provide lost time support. Lack of employer or union lost time financial support, however, shall not be a basis for rejection of applications from potential trainers as Lost-Time Wage Reimbursement funds are fully allocated.

Lost-time wage reimbursement is calculated at an average of \$175 per day per trainer-trainer. The total amount requested is projected as a maximum reimbursable amount. Rutgers will not transfer any monies from funds reserved in the Lost-Time Wage Reimbursement category to other budget categories (i.e. professional services).

Maximum Lost-Time Wage Reimbursement Requested
the Department of Labor for Worker-Trainers Only

<i>Curriculum Development</i>	\$ 1,575	\$ 2,100	\$ 1,050
<i>Research & Training for Workforce Development Partnership Grantees</i>	5,600	8,750	8,750
<i>On-the-Trainer Programs</i>		23,625	32,375
<i>Training sessions on key health & safety topics</i>		7,000	7,000
<i>National safety & health conference</i>			4,200
Total Maximum			
Reimbursement	\$ 7,175	\$ 41,475	\$53,375

FY1994 FY1995 FY1996

***Projected Lost-Time Wage Reimbursement Contributed by
Employers and/or Unions for Participation in Training-In-kind***

Lost-time wage reimbursement is calculated at an average of \$175 per day per participant. This may substantially underestimate the management contribution due to participation by salaried employees who earn more than \$175 per day.

*Outreach & Training for Workforce
Development Partnership Grantees
(Fully covered by employer or union)*

No Projected Estimate

<i>Train-the-Trainer Programs</i>		\$ 4,375	\$ 4,375
<i>Training sessions on key health & safety topics</i>	8,750	43,750	43,750
<i>Occupational safety & health conference</i>			43,750
Subtotal Projected Wage Reimburse- ment by Employers and/or Unions	8,750	48,125	91,875

Teaching Aids

FY 1994

HEPA Vacuum to Demonstrate Lead & Asbestos Removal	\$ 560
Variety of Respirators and Fit Test Kits	995
Smoke bottles & cartridges	25
Sound level meter & calibrator	700
Sensidyne Detector pump	700
Sensidyne Dectector pump tubes	350
Air Sampling Pump (with charger & clip)	600
Constant Air Flow Sampler Calibrator	995
Halogen Detector	225
Organic Vapor Detector monitors	400
Anemoter (Airflow measurement)	170
Variety of eye protection, glasses, goggles, shields	300
Variety of chemical protective gloves	300
Variety of chemically protective clothing	500
Variety of hearing protection devices	50
Subtotal Teaching Aids	\$ 6,870

FY 1994 FY1995 FY1996
(6 months)

Curriculum & Materials Development

1 Computer	3,000		
1 Laser Printer	3,000		
Software	1,000		
Travel for Staff & Trainers	1,000	1,500	1,500
Telephone (not line charges)	600	1,200	1,200
Room Rentals & Other Program Costs		1,800	3,000
Printing	3,500	4,000	1,500
Postage & Mailings	1,000	4,500	4,500
Office Supplies	1,000	1,000	1,000
Books & Technical Resource Materials	2,000	1,200	1,200
Photocopying	600	1,000	800
Total Direct	134,475	268,778	282,235
Total Direct Minus Potential Lost Time Expenditures	127,300	227,303	228,860
Indirect (3%) of Costs Not Including Lost Time	3,819	6,819	6,866
Total Rutgers (Direct & indirect)	138,294	275,597	289,101

Note again that the indirect rate has been calculated as a percentage of project costs that do not include funds for reimbursement of lost-time.

Rutgers Budget Notes

Professional Services

Funds for bookkeeping are needed to pay for proper recordkeeping and disbursements for the reimbursement of lost wages. This will require extensive time and is directly tied to the essential train-the-trainer nature of the program.

Lost-Time Wage Reimbursement

The funds in this category are used to insure the participation of rank and file worker-trainers in all aspects of this program. Their participation -- and this project -- would be impossible without funds to replace their lost wages. Maintenance of wages, however, will first be sought from employers and unions. If this is not possible, funds from this category would be utilized.

Lost-time wage reimbursement is calculated at an average of \$175 per day per worker-trainer. The total amount requested is projected as a *maximum* reimbursable amount. Rutgers will not transfer monies from funds reserved from the Lost-Time Wage Reimbursement category to other budget categories (i.e. professional services). Detailed records for all lost-time payments by Rutgers to worker-trainers will be maintained. Attendance records for participants when employers and/or unions maintain wages or cover lost wages will also be maintained by Rutgers.

Teaching Aids

Teaching aids for purchase were reviewed by a certified industrial hygienist with extensive training experience. This equipment will be maintained on-site by the Rutgers Labor Education Department.

Curriculum Development

The computer, printer, and software will be used for curriculum and materials production. No computer equipment at the Labor Education Department is available for this purpose.

Books & Technical Resource Materials

The first year budget includes purchase of technical materials required for curriculum and materials development. The LED will subscribe to the BNA's *Occupational Safety and Health Reporter* which is essential for staying on top of this field.

Other

The Labor Education Department will charge reasonable registration fees to cover costs of nonalcoholic refreshments and food for trainers and program participants. No state funds are requested to cover refreshments or food. Such fees are not reflected as income within this budget.

N.J. Industrial Union Council(AFL-CIO) Occupational
Safety and Health Training Budget

	<u>FY1994</u> (6 months)	<u>FY1995</u>	<u>FY1996</u>
Personnel			
Project Director (at 50%)	15,000	31,800	33,708
Recruitment Coordinator (at 100%)	20,000	42,400	44,544
Clerical (average 2 days per week @ \$15/hr. = \$120/day)	6,240	12,480	12,480
Subtotal Personnel	41,240	86,680	90,732
Fringe Benefits at 31% of Personnel	12,784	26,871	28,127
Professional Services			
Project Bookkeeping (@ \$200 day)	600	1,000	1,000
Audit	3,000	3,000	3,000
Materials Design/Layout	500	2,000	1,500
Travel (includes Automobile Mileage @28cents/mile, tolls, parking, etc.)	3,000	5,000	4,000
Rent & Utilities @ \$850/month x 79% Project use	4,706*	8,064	8,064
Telephone (not line charges) @ \$400/month x 79% Project use	2,212*	3,792	3,792

*Includes cost for period *December 1, 1993-June 30, 1994* (seven months). An additional one month has been added (December) to allow the project's programs to be functional by January 1, 1994.

	<u>FY 1994</u>	<u>FY1995</u>	<u>FY1996</u>
Postage	2,500	2,000	1,200
Office Supplies	1,000	1,000	600
Books & Outreach Resource Materials	600	600	600
Photocopying	300	600	600
Total Direct	72,442	140,607	143,215
Indirect* (3%)	2,173	4,218	4,296
Total IUC (Direct and indirect)	\$ 74,615	144,825	147,511

*The indirect rate includes mailing list maintenance, payroll processing, office and computer equipment maintenance, and volunteer stipends for additional clerical support.

IUC Budget Notes

Personnel

The Project Director will be Rick Engler. Engler is currently employed *part-time* by the Industrial Union Council. Funding from the project will *not* replace any part of this part-time salary but rather will enable the IUC to significantly expand its involvement in occupational safety and health training through employment of Engler for an additional two and one-half days per week.

Fringe Benefits

The IUC has one full time employee. There is no "preexisting benefit package." Benefits are designed to meet the needs of employees within a reasonable limit. The individual is free to choose the appropriate mix of benefits, including health insurance, life insurance, supplementary disability insurance. The budget reflects a percentage of payroll that could be devoted to fringe benefits.

Professional Services

Funding for clerical support will *not* replace any part of wages for existing clerical personnel. The IUC would hire a new individual in a part-time capacity to serve on this project.

The IUC has included funds for an annual audit of the IUC grant.

Materials Design/Layout

The IUC, in consultation with the Labor Education Department, will prepare recruitment materials and provide them "camera-ready" to Rutgers for printing and mailing.

Rent and Utilities

The IUC Headquarters consists of space made available by the United Auto Workers in its Region 9 office in Cranford. No additional space exists at this location to house this project. While space will be available at the Labor Education Center for Rutgers project staff, there is no space for IUC project staff. Therefore, the IUC will rent limited office space. An attempt will be made to secure space locally from another labor organization that could lead to below market rate rental cost.

We project that 79% of the total amount needed for rent and utilities will be used for this project. This percentage was based on the following calculation of total office use for *all* purposes: two full time staff + one clerical two days per week = 12 "staff days" per week. Since two and one-half of the Project Directors time will *not* be devoted to this project we calculated the percentage of non-project use to equal 21%.

Telephone

The same basis was used to calculate telephone costs.

Other

The IUC will establish a separate account for project funds. Any transfers between the IUC general account and this training fund account for personnel, tax, fringe benefits, rent, and utility expenditures will be based on the percentages or amounts explained above in order to simplifying payroll and related bookkeeping.

SUMMARY OF PROJECT BUDGET

	<u>FY1994</u>	<u>FY1995</u>	<u>FY1996</u>	<u>TOTAL</u>
Rutgers Labor Education Department	138,294	275,597	289,101	702,992
Industrial Union Council	74,615	144,825	147,511	366,951
Total Requested from New Jersey DOL	212,909	420,422	436,612	1,069,943
Employer/Union Projected In-kind Contribution	8,750	48,125	91,875	148,750

Method of Payment to Rutgers and IUC

Payment shall be advanced separately and directly to Rutgers and the Industrial Union Council. Payments shall be made on a monthly or quarterly basis in equal amounts. The first quarterly payments by the Department of Labor shall be transmitted to Rutgers and the IUC on or before December 1, 1993 so that the program can be fully operational by January 1, 1994. Each subsequent payment shall be transmitted by the Department of Labor on or before the first day of the calendar quarter (April 1, July 1, September 1, January 1).

Budget Modifications

Rutgers and/or the IUC may modify amounts within or between budget line items except as otherwise noted in this consistent with the purposes and functions outlined in this agreement. Written documentation of all such modifications shall be maintained. As noted earlier, no funds shall be transferred from the Rutgers Lost Time Wage Reimbursement Budget Line to any other Rutgers budget line.

Funds not expended in one fiscal year maybe expended in the subsequent fiscal year within the grant period consistent with the purposes and functions outlined in this agreement and with the written approval of the N.J. Department of Labor.

SECTION II-GENERAL PROVISIONS

1. DEFINITIONS

For the purpose of this document, the New Jersey Department of Labor is referred to as the "Department" or "Grantor"; the term "Grantee" refers to a company, agency, organization or consortium of same which has applied for and been granted funds under the Workforce Development Partnership Program (WDPP) for customized training services; and "Contractor" or "Subcontractor" refers to any company, agency, organization, individual or consortium of same retained by the Grantee or Contractor to provide any portion of the customized training services funded under this Agreement.

2. ALLOWABLE COSTS

Funds expended in this project shall be those as stated in the Budget Summary of this contract for the purposes and functions outlined in the approved application and program specifications set forth in this Agreement, unless changed by an approved modification. The Grantee or Contractor shall be entitled only to reimbursement for actual expenses incurred during the contract/grant period or during an approved extension agreed upon by the Grantee or Contractor and the Department and only in the amount specified in the Budget Summary. All obligations shall be liquidated within three months of the completion of the contract period or an approved extension.

3. REPORTING AND METHOD OF PAYMENT

A) Payments to the Grantee or on behalf of the Grantee shall be issued only after the services have been completed according to the schedule specified in this Agreement and upon receipt of the requisite financial and narrative reports and other forms required by the Grantor and upon appropriate certification by the Controller of the Department.

B) The following documents and reporting instruments are required to be submitted in a form satisfactory to the Department. In its discretion, additional reports may be requested by the Department.

1) Invoice/Voucher (Form AR 50-54) - If Non-State Agency, this form will be submitted for accrued

expenditures on a schedule approved by the Department with supporting participant enrollment information.

2) A Final Narrative Report shall be submitted by the Grantee within six (6) months of the termination of the Agreement setting forth the results of providing the customized training services funded under this Agreement.

C) Payments may, at the discretion of the Department, be made either in fixed amounts as determined by the Department to be reasonable to maintain an appropriate level of customized training services or in the form of reimbursement of actually reported expenditures.

4. PERFORMANCE

The Grantee assures that performance will be in accordance with, and within the period of, this Agreement and the approved application. The Grantee further agrees to comply with all applicable laws, ordinances, charters and regulations governing this Agreement, as well as with all assurances and certifications required by the Department. The Grantee is solely responsible for the performance of any Contractor or Subcontractor as stated in a contract or subcontract approved by the Department of Labor. The Grantor will interpret all reports and will decide the acceptability and progress of work performance.

B) The Grantee shall constantly monitor the performance of the grant supported activities to assure that time schedules are being met, projected work units by time periods are being accomplished and other performance goals are being achieved as applicable and as defined in the approved application and under this Agreement.

C) The Grantee shall inform the Department of the following types of conditions which affect program objectives and performance as soon as they become known: Problems, delays or adverse conditions which will materially affect the Grantee's ability to attain program objectives, prevent the meeting of time schedules and goals, or preclude the attainment of project work units by established time periods. This disclosure shall be accompanied by a statement of the action taken, or contemplated, and any Department assistance needed to

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secure satisfactory performance under the Agreement.

D) The Department may periodically make on-site visits to:

1. Review program accomplishments and management control systems;

2. Provide technical assistance as may be required; and

3. Perform fiscal monitoring responsibilities to ensure that funds are being properly expended and in a timely manner.

E) None of the work or services covered by this Agreement shall be contracted or subcontracted out without the prior written approval of the Grantor. Any work or services contracted or subcontracted out hereunder shall be specified in detail by written contract or subcontract. The Grantee and Contractor agree to impose similar conditions upon any Contractor or Subcontractor to ensure their compliance with all the terms of this Agreement. The Grantor retains the authority to review and approve or disapprove all contracts or subcontracts executed to provide the customized training services for which funding is being provided under the WDPP. At the Grantor's request, the Grantee or Contractor will promptly forward copies of any contracts or subcontracts and fiscal, programmatic and other material pertaining to said contracts or subcontracts.

5. RECORDS

All documents, patents, copyrights, data, studies, surveys, drawings, maps, models, photographs, films, duplicating plates, reports, plans and any other materials prepared by the Grantee or any Contractor or Subcontractor in connection with the grant are the property of said Grantee, Contractor or Subcontractor. However, the Department retains the authority to review such material for the limited purpose of determining the extent and quality of performance under the grant. Such materials shall be reviewed by the Grantor upon notice given to the Grantee or Contractor and shall promptly be made available to the Grantor for inspection. The Grantor agrees to take all reasonable steps necessary to safeguard the Grantee's, Contractor's or Subcontractor's proprietary interest

in these materials.

A) Record Retention

The Grantee or Contractor performing under this contract, agrees to maintain all records pertinent to all grants, contracts and agreements, including financial, statistical, property and participant records and supporting documentation for a period of three years from the termination date of this Agreement. The aforementioned records will be retained beyond the three years if any litigation or audit is begun or if a claim is instituted involving the grant or agreement covered by the records. In this instance, the records will be retained until the litigation, audit or claim has been finally resolved. The Grantee or Contractor agrees to insure that Contractors or Subcontractors retain records in accordance with these requirements. Upon termination of the contract between the Grantor and the Grantee, the Grantee shall be responsible for the maintenance and retention of records of any Contractor or Subcontractor unable to retain them.

B) Access to Records

The Grantor may investigate any matter it deems necessary to determine compliance with the New Jersey Employment and Workforce Development Act, P.L. 1992, C.43, any other relevant State laws or regulations. The investigations authorized by this provision must be reasonable and conducted in a manner that minimizes, to the extent possible, disruption to the Grantee's, or Contractor's place of business and may include examining records (including making certified copies thereof, with the exception of proprietary information), questioning employees, entering any premises or onto any site in which any part of a program of the Grantee or Contractor is conducted or in which any of the records of the Grantee, Contractor or Subcontractor are maintained.

6. MODIFICATIONS

Modification to this Agreement will be made in accordance with procedures prescribed by the Grantor effective at the time of submission of the modification.

A) The Grantee or Contractor agrees to submit a written modification for approval prior to changing any budget line item or

participant service level that is contained in this Agreement. Also, written modifications will be required for changes in the Training Specifications.

B) The Grantor, Grantee and Contractor agree to make any changes in this Agreement only through a written modification.

C) All modifications to this Agreement will be appended to and become part of this contract.

7. CONFLICTS OF INTEREST

The Grantee or Contractor shall avoid organizational conflicts of interest, and their personnel shall avoid personal conflicts of interest and appearance of conflicts of interest in receiving or awarding financial assistance and in the conduct of procurement activities in accordance with the code of conduct requirements of financial assistance programs set forth in applicable State laws.

Further, any gratuities in the form of entertainment, gifts or otherwise offered by the Grantee or Contractor, any agent or representative of the Grantee, to any office or employee of the Department, with a view towards securing this contract or securing favorable treatment with respect to the awarding, amending or the making of any determination will render the contract voidable at the option of the Department and may justify further action under applicable State laws.

8. MONITORING, EVALUATION AND AUDIT

The Department reserves the right to conduct an audit of the Grantee or Contractor on all WDPP funds provided pursuant to this Agreement.

At the request of the Department, the Grantee or Contractor agrees to have an audit of the customized training program conducted. To meet these requirements, the Grantee's or Contractor's audit reports must include auditors' comments on the Grantee's, Contractor's or any Subcontractor's compliance with material terms and conditions of the State grant agreement, State Aid programs, and applicable laws and regulations.

9. DISPUTES

The Grantee or Contractor agrees to attempt to resolve disputes

arising from this agreement by administrative process and negotiations in lieu of litigation. The Grantee or Contractor assure performance of this Agreement while any dispute is pending.

Any dispute arising under this grant or Agreement which is not settled by informal means shall be decided by the Grantor, who shall reduce the decision to writing and mail or otherwise furnish a copy thereof to the Grantee or Contractor. The Grantee or Contractor shall be afforded an opportunity to be heard and to offer evidence in support of its position. Pending final decision of a dispute hereunder, the Grantee or Contractor shall proceed diligently with the performance under the Agreement.

The dispute resolution mechanism described in this Section 9 is not exclusive and the Grantor, Grantee or Contractor preserves all rights in law and equity to pursue any claims that may arise after exhaustion of administrative remedies.

10. TERMINATION

The performance of work under this Agreement may be terminated in whole or in part for either of the following circumstances:

A) Termination for Convenience

Either the Grantor, Grantee or Contractor may request a termination for any reason. The Grantor Grantee or Contractor shall give 30 days advance notice in writing to the other parties to this Agreement of the effective date of such termination. The Grantee or Contractor shall be entitled to receive just and equitable compensation for any services satisfactorily performed hereunder through the date of termination.

B) Termination for Cause

The Grantor may terminate this Agreement when it has determined that the Grantee or Contractor has failed to provide the services specified or complied with any of the provisions contained in this contract or approved application or otherwise breached the terms of this Agreement. If the Grantee or the Contractor fails to perform in whole or in part under this Agreement or fails to make sufficient progress so as to endanger performance or otherwise breaches the terms of this Agreement, the Grantor

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will notify the other parties to this Agreement of such unsatisfactory performance or breach in writing. The Grantee or Contractor has ten (10) working days in which to respond with a plan agreeable to the Grantor for correction of the deficiencies. If the Grantee or Contractor does not respond within the appointed time with corrective plans satisfactory to the Grantor, the Grantor will serve a termination notice on the Grantee and Contractor which will become effective within thirty days (30) days after receipt. In the event of such termination, the Grantor shall only be liable for payment for services rendered prior to the effective date of the termination, provided such services are performed satisfactorily as determined by the Grantor and performed in accordance with the provisions of this Agreement and the approved application as determined by the Grantor.

11. TERMINATION OR REDUCTION OF FUNDS

The Grantee or Contractor agree that major changes in this contract, both in terms of program content and funding levels, may be required prior to its implementation or during the term of its operations due to new or revised legislation or regulations. The Grantee or Contractor agree that any such changes deemed necessary by the Commissioner of Labor shall be immediately incorporated into this grant.

Unearned payments under this Agreement may be suspended or terminated upon refusal to accept or satisfy any additional conditions that may be imposed by the Grantor at any time.

12. LIABILITY AND INDEMNIFICATION

The Grantee shall be solely responsible for and shall keep, save and hold the State of New Jersey harmless from all claims, loss, liability, expense, or damage resulting from all mental or physical injuries or disabilities, including death, to employees or recipients of the Grantee's services or to any other persons, or from any damage to any property sustained in connection with the delivery of the Grantee's services which results from any acts or omissions, including negligence or malpractice, of any of its officers, directors, employees, agents,

servants or independent contractors, or from the Grantee's failure to provide for the safety and protection of its employees, whether or not due to negligence, fault, or default of the Grantee. The Grantee's liability under this agreement shall continue after the termination of this agreement with respect to any liability, loss, expense or damage resulting from acts occurring prior to termination.

13. BONDING AND INSURANCE

The Grantee or Contractor shall ensure that every officer, director, or employee who is authorized to act on behalf of the Grantee or any Contractor or Subcontractor for the purpose of receiving funds into program accounts or issuing financial documents, checks or other instruments of payment for payment of costs, is bonded to provide protection against loss.

The Grantee or Contractor shall provide insurance coverage to protect against legal liability arising out of any activity arising under this grant or contract. Additionally, the Grantee is responsible for ensuring that any Contractor or Subcontractor provides coverage for the activities arising out of any contracts or subcontracts.

The Grantee and Contractor shall provide the Department with proof of bonding and insurance coverage upon full execution of this Agreement. The copies of certifications will show the bonding or insurance coverage, who is covered and the amounts. Bonding documentation will show the Department as the beneficiary. The normal bonding procedures of the Grantee or Contractor will be maintained. If no bonding procedures are established, the amount of bonding will be determined by the Department.

14. PROPERTY

The Grantee is responsible and accountable for all equipment and property purchased with funds under this Agreement, including purchases made by any Contractor or Subcontractor receiving payments on behalf of the Grantee. A current inventory of such property and equipment with a value of \$100 or more shall be maintained by the Grantee. Procedures for property records are outlined in the NJ SDA

Guide for Contracting and Property management and the Grantee shall follow those procedures. The Grantee agrees to provide the same security and safekeeping measures for property paid for under this contract as the Grantee provides for the same or similar property owned by the Grantee. The Grantee agrees to impose similar conditions upon any Contractor or Subcontractor engaged to provide services under this contract.

15. TRAVEL AND CONFERENCES

Conferences or seminars conducted by the Grantee or Contractor shall be held at the Grantee's or Contractor's facilities or at public facilities whenever possible.

16. PRICE WARRANTY

The Grantee and Contractor warrant that the rates quoted for services under this agreement are not in excess of the costs generally charged for the same services performed by the same individuals under other existing contracts or grants.

17. NONDISCRIMINATION

The Grantee or Contractor agrees to operate in compliance with the provisions of Title VI of the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, the U.S. Department of Labor's regulations at 29 CFR, Parts 31 and 32 and the Americans with Disabilities Act of 1990.

18. CONTRACT CLOSEOUT PROCEDURES

A) The following definitions shall apply for the purpose of this Section:

1) Contract Closeout.

The closeout of a contract is the process by which the Grantor determines that all applicable administrative actions and all required work of the contract have been completed by the Grantee or Contractor.

2) Date of Completion.

The date by which all activities under the contract are completed or the expiration date in the grant award document, or any supplement or amendment thereto.

B) The Grantee shall submit a closeout package within six months, unless otherwise extended by the Grantor, after completion of the contract period or termination of the contract. Closeout forms will be supplied by the Grantor.

In addition, a Final Narrative Report is required after completion of the contract period or termination of the contract. This report will include a summary of the results of program operation, successes, and/or problems and features that can be replicated.

C) The Grantee will, together with the submission of the closeout package, refund to the Grantor any unexpended funds or unobligated (unencumbered) cash advances except such sums as have been otherwise authorized, in writing, by the Grantor to be retained.

D) Within the limits of the contract amount, the Grantor may make a settlement for any upward or downward adjustments of costs after the final reports are received.

E) The Grantee is responsible for those costs found to be disallowed, including those of any Contractor or Subcontractor paid from funds under this grant or contract, and the Grantor retains the right to recover any appropriated amount after fully considering the recommendations on disallowed costs resulting from the final audit, even if a final audit has not been performed prior to the closeout of the contract.

F) The Grantee shall account for any property received from the Grantor or acquired with funds under this grant, including any property received or acquired by a Contractor or Subcontractor under this grant.

19. EXECUTION OF CONTRACT

This contract shall be signed by an officer authorized to bind the Grantee to provide customized training services under this Agreement.

20. GENERAL ASSURANCES

A) The Grantee or Contractor in conducting all activities under this approved contract assures and agrees that it will fully comply with the requirements of the New Jersey Employment and Workforce Development Act, P.L. 1992, C. 43, State regulations and directives governing this program.

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Claims Act, N.J.S.A. 59:1-1 et seq., the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq., and the availability of WDPP funds.

B) The Grantee or Contractor assures that it will comply with financial, participant, programmatic recordkeeping and reporting requirements, participant eligibility criteria and allowable costs specified in State instructions.

C) The Grantee or Contractor assures that it will fully comply with all Federal and State laws regarding child labor, wages, workplace and classroom safety and health standards and other laws.

D) The Grantee shall be responsible for providing workers' compensation coverage for any worker participating as a trainee in the customized training.

E) The Grantee agrees, as an essential condition for receiving funding for customized training services under the Workforce Development Partnership Program, that if it relocates outside of New Jersey within three (3) years from the effective date of this Agreement, the Grantee will promptly notify the Department and refund all money paid to the Grantor, including payments made to any Contractor or Subcontractor on its behalf.

F) The Grantee or Contractor agrees to retain only service providers located in the State of New Jersey to provide the customized training services funded under this Agreement.

G) This Agreement and the incorporated application contain all of the agreements and understandings between the parties. All subsequent changes, amendments and modifications must be made in accordance with the provisions of this Agreement.

H) If any one or more provisions of this Agreement are finally adjudicated to be unlawful or unenforceable by a court of competent jurisdiction, then this Agreement shall be construed as if such unlawful provisions had not been contained herein.

21. CONSTRUCTION

This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of New Jersey.

22. PROVISIONS TO WHICH AGREEMENT IS SUBJECT

This Agreement is subject to the provisions of the New Jersey Tort

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NEWS BY FAX

FROM THE

UNITED STATES DEPARTMENT OF LABOR

Office of Information and Public Affairs

201 Varick St., New York NY 10014

Contact: Chester J. Fultz

212-337-2319

718-884-0862 (home)

NY 234 - October 4, 1993

For Release: Immediately

OPERATOR OF EAST BRUNSWICK LANDFILL CITED BY OSHA FOR ALLEGED SAFETY VIOLATIONS FOLLOWING FATAL EARTH MOVER ACCIDENT

◆ VICTIM EXPOSED TO TOXIC GAS ◆

The U.S. Labor Department's Occupational Safety and Health Administration (OSHA) has cited R. W. Vogel, Inc., of Pfister Road, Jackson, New Jersey, and proposed a penalty of \$5,000 against the firm for an alleged serious violation of OSHA standards. The company has until October 25 to contest the citations.

According to OSHA area director Dennis P. Gaughan, the action results from an investigation begun following a fatal accident at the Edgeboro landfill, operated by R. W. Vogel in East Brunswick.

In the April 7 accident, an employee, Harvey Cottrell, of Union Beach, New Jersey, had been operating an earth mover to cover a landfill cell with clay when he suddenly and without apparent reason exited the cab of his vehicle. The earth mover continued to move, rolling over the employee and fatally injuring him.

The OSHA citation alleges that the firm caused the employee to be overexposed to hydrogen sulfide by failing to employ engineering and administrative controls to correct the condition and respiratory protection measures to safeguard the operator of the earth mover.

A serious violation is defined as a condition which exists where there is a substantial possibility that death or serious physical harm can result.

The investigation was conducted by OSHA's Avenel area office, located at Plaza 35, Suite 205, 1030 St. George's Avenue, Avenel, New Jersey, telephone (908) 750-3270.

This information will be made available to sensory impaired individuals upon request. Voice phone: (212) 337-2319; TDD phone: 800-347-8029; OASAM TDD message referral phone number: 800-326-2677.

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