

New Jersey  
One-Stop Workforce Investment System  
Unified State Plan

July 1, 2005 to June 30, 2009

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## Introduction

This document presents New Jersey's responses to specific questions posed by the United States Department of Labor concerning the first four years of the five-year plan period for New Jersey's workforce investment system. These responses build upon and update the original *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System* with the experience and new insights that have been gained over the life of that Plan.

The original State Plan provided the foundation for New Jersey's employer-driven One-Stop Career System, the consolidation of "to work" programs within a reconstituted State Department of Labor and Workforce Development, a viable Consumer Report Card for training providers, a focus on skills and literacy and a multitude of other State and local initiatives to sustain and improve New Jersey's workforce. We extended and refined some of the valuable work that led to the initial *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System*.

This Plan for July 1, 2005 through June 30, 2009 is a strategic effort linking the workforce development system with the economic development system to ensure that no worker or employer is left behind. The Plan is presented in a Q & A format according to the US Department of Labor questions posed in the Unified Plan Guidance of April 12, 2005.

## New Jersey's Vision for Workforce and Economic Development:

### ***Integration of Education, Economic Development and Workforce Development into a demand-driven system that promotes job, economic and personal growth***

(Governor's Office, NJ Departments of Labor and Workforce Development, Human Services, Education, NJ State Employment and Training Commission, Commerce and Economic Growth Commission, Commission on Higher Education; 2004)

***To create a climate where business, academia and government collaborate freely on innovation projects and programs to stimulate technology transfer between academia and industry that results in increased commercialization and manufacturing of products in New Jersey. This enhanced climate for innovation-based industries should be at such levels to act as a major stimulus to attract new business to New Jersey and to spur business growth and job expansion through the success of high tech and biotechnology businesses and the "spin-off" economic development that supports these businesses and their employees.***

(Commission on Jobs, Growth and Economic Development – created by the Governor to develop "an agenda for State investment in order to foster and support the creation of high-quality jobs, particularly in research and development, and . . . developing a statewide business plan for New Jersey; November 2002)

## Questions and Answers

### A. Vision and Priorities

WIA/Wagner-Peyser Plan requirements:

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

***New Jersey envisions a workforce investment system able to serve well the needs and demands of the workforce and the workplace.***

***New Jersey's workforce investment system must address the need that New Jersey's businesses have for a highly qualified workforce and also the rights of its citizens to be employed to their maximum potential and so that both may have their place in an ever-changing and global marketplace.***

***The workforce system's mission is to facilitate the continuous development of skills and competencies that enhance the***

***employability of the existing and future workforce; to promote sound leadership and organizational growth; to adjust to environmental change as it affects customer access and choice; and to assure the highest level of quality.***

New Jersey has developed a set of beliefs and understandings that has long directed the course of its various workforce investment programs. Central to this belief system is the State's "culture of cooperation" where State Agencies collaborate, partnerships are established between the State and localities, and the public and private sectors work together. A skilled and educated workforce can only be created and maintained if workers and businesses have access to a lifelong employment, training and education system responsive to the needs of the labor market. Indeed, the economic winners and losers of the 21<sup>st</sup> Century will be largely determined by whether a skilled and educated workforce is developed and nurtured and truly satisfies employer demand.

The growing wage gap between low-skill and high-skill jobs bears testimony that the acquisition of skills by the workforce is central to the health of the economy and the life chances of individuals. A manufacturing economy that could support a relatively low-skilled workforce with high wages has been replaced by an economy, including modern manufacturing, where literacy and technical skills are essential. Although the economy needs to produce a range of jobs that provide employment opportunities to workers with varying skill levels, advancement in most occupations will also require additional skills.

A modern, globally competitive and productive economy demands a workforce capable of learning new technologies, new organizational structures, and the necessity of working cooperatively in a culturally diverse workplace. The rapid pace of change in these areas means that education cannot end with a certificate of proficiency or even a college degree, but must be integrated into the work-life of individuals. Therefore, employment, training, and education programs must occur in the schoolroom and the workplace; the job requirements in this labor market require that the training of workers be a continuous process.

An America that does not encourage all of its workers to meet their full potential will be an America where a vast inequality of income will dominate. At every level of the occupational hierarchy—computer programmer to secretary, graphic artist to mechanic—all workers need to maximize their skills. To put it plainly, productivity is the key to generating wealth; a skilled workforce is the key to productivity. Hence, New Jersey faces an era of enormous change that in some ways is more profound than that of previous generations. Deep changes in the labor market have affected the skills demanded of the workforce, while reduced job security has put a premium on the ability of workers to adapt to these circumstances. New Jersey and the nation must rethink the way the workforce is trained to ensure that dislocations are kept to a minimum, and that individuals can attain the quality of life they have come to expect.

The workforce investment system must focus on customer access and choice, and engage in the continuous development of skills and competencies that enhance the employability of the existing and future workforce, promote sound leadership and organizational growth, and adjust to changes in employer demand. New Jersey's workforce investment system is built on a set of goals to ensure the economic prosperity of the State and all of its citizens.

New Jersey policy calls for the integration and consolidation of workforce investment and related programs through strong interagency collaboration, resulting in a seamless delivery of services and the reduction of unnecessary program duplication. These policies are a result of the collaborative planning process that has been ongoing since the genesis of the State Employment and Training Commission (SETC) in 1989. They reflect the cumulative consensus of the various planning initiatives and policy documents, the latter of which are included on the SETC web site [www.njsetc.net](http://www.njsetc.net).

## **Overarching goals**

### **System-wide Understanding of the Skill Demands of the Workforce**

The first goal is to ensure that the network of educational and workforce institutions has a fundamental and current understanding of the skills businesses need and that those skill requirements are inculcated into every facet of the design and delivery of our State's education and training programs. Similar to other states, the skill gap in New Jersey has been growing between those individuals who possess the occupational and literacy skills to meet employer needs and attain self-sufficiency and those who lack such skills. Moreover, the trend line for the future is clear: New Jersey employers will be seeking more highly trained and educated workers in greater numbers.

### **Imperatives for a Unified and Integrated Workforce Investment System**

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

New Jersey's overarching goals have led to the development of key workforce investment priorities for the State's workforce investment system. They are:

#### **1. Establish workforce development as a core value for the State.**

New Jersey has a long history of being in the forefront of advancing workforce policies and programs. Evidence includes the establishment of the State

Employment and Training Commission (SETC) in 1989 to engage key State agencies, together with the private sector, unions and other stakeholders in the workforce development system, in a policy-making process. Further evidence rests in the 1995 Governor's Executive Order #36, through which the State anticipated the passage of the Workforce Investment Act and established Workforce Investment Boards (WIBs) at the local level, replacing Private Industry Councils (PICs).

Through the leadership of the then Department of Labor and its support of the State Employment and Training Commission White Paper, *New Jersey in Transition: The Crisis of the Workforce*, the Governor made workforce issues a high priority of his Administration. Recently, additional significant progress has been made in addressing this most critical challenge:

***Workforce development was established as a priority by the Governor:***

- The Governor asserted the importance of workforce development both to the individual citizens and the businesses of the State, as well as to the economic development and growth of the State. In September 2002, the Governor urged New Jersey's participation in the National Governors' Association Policy Academy on *Creating the Next Generation of Workforce Development Policy*. He noted in his endorsement letter that "My Administration is committed to building a high quality and customer-driven workforce investment system that is based on the skills demanded by the labor market. . . . This can only be accomplished with a common understanding across State agencies and a commitment to transcend traditional bureaucratic barriers to achieve this public purpose."
- In November 2002, the Governor created the *Commission on Jobs, Growth, and Economic Development* for the purpose ultimately, "to ensure that New Jersey's workforce is trained to fill the new jobs created by the new knowledge-based economy." Plainly, this initiative demonstrated how embedded the issues of workforce development were becoming in the Governor's vision of the State's economy and in his formulation of strategic plans to foster its growth.
- Later that fall, in a widely attended conference sponsored by the State Employment and Training Commission, the Governor announced that improvement in the quality of the State's workforce constituted a major goal for his Administration. Furthermore, he proposed that all work-related programs and services be coordinated and consolidated under a single administrative umbrella within a new Department of Labor and Workforce Development.
- On January 16, 2003, a Governor's Workforce Summit, organized by the John J. Heldrich Center for Workforce Development at Rutgers University, served to illustrate in yet another forum the Governor's commitment to addressing the State's workforce challenges. The Governor shared his vision for meeting those

challenges including the restructuring of higher education and the consolidation of the work-related programs. He urged broad level support for these initiatives.

- On January 13, 2004, in his *State of the State Address*, the Governor remarked that the adequate preparation of the workforce, in the interests of workers, students and job seekers as well as the businesses within the State, was paramount to his Administration. That same day, the Governor signed the Reorganization Plan to consolidate work-related programs into the newly formed Department of Labor and Workforce Development.

***Workforce development was established as a priority by key State Agencies:***

- State agencies including the Departments of (then) Labor, Education, and Human Services, worked collaboratively, to establish a policy and procedural framework for a world-class comprehensive, consolidated, and integrated workforce development system that was planned, developed, and administered at the local level under State guidelines. This collaboration was accomplished by regular biweekly meetings of departments' top leaders and decision-makers and similarly frequent meetings of Departments' managers and line staff and local level Workforce Investment Board (WIB) and One-Stop staff and partners. Through these meetings, mutual understanding developed, partnerships were forged and strengthened, agreements were memorialized in formal Memoranda of Understanding and guidelines for service delivery models were prepared.
- A *State Advisory Committee* was formed composed of broad representation from the public and private sectors including business and industry, unions, social service agencies, legal service agencies, and State and local agencies in education, health, higher education, human services, and economic development. This Committee provided input into the consolidation planning process at a statewide level and assisted in the development of the local planning guidelines.

***Workforce development was established as a priority by local level agencies:***

- Multiple statewide roundtable sessions brought together representatives from key government agencies and private sector partners who were critical to the WIB planning process for consolidating and integrating all work-related programs as set forth in the Governor's fall 2002 announcement. These representatives, together with many others, engaged in the most comprehensive and inclusive workforce planning processes ever undertaken in the State. As local level teams, they developed plans for a truly integrated One-Stop service delivery system. Local plans were finalized by February 27, 2004.
- For each WIB, a *Local Advisory Committee* was formed made up of at least 29 required members, each representing a key stakeholder group, as specified in the State guidelines (developed under the advisement of the *State Advisory*



*Committee.*) These *Local Advisory Committees* served in an advisory capacity to the WIB planning process and in a review capacity prior to WIB submission of the plans to the SETC.

- WIBs also conducted focus groups to gather input from customers, particularly those from the business community, of the One-Stop Career System regarding their experiences in using the system and their needs for services. A number of the WIBs held public hearings to share draft plans and gather input.

## **2. Strengthen linkages to economic development and improve direct services to the business community.**

### Economic Growth Strategy

Governor Corzine has created an Economic Growth Strategy to increase New Jersey's competitiveness in the global economy. New Jersey must build on four strategic advantages that have driven its economic growth: our talented workers, strategic location, quality of life, and innovative businesses.

The overarching goal of the Economic Growth Strategy is to increase the number of well-paying jobs throughout the state by investing in the state's strategic advantages and addressing the challenges facing the state's economy. To accomplish this New Jersey will first focus on helping the businesses in the state succeed and prosper. Key industry sectors, such as financial services, information technology and communications, professional services, logistics, and life sciences are concentrated in the state because they depend on our talented workers and are in close proximity to large markets. Therefore, the state has targeted investments and existing resources to these key industries.

The Plan articulates the specific action steps that the state will take, in partnership with the state's business, labor, education, and community leaders, to encourage and support job creation. The plan has six priorities:

- Priority 1: Market New Jersey for economic growth by partnering with the state's businesses and helping them to grow and prosper for economic growth;
- Priority 2: Develop a world-class workforce by assisting the state's students and jobseekers to obtain the skills and education needed in a competitive global economy;
- Priority 3: Promote sustainable growth with a particular emphasis on the state's cities and make strategic infrastructure investments to support economic growth while protecting the environment;
- Priority 4: Nurture the development of new technologies, and ensure that the state continues to be a leader in innovation;
- Priority 5: Encourage entrepreneurship and the growth of small, minority-owned, and women-owned businesses; and
- Priority 6: Enhance the global competitiveness of New Jersey's businesses.

The Governor's number two priority in his Economic Growth Plan is to develop a world class workforce.

Businesses in New Jersey

agree that the quality of job applicants and the quality of their current workers are important to the vitality of their organizations. While many businesses provide training to enhance the skills of their employees, state government also has a critical role in improving education and workforce development.

To remain competitive in the global economy, New Jersey businesses and state government must work together to develop and maintain an even more highly educated and skilled workforce.

In order to accomplish this goal, New Jersey state government is working closely with education, business, and community leaders to enhance both our elementary and secondary education system and to develop a world-class higher education system.

Currently, New Jersey ranks third in the nation in the percentage of ninth graders who attend college after high school (52%). Sixty percent of these students complete a bachelor's degree within six years, ranking the state 11th in the nation. The state ranks fifth in the nation in college attainment, with 35% of heads of households having completed at least four years of college. New Jersey ranks seventh in the nation in the number of Ph.D. scientists and engineers per 1,000 workers.

The state's colleges and universities, however, do not prepare large numbers of future scientists and engineers. In fact, New Jersey ranks 29th in the nation in per capita science and engineering graduate students studying in state colleges and universities.

New Jersey's talented workforce has been a principal reason for the state's economic success. However, the state must build on current efforts to invest in and reform its K-12 and higher education systems to ensure future economic growth. In addition to enhancing the K-12 educational system, the plan focuses on a number of workforce development strategies that strengthen the partnership of the workforce development, educational and higher education systems.

#### Industry Workforce Advisory Councils

The workforce needs and challenges faced by businesses in key industries are constantly evolving due to new technologies, competition, and businesses practices. To ensure industry has a supply of skilled workers, the state is focusing on training and education investments to prepare its workers for current and future job opportunities.

To lay the groundwork for building a pool of qualified workers to meet industry needs, the state is creating Industry Workforce Advisory Groups for the key

industries. These groups include business leaders, union representatives and other stakeholders such as the State Chamber of Commerce to provide information to the state's workforce and education community. The first three industry councils to be formed are in the financial services, information technology and the life sciences industries.

#### Ready for the Job Initiative

To further guide the state's education and workforce investments, New Jersey is institutionalizing an education and training strategy for the key industries. To understand the unique and specific skills required by these key industries we will continue the Ready for the Job initiative.

The Ready for the Job initiative, supported by the Industry Workforce Advisory Groups, will determine the current and future workforce needs, identify workforce challenges faced by industries, and highlight steps that can be taken by educational institutions to meet each industry's specific workforce needs.

#### Innovation Partnership Institutes

To further ensure that the state's workforce and educational institutions adequately prepare New Jersey workers with the skills needed by businesses, the state has established Innovation Partnership Institutes (IPI) for key industries. These institutes, located at two and four year post-secondary institutions, are charged with developing industry-focused curricula. The Commission on Higher Education partnered with the Departments of Education and Labor and Workforce Development to implement this initiative.

The first grants awarded for Innovation Partnership Institutions are in three high growth areas: Financial Services, Information Technology and Biotechnology/Pharmaceutical. Each grant is \$150,000. These grants fund consortia which will create new curricula that respond to the emerging needs of businesses in the financial sector, the information technology sector and the biotechnology/pharmaceutical sector. Once developed, these new curricula will be available statewide for use by all New Jersey institutions. The Innovation Partnership Institutes are a cornerstone of Governor Corzine's Economic Growth Initiative to make New Jersey a better place to live and do business.

#### *Financial Services*

Lead: New Jersey Institute of Technology

In 2005, the Northeast Regional Economic Innovation Alliance (NREIA), comprised of educational partners, workforce investment boards and industry partners from eight northern New Jersey counties (Bergen, Essex, Hudson, Morris, Passaic, Sussex, Union and Warren), was formed in response to a U.S. Department of Labor federal funding opportunity - Workforce Innovation in Regional Economic Development (WIRED) to address regional workforce development. NREIA received a \$100,000 planning grant from the federal government to further develop its initiative which focuses on encouraging regional collaboration among public and private entities to develop a more highly skilled workforce in order to attract

economic development and jobs in the region. Partners within NREIA from Bergen, Essex and Hudson counties leveraged these efforts to become the recipient of the Governor's award to establish the Financial Services Innovation Partnership Institute. The Financial Services IPI will develop new curricula to better prepare students for growth occupations within the Financial Services Sector. Industry partners including Prudential Financial, Sovereign Bank and Mellon Financial will play a central role in defining the required basis of knowledge, defining industry based work-related standards and providing a cohesive set of recommendation to educators.

#### *Information Technology*

Lead: Camden County College

Information Technology (IT) workers must be able to build the underlying networks, develop technologies to get devices to communicate, and create the hardware that can handle the digital data. To address these issues, Camden County College in partnership with NJIT will create an Information Technology Innovation Partnership Institute to unite the efforts of key industry, state workforce development agencies and academic partners. This IPI will serve to streamline the transition from NJ public IT education programs to real-world IT employment in the state. The design of the IPI educational ladder will be based on the industry needs as expressed by experts from local IT businesses, including Verizon and Comcast. By allowing industry representatives to determine the competencies needed by current and future workers, and using these competencies as learning outcomes in the curriculum development process, the IT IPI will build the nucleus of an industry-led workforce development system.

#### *Biotechnology/Pharmaceutical*

Lead: Rutgers University

To be competitive in the international economy, the NJ Biotechnology/Pharmaceutical industry needs a pipeline leading towards careers in its companies. Under the Bio/pharma IPI Rutgers University will lead representatives of more than 200 biopharma firms and 34 education and training organizations to align the education and training resources with the workforce development needs of the bio/pharma industries of the state. By developing a shared understanding of the occupational and skill requirements of the biopharma industry, education and training organizations can review existing curricula and create new curricula to address skill gaps. These curricula will span secondary schools through post-graduate research to strengthen connections among the partners and improve the biopharma workforce

#### Workforce Innovation in Regional Economic Development

In November of 2005 the United States Department of Labor (USDOL) released a solicitation for a new program, Workforce Innovation in Regional Economic Development (WIRED). Rather than a grant seeking to provide a specific service for

the population or a specific population for services, this effort was searching for new approaches for the development and delivery of workforce development services.

The focus of WIRED is on the demand industries in a region. While a labor market may not match political boundaries, employers are interested in a skilled workforce that can become part of a successful, profitable concern. To that end, training opportunities should be developed based upon industry requirements rather than provider location.

WIRED also recognizes that it is through innovation and entrepreneurship that new business get started and jobs created. Small business accounts for a preponderance of new job opportunities hold significant patents and provide many of the exports that other nations purchase from our country. These businesses account for an ever-increasing part of our economy.

Despite stringent application requirements and tight timeframes, the State of New Jersey was able to submit three applications, the maximum allowed for any state. Two of these applications were for regions within the state. The first was for the northern part of our state which includes more than 50% of the population and whose commutation patterns indicate that this is a large regional economy. The second was for a smaller region in Central New Jersey which represented a significant number of people and businesses impacted by the closing of a major military installation. The third application was a partnership with two neighboring states, Pennsylvania and Delaware.

Northern New Jersey is a densely populated area that in the past was a bastion of manufacturing. Over the years, manufacturing has diminished and has been replaced by a number of different industry clusters that include health care, transportation with the related clusters of logistics and distribution, and others. In addition to the two specifically stated clusters, the regional application also considered advanced manufacturing, entertainment/arts and retail. This application was not selected as a recipient of one of the original WIRED grants. Instead, it was selected as what was then termed a "Virtual" grant designed to mentor and expand the planning process for what was viewed as a positive proposal.

The application for Central New Jersey looked to build upon the technical nature of Fort Monmouth, targeted to close as part of the BRAC (Base Realignment Advisory Commission) process. The fort has focused on solutions to technology problems with an emphasis on communications. The proposal attempted to describe a method that would provide training in related fields that would result in making the area a desirable location for the industry. This proposal was not accepted by the USDOL.

Our joint application with partnering states was built upon the importance of the Life Sciences industry. This cluster plays a significant role in the economies of all three states. The application created a region that includes 8 counties from Pennsylvania, 5 from New Jersey and 1 from Delaware; all of which were within 50 miles of

Philadelphia. For the purposes of the grant, Life Sciences has been defined to include pharmaceuticals, bio-technology and medical devices. The cluster accounts for tens of thousands of jobs in the region and was also selected as a “Virtual” region.

Both Virtual areas participated in the ongoing USDOL activities related to the WIRED initiative. Planning sessions were held to further discussions that were part of the proposal drafting. Each was also successful in attaining other grants based upon partnerships developed through the WIRED process. The group from North Jersey, the North Jersey Economic Innovation Alliance, was the recipient of New Jersey Governor Jon S. Corzine’s first Innovation Partnership Institute, targeting the development of transferable curriculum for education in the financial fields. The Tri-State Partnership, the Delaware Valley Innovation Network, was granted a High-Growth Partnership award from the USDOL for Advanced Manufacturing.

This past winter each area was selected to become what is now termed a “Second Generation” WIRED grant from USDOL for an additional \$5 million. Both groups are actively involved in completing implementation plans and looking towards a future where their respective involvement can result in improved curriculum and capacity in the clusters that are important to the respective economies.

Recently we have submitted another WIRED application concentrated on the bio-pharma region of New Jersey. The application would cover the area included in the previously rejected area with some additional counties. This region is the heart of our pharmaceutical industry including some of the largest drug companies in the world and the communities that house the respective employees.

### Business Resource Centers

To meet the needs of businesses more effectively, the State established Business Resource Centers (BRC) in nearly every comprehensive One-Stop Career Center. The purpose of the Business Resource Centers is to provide employers with a professional business environment to recruit workers and offer greater access to a full spectrum of valuable resources and services. Each BRC is comprised of One-Stop Career Center staff who work in partnership with other agencies such as the local Chamber of Commerce, WIBs, community colleges, local banks, and community-based organizations, to provide the needed services, as a “single point of contact.”

Based on statewide guidelines, each WIB designed a business service facility and strategy and identified its core business services and how they will be delivered. In addition, each WIB was required to (a) identify and invite appropriate private and public agencies to join in the BRC partnership, and (b) specify what indicators will be used to track service delivery and measure and report performance. The State’s first Business Resource Center opened in Camden in 2003.

Business Resource Centers provide the State with a unique opportunity to communicate with employers. The State cannot only learn what employers need and value, but also can share helpful information about the vast array of services available for employers.

**3. Motivate and facilitate the alignment of the State's community college system with the workforce development system.**

Planning Strategy For Local Workforce Investment Boards To Strengthen Collaboration Among County Colleges, One-Stop Career Centers and Other Partners

On December 18, 2006, State leaders from the Department of Education, Commission on Higher Education, Department of Labor and Workforce Development, and State Employment and Training Commission Chair, John Heldrich – brought together representatives from local workforce development, education and economic development agencies to discuss the Governor's *Economic Growth Strategy for the State of New Jersey* and the critical role of the workforce development system in its implementation and ultimate success. The discussion underscored the need for a planning process centered on two important goals:

- (1) *Aligning* local workforce development initiatives, reinforced by integrated and coordinated State-level support, with both the Governor's *Economic Growth Strategy* and the dynamic, local and regional labor demands; and
- (2) *Optimizing* the workforce development system – historically under-funded and recently prey to new budget cuts – by making it increasingly more flexible, efficient and effective.

In a first step toward realizing these goals, Workforce Investment Boards (WIBs) will engage in a process to enhance the quality, nature and degree of collaboration between the County Colleges and the One-Stop Career Centers. This process will result in the update of the WIB's plan for the remainder of the five-year plan period, and be a first step in satisfying local planning for the soon-to-be reauthorized Workforce Investment Act (WIA). (More information about the planning strategy is in Attachment 5.)

New Jersey Community College Compact: On November 4, 2003, Executive Order #81 established the New Jersey Community College Compact, a new partnership between the State of New Jersey and New Jersey's community colleges. This Compact sets forth as one of the goals, making "recommendations in the deployment of community colleges in support of statewide workforce development initiatives administered by the New Jersey Department of Labor." Through this Executive Order, the involvement of the State's community colleges in the workforce development system was promoted and extended.

College Credit for Apprenticeship Training: In the fall of 2003, the SETC convened a series of meetings of key stakeholders to explore the feasibility of awarding college credit for apprenticeship training in the building and construction trades. This initiative was endorsed by the Governor and showcased. Presently, community colleges are drafting articulation agreements for apprenticeships for the Inside Wiremen, Technician or Installer, Carpenters, Ironworkers and Insulators trades, with several other trades ready to follow. This initiative will be extended to include a wide variety of apprenticeable occupations. (See more about the NJPlace initiative in response to question (v) 5)

**4. Create a flexible and adaptive comprehensive, integrated, demand-driven workforce development system that is responsive to employer, job seeker, and worker needs.**

Demand-side Skill Assessment Project: Although the goal of a demand-driven workforce development system is not new to New Jersey, it was only recently that the State embarked on the requisite research and outlined a strategy for communicating more effectively information about demand occupations and the skills they require. The SETC contracted with the John J. Heldrich Center for Workforce Development, Rutgers University (Heldrich Center), to collaborate with four WIBs to gather information regarding the skills required by specific industry clusters, including emerging technologies within the State. This information is now available in report form and on a web site to provide easily accessible career information for students, counselors, and parents at [www.NJNextStop.org](http://www.NJNextStop.org). To further dissemination and encourage usage, the Heldrich Center conducted one-day symposia explaining demand skills and demonstrating the web site for K-12 guidance counselors and subsequently for higher education personnel. In addition, the SETC and the Heldrich Center have demonstrated access to the web site to a wide variety of public and private sector groups concerned with developing a workforce with applicable skills. Reports were distributed to schools, State agencies, WIBs, One-Stop Career Centers, and institutions of higher education.

Consolidation of the One-Stop Career Centers: The State mandated that all One-Stop core partners must be collocated in the comprehensive One-Stop Career Centers. Core partners include the Workforce Investment Act, employment service, unemployment insurance and vocational rehabilitation programs. Facilities have been renovated and new space acquired to achieve this goal. Integration plans were developed to ensure the seamless delivery of all workforce services. With the consolidation, Temporary Assistance for Needy Families (TANF) is also a mandatory One-Stop partner.

Local Planning Process: As described above, a comprehensive planning process at the State and local levels was designed and implemented. The guidelines for the local process stressed that the analysis of the current local One-Stop Career System and the design of the future system had to be thorough and that all stakeholders had to participate fully in the process. At the end of the planning cycle, local planners



and workforce system stakeholders reported, unequivocally, that the process had a profound effect, not only on their understanding of client needs, service requirements and challenges ahead for their One-Stop systems, but also on the quality of their plan for an integrated workforce system. (See Attachment #3)

Certification and Chartering: The Department of Labor and Workforce Development (LWD) and the SETC have joined forces to set statewide standards for the State's One-Stop Career Centers. Specifically, the State developed a Certification protocol and standards to assess each One-Stop Career Center's compliance with federal and State requirements. Building on this foundation, the SETC developed additional Chartering standards that go beyond minimum requirements to provide integrated, comprehensive quality services to customers (see WIB Handbook Attachment #2). Ultimately, Charters will be awarded to those Centers that meet these higher standards.

Next Steps: Next Steps in strengthening One-Stop Career Centers include:

- Assisting and monitoring local areas in implementing their plans for One-Stop Career Centers, including capacity-building and cross-training of frontline staff;
- Strengthening the WIBs;
- Planning for system-wide performance measurement with the help of the NGA Policy Academy faculty; and,
- Enhancing the ability to respond to the needs of out-of-school youth, offenders, and other target populations.

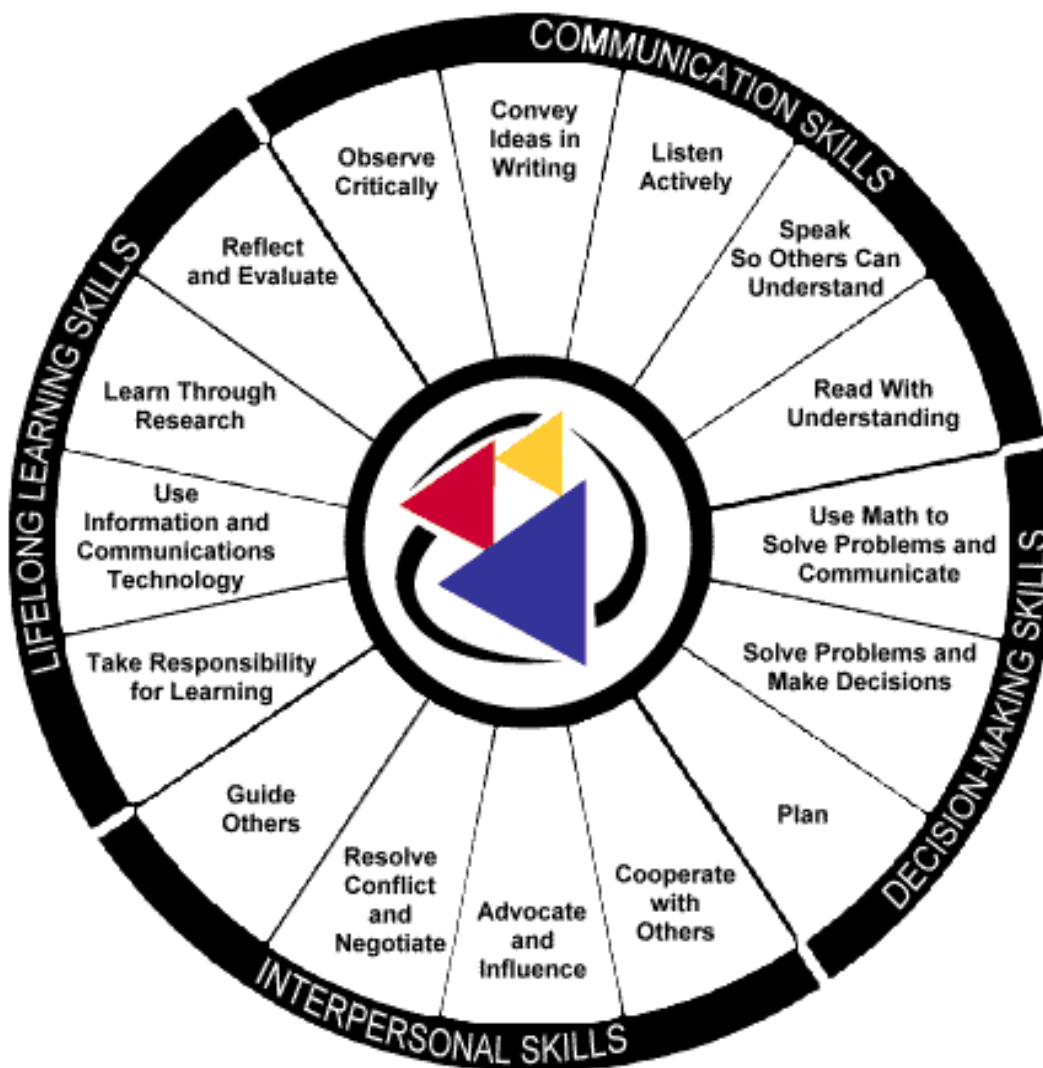
## **5. Make adult education and literacy a top priority.**

Adult education and literacy remain top priorities for the State as evidenced by continued financial commitments in these areas. Whether through grants to dislocated workers to assist with retraining efforts or helping companies offset the costs associated with keeping their current workers up to date on the latest technologies, the State has a strong track record with both customers. The mix of training supported varies from the latest technical innovations in the manufacturing or bio-science area, to basic math, reading, and computer skills required for entry level employment in virtually all industry sectors today.

New Jersey established a statewide literacy program in the One-Stop Career Centers to ensure workers acquire the basic skills to be work ready. To date, New Jersey has 40 *Workforce Learning Links* located in One-Stops and partner agencies.

New Jersey is one of seventeen states that has adopted Equipped For the Future (EFF) Content Standards as a statewide literacy framework. The 16 EFF Content

Standards define the knowledge and skills adults need to successfully carry out their roles as workers, family members, and community members. As depicted on the following EFF Skill Wheel, the 16 skills are clustered into four categories, Communication Skills, Decision-Making Skills, Interpersonal Skills, and Lifelong Learning Skills. These skills focus clearly on what adults need literacy for in their everyday lives while at the same time aiming at results that are important to the workforce investment system.



**EFF Skill Wheel**

As such, EFF is reflected in New Jersey's WIA Title II Notice of Grant Opportunity (NGO) and in statewide training plans for literacy staff. Consistent with this commitment, we are participating in the EFF Work Readiness Credential project initiated by the National Institute for Literacy and four founding member states, of which New Jersey is one, and national partners including the former National Skills

Standards Board, the National Association of Manufacturers, the National Retail Federation, and the National Chamber of Commerce in Washington, DC, where the credential is now housed. There are currently six state partners participating in the research to develop the Work Readiness Credential. The Credential will define a national common standard of work readiness that will certify that individuals have the knowledge, skills and abilities they need to succeed in entry-level work in the 21<sup>st</sup> Century workplace.

The above State goals and priorities were based on the following Core Principles that support the State's vision for the integration of education, economic development and workforce development into an employer-driven system that promotes job, economic, and personal growth.

### **CORE PRINCIPLES**

- **A successful workforce investment system must be consumer-based and market-driven.**

This requires institutions and agencies involved in employment, training, and education programs to be guided by the demands of the labor market. It is the primary task of such programs to bridge the skill gap that separates individuals from jobs and employers from productive employees. Such a system must ensure that the labor exchange process—the way that workers find the right jobs, and that employers find workers with appropriate skill levels—works efficiently and effectively.

- **The workforce investment system must be performance-driven and outcome-based—it must be accountable.**

The true measures of success of the workforce investment system must include, but not be limited to, the consistency of employment and the level of wages paid. The purpose of the workforce investment system is to enhance citizens' standards of living by providing productive workers to employers. While certain other outcomes may result, for example, in improved self-esteem for customers, good jobs at good wages are the most important outcomes.

- **Attainment of fundamental levels of literacy and basic skills lies at the heart of the workforce investment system.**

All literacy partners play a critical role in the integrated workforce investment system. Literacy providers must work with the other One-Stop partners to create a system to ensure that all customers in need of literacy services are well served and that they have access to all other services of the One-Stop system. All literacy providers will use the EFF standards-based approach for the delivery of services.

- **There must be full utilization of all potential workers.**

The changes in the demographics of the workforce necessitate changes in the way people are educated. The current and future workforce will be comprised of increased numbers of racial and ethnic minorities, single parents, persons with disabilities, the economically disadvantaged, non-English speakers, immigrants, and women. The system must be fully accessible to these populations by integrating their special needs and concerns into workforce investment services. This will require the development of specific strategies to eliminate barriers to employment.

- **Employers and workers must be involved in governance at all levels of the system and in defining the outcomes to be achieved.**

Decision-making structures at all levels of the system must be redesigned based on the needs of employers and job seekers so that those needs are the foundation of the delivery system.

- **The system must provide access to lifelong learning.**

The One-Stop system in New Jersey must be a fully integrated system that provides comprehensive services not only to those most in need, but also provides the link between any individual and the full array of New Jersey's education, employment and training opportunities.

#### The Vision for One-Stop Career Centers

One-Stop Career Centers will function as a single entity capable of meeting the needs of a range of employment, training, education and other work-related services to individuals and businesses. The “no wrong door” philosophy will prevail with all participating agencies operating as part of a team.

New Jersey's workforce investment system is being built on a set of goals to ensure the economic prosperity of New Jersey and all of its citizens. The State envisions a workforce investment system that serves the needs and demands of the workplace. This includes the needs and demands of employers and students, workers and those seeking employment.

The workforce investment system's mission is to ensure that the needs of New Jersey's citizens to be employed to their maximum potential and the needs of business to have access to a highly qualified workforce to ensure global competitiveness in an ever-changing world are met. The system facilitates continuous development of skills and competencies that enhance the employability of the existing and future workforce; promotes sound leadership and organizational growth; and, adjusts to environmental changes as it focuses on customer access and choice, assuring the highest level of quality.

## **2. What are the State's economic development goals for attracting, retaining and growing business and industry within the State? (Sec. 112(a) and (b)(4)(A-C).)**

### **A "Team" Approach**

New Jersey's business retention and attraction strategy starts with its team approach to addressing workforce development and economic development with the private sector. The State "team" consists of the New Jersey Commerce, Economic Growth and Tourism Commission, the New Jersey Economic Development Authority, Department of Labor and Workforce Development (LWD), and the Department of Treasury. All major State economic development projects involve the close and regular coordination among these agencies. LWD is charged with the leadership role on all workforce development issues within the team. A communication mechanism is in place to ensure that all agencies are kept abreast of any issues surrounding a project. Similar teams have been developed locally that utilize the field staff from each of these entities to work with smaller employers. In addition, LWD participates on all the major economic development boards and commissions in the State. Further, the Vice President of the New Jersey Business and Industry Association, the State's largest business organization representing over 23,000 members, chairs the LWD's State Employer Council, a further indication of the kind of relationship that exists between the State's business community and the workforce investment system.

### **A Smart Growth Strategy and Urban Enterprise Zones (UEZs)**

New Jersey has adopted a Smart Growth strategy for land use planning that extends to its economic development objectives. Smart Growth principles are being followed to guide development to areas in which infrastructure already exists, or is being planned, to ensure that economic expansion happens within an existing framework. Within that framework, and working in strong partnership, the State's goal is to first and foremost retain businesses and grow the economy in the following sectors: manufacturing, biotechnology and life sciences, financial services, logistics, telecommunications, and tourism and hospitality. This goal is achieved through a combination of strategies and incentives conducive to keeping these sectors viable in New Jersey. For example, 31 Urban Enterprise Zones (UEZs) have been established, impacting 37 cities in which significant tax incentives, such as tax-free purchasing opportunities, preferred lending, rebates on unemployment insurance payments, priority for workforce development grants, among other benefits, are available to retain and attract companies to urban areas. These incentives, in addition to what local municipalities can offer in terms of tax abatements, has created an attractive environment encouraging small to midsize manufacturers to locate in these zones. In the financial services sector of Northern New Jersey, Jersey City has become an extension of headquarter centers previously concentrated in New York City (NYC) because of a lower tax burden, tax advantages of being located in a UEZ, strong transportation links for its workers, and the need to decentralize banking and investment operations from the NYC area. The Department of Labor and Workforce Development is a key member of the UEZ Authority, providing for

the opportunity to address the workforce development requirements of firms located in the zones.

## **Innovation Zones**

Innovation Zones create partnerships of the business, higher education and workforce system to stimulate research, economic growth and employment.

Created by Executive Order #128, Innovation Zones are technology neighborhoods that have been established in Camden (South Jersey), the greater New Brunswick area (Central Jersey) and Newark (North Jersey) to spur collaboration among the State's public research universities, medical research facilities and technology businesses to encourage the more rapid transfer of discoveries from the laboratory to the marketplace. The locations were chosen because of their concentration of existing technology assets as well as commercialization centers planned or developed by the New Jersey Economic Development Authority (NJEDA). NJEDA is a quasi-public entity that is the major financing arm of State government and closely associated with the Department of Labor and Workforce Development to facilitate the ongoing connection of workforce development and economic development. NJEDA's goal is to help attract new technology companies to these Zones by creating ideal environments for strategic alliances that will result in business growth and job growth. Addressing the skill requirements of these companies is critical to the growth of these companies. Strong Workforce Investment Boards and One-Stop Career Centers in these three geographic areas will significantly benefit companies locating in the Innovation Zones.

## **Business Employment Incentive Program**

The State's Business Employment Incentive Program (BEIP) is used to attract business to the State. As an incentive to locate in New Jersey, or expand an existing facility, companies can receive a rebate on State income taxes withheld on behalf of their workers.

On the workforce development side, the Department of Labor and Workforce Development utilizes the Customized Training program to address the education and training demands of business as an important way to attract and retain companies. Through these incentives and other resources, the State intends to retain as much of its manufacturing base as possible, with an emphasis on technology-based companies; trade on its heavy concentration of pharmaceutical and biotechnology firms to attract more employers in this sector; leverage its advantages as a transportation hub for port, rail, air, and highway to expand the logistics industry; rebuild the telecommunications sector as a result of mergers in the industry, particularly involving Verizon; continue to expand the financial services industry within the Northern New Jersey region as major banks and investment companies seek to establish redundant operations outside the NYC area; and, strengthen and expand the tourism and hospitality sectors starting with the expanding casino market in Atlantic City.

## Transportation Resources

The success of New Jersey's economy is highly dependent upon the efficient use of transportation resources. Greater efforts are being made to address the workforce development challenges of firms and workers within the transportation sector. For example, the explosive growth of the State's port facilities brings new skill requirements, many of which are now associated with domestic security. They have become part of the new "basic skills" component of many jobs, particularly in the manufacturing and logistics sectors. There has been an increasing demand for workers in warehousing and distribution facilities. Because of New Jersey's proximity to Boston, New York, Philadelphia, Washington, and other locations, there has been significant interest in firms wanting to take advantage of our major highway systems to move their products. Consequently, major warehouse and distribution facilities have been established in the Mercer and Middlesex County area (Central NJ) and in Camden, Gloucester, and Salem Counties (Southern NJ). Our casino industry in Atlantic City employs more than 43,000 workers. The expansion of that industry can only continue if there is confidence that current and new workers can get to their places of employment without interruption. This is vital to an industry that literally operates around the clock. Our workforce development efforts will continue to support these and other economic development projects that take advantage of our established transportation system.

### Governor's Project on Entrepreneurship

Established in the spring of 2004, the Governor's Project on Entrepreneurship, through the New Jersey Commerce, Economic Growth and Tourism Commission, seeks to increase the role of State government in fostering New Jersey women and minority entrepreneurship. The project is fueled by the fact that although New Jersey is home to some of the largest corporations in the world, its economy is primarily driven by small and midsize companies. This entrepreneurial energy is what helps the State survive the ebbs and flows of the U.S. economy. To further unlock this economic engine, the project seeks to leverage State assistance in communities where entrepreneurship needs to be encouraged.

The Governor's Project on Entrepreneurship works with partners to develop half-day seminars, full-day conferences, and other events that connect entrepreneurs with State government resources and give them the opportunity to network with their peers. Since its inception, the project has partnered with various organizations, including the Entrepreneurial Training Institute of the New Jersey Economic Development Authority (EDA), the Rothman Institute of Entrepreneurial Studies at Fairleigh Dickinson University, the New Jersey Association of Women Business Owners (NJAWBO), the New Jersey State Chamber of Commerce, the Metropolitan Trenton African American Chamber of Commerce (MTAACC), the New Jersey Commerce, Economic Growth and Tourism Commission, the New Jersey Department of Labor and Workforce Development, including the Self Employment Assistance program, and Johnson & Johnson. These collaborations have resulted in successful events that have put many women and minorities on the paths to starting and growing their own businesses.

New Jersey envisions a future where the employment, training and education systems are finely adapted to the demands of the labor market as defined by the present and evolving human resource needs of the business sector. Furthermore, the State is committed to ensuring that the opportunity to be a productive worker is extended to those members of society such as school drop-outs, welfare recipients, older workers, racial and ethnic minorities, veterans, individuals with disabilities and women, who are too often prevented from reaching their full potential. Achievement of these goals will require a sustained effort to transform the workforce investment system into one that has as its core mission the needs of employers and employees.

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

The Governor is able to pursue a vision of cooperation and collaboration through a number of interagency relationships established to address both workforce development and economic development issues. Collaborative efforts of the New Jersey Economic Development Authority, the New Jersey Urban Enterprise Zone Authority, the New Jersey Redevelopment Authority, the Brownfields Redevelopment Interagency Team, and the Department of Labor and Workforce Development ensure that workforce development is a critical component of any State economic development initiative. Of particular importance, is the role of New Jersey's community college sector in assessing and responding to the education and training requirements of the State's business community. As mentioned earlier, a community college compact was formed by Executive Order #81 to establish a statewide partnership between the State of New Jersey and its 19 community colleges. The New Jersey Council of Community Colleges makes recommendations on the deployment of county college resources in support of statewide workforce development, education, economic development, and homeland security initiatives, and the community colleges work in support of these initiatives. This has proven to be of real value to the State's business community, as it provides companies with single point access.

Another example of where the State has leveraged its experience in addressing skill shortages for New Jersey employers is through the State's School Construction Corporation. New Jersey is in the midst of spending over \$12 billion to build new schools and rehab old ones in our 31 poorest school districts. The State is taking advantage of its strong network of Workforce Investment Boards and One-Stop Career Centers to facilitate the distribution of \$30 million in construction trades training funds geared to women and minorities in our urban areas. In less than two years alone, Newark, NJ has been able to recruit, train, and place over 100 women and minorities in union sponsored apprenticeships in cooperation with the Essex County Building Trades Council.



New Jersey uses State funds to complement Federal workforce dollars. In 1992, the Workforce Development Partnership Program (WDP) was created by statute to provide training resources for currently employed and recently displaced frontline workers in conjunction with the State's business and labor communities. WDP is funded by an employer/worker payroll tax.

It is important to note that approximately half of the WDP funding is dedicated to Customized Training directed to companies and the existing workforce. More, decisions about Customized Training grants are often done in concert with the New Jersey Economic Development Authority to assure that workforce training compliments economic growth initiatives.

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

New Jersey, through its own consolidation and the development of a wide array of workforce investment services, has developed the preparation infrastructure required to ensure a service continuum. Throughout this Plan, we shall reference a service capacity that includes not only federally funded programs, but also a number of State-funded opportunities. Also, due to our own in-State consolidation, the organizational framework needed for a lifelong learning system has been put in place.

Services including literacy opportunities, distance learning programs, customized training and access to college are all part of our plan for supporting a skilled workforce. New Jersey offers business customized training opportunities, with State funding, to provide basic skills, literacy, vocational or occupational training, or college degrees.

New Jersey has seen its economy move from an industrial to a service base. We have developed services that can help workers from the former adapt to the economic change and offer the latter the opportunity to build upon skills to meet the challenge of continuous change.

Keeping pace with the ever-changing demands of the workplace remains a challenge for all states. In New Jersey, despite a very difficult budget environment, the Governor is committed to continue to fund the Customized Training program, the State's incumbent worker program, as the principal resource to respond to worker retraining requirements of the private sector. As previously stated, close coordination with the State's higher education community has enabled that sector to be viewed as the primary source for the latest in technical education and management principles for the State's business community.

The partnership with the State's higher education community allows us to come together quickly when special initiatives are identified. For example, New Jersey's

submission for funding under the USDOL's High Growth Initiative for Biotechnology resulted in the community college sector, the New Jersey Institute of Technology, the Health Care Institute of New Jersey (representing the State's major pharmaceutical companies), the New Jersey State Employment and Training Commission, and New Jersey's major economic development financing agency, the Economic Development Authority, coming together quickly to develop a first-rate proposal. Similar collaborations have occurred around the retail sector with the establishment of retail skill centers involving local One-Stop Career Centers and community colleges in Atlantic, Hudson, and Union Counties.

### Role of Community Colleges in Training Incumbent Workers

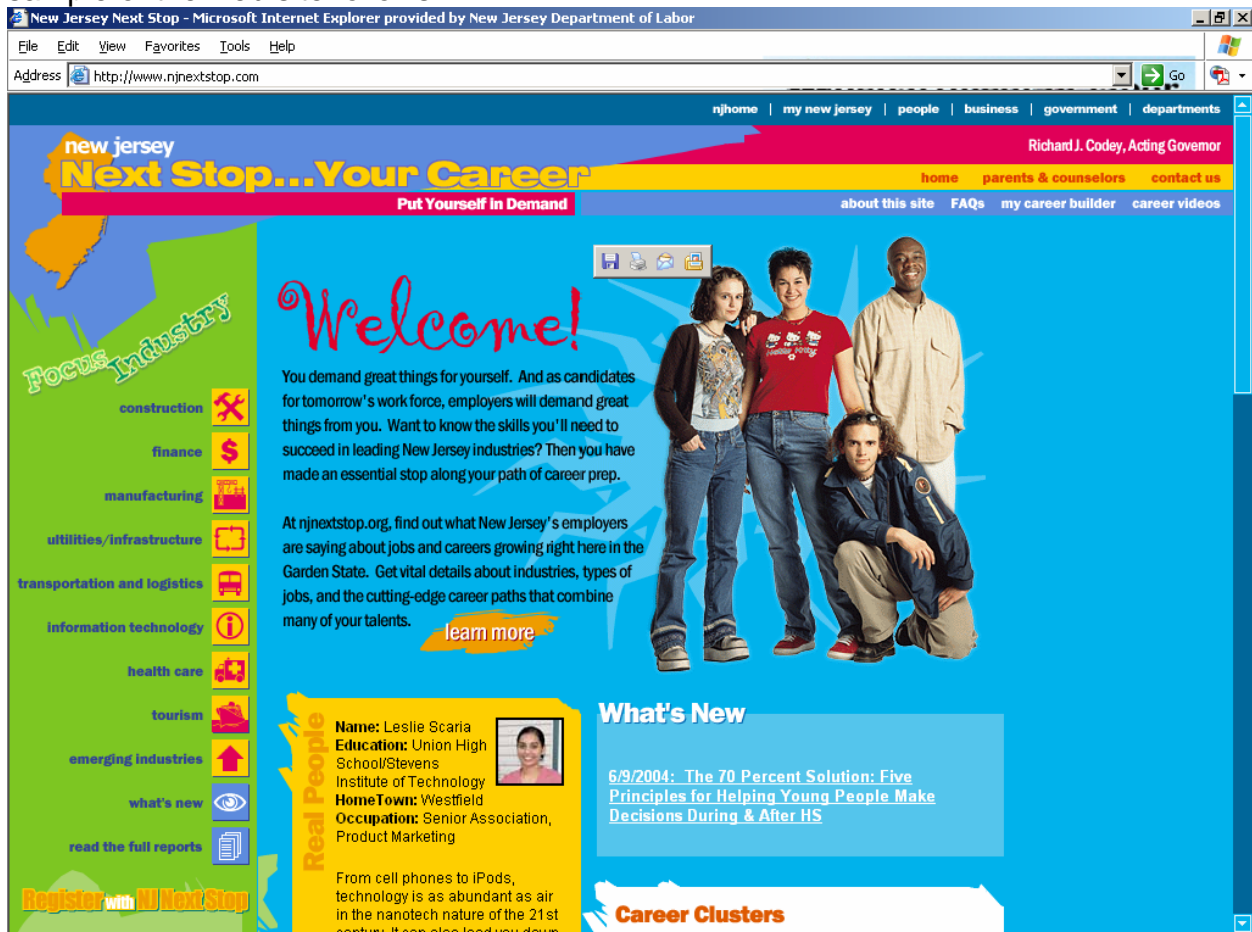
New Jersey's community colleges have been aggressive providers of skill training to our State's business community. For many New Jersey community colleges, corporate and continuing education is the fastest growing segment of their college in terms of the scope and variety of training being offered in the community. The New Jersey Department of Labor and Workforce Development, through its Customized Training (CT) program, has been the catalyst that enables the community college sector to vigorously pursue training for companies in the State. Community colleges have successfully marketed their collective ability to respond to an expansive set of skill demands and have developed the expertise to deliver that training in a highly customized manner. Utilizing the resources of the Customized Training program, community colleges have developed an infrastructure through their 19 institutions and multiple campus locations, especially in urban areas, that New Jersey companies find responsive to their ever-changing training requirements.

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

As the responses to the previous question clearly reflect, the Governor has made workforce development an essential element in the State's economic growth strategy e.g., "*workforce development is economic development.*" There are two main strategies the Governor has undertaken to assure the connection between workforce and economic growth strategies. First, is the consolidation of major workforce programs under the reconstituted Department of Labor and Workforce Development. That consolidation which is more fully described elsewhere in this document brought major literacy and welfare programs to the LWD. By this very act the Governor signaled the importance of the workforce investment system, particularly the central role of One-Stop Career Centers. Indeed, key to this decision to consolidate was New Jersey's commitment to a single, high quality and universally available and accessible workforce development system. This policy choice was in sharp contrast to those who wanted to create separate workforce systems for different constituencies.

Second, is the strong partnership at the State level of the LWD with the New Jersey Commerce, Economic Growth and Tourism Commission, and the State Economic Development Authority. This unprecedented partnership between the major State workforce agency and the key State economic development agencies allows for a number of joint efforts including Innovation Zones, customized training and a host of others, many of which will be described in this document.

Additionally, through the leadership of the State Employment and Training Commission, New Jersey has embarked on a demand-side analysis of the major industry sectors to identify the emerging skill sets of the workplace. The first phase of that work has been completed by the John J. Heldrich Center for Workforce Development at Rutgers University (Heldrich Center). This initiative brought together leading business, labor, education, and government leaders to learn future skills that employees will need to be competitive in the marketplace. The results of this research, as well as a fuller description of the demand-side methodology, can be found at [www.NJNextStop.org](http://www.NJNextStop.org). A sample of the web site follows:



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

To ensure that every young person has the opportunity to develop and achieve career goals and self-sufficiency in today's knowledge-based, global, innovation economy, New Jersey's vision begins with a strong foundation in the State's education system. The New Jersey State Employment and Training Commission (SETC), in a 2002 White Paper, *New Jersey in Transition: The Crisis of the Workforce*, outlined some of the essential dynamics of such a foundation. Specifically:

1. Connectivity between the education system and the labor market should be strong. Toward that end:
  - Labor market information that is high quality and timely must be effectively, readily, and continuously shared with students, school counselors, teachers and parents. In January 2004, the State established [www.NJNextStop.org](http://www.NJNextStop.org), a career planning resource, to convey information about demand occupations and demand skills in eight of New Jersey's well-established growth industries and 73 occupations, as well as its emerging industries, to high school students, school counselors, teachers and parents. As the State applies its Demand-side Skill Assessment Project strategy to additional industries, this web site will be enhanced to incorporate the new research information. Career information has also been made available through the Center for Occupational Employment's (COEI) Career Information Delivery System (CIDS), and the Office of Labor Planning and Analysis' (LPA) labor market information website. In addition, all high school students have received copies of *New Jersey's Hot 50*, a user-friendly publication that lists occupations in demand along with the jobs' skill requirements and wage rates. This publication can be viewed at: [www.wnjin.net/OneStopCareerCenter/LaborMarketInformation/lmi26/JERS EYHOT50.pdf](http://www.wnjin.net/OneStopCareerCenter/LaborMarketInformation/lmi26/JERS EYHOT50.pdf).
  - Provisions are being made to ensure that teachers continually adapt their skills to those required by the rapidly evolving labor market.
  - Course curricula are being updated to provide real and current business and industry applications, wherever possible, as context for traditionally academic concepts. For example, students must see routinely that a chemistry concept is not only related to a question on a final exam but also to state-of-the-art practices within the State's pharmaceutical industry where there are high-skill, high-wage demand occupations and career paths.

- Cross-cutting demand occupational skills – both basic and technological – are being incorporated into the core curriculum of every school and for every student.
2. Blended curricula that encompass both academic learning, as preparatory for postsecondary and higher education, and vocational training for the world-of-work are becoming the new norm in all schools and for all students. This will expand the range of choices available to all students and enable them to make informed decisions about their career directions. Toward that end:
- New Jersey is continuing to enhance the quality and increase the number of its innovative business-education initiatives that include Vocational Technical Careers and Innovative Programs Consortia, Youth-Transitions-To-Work programs, High Tech high schools and Career Academies in order to afford all of New Jersey's students the opportunity to participate. Programs such as these are becoming integral to the State's education system rather than remain isolated pockets of excellence.
  - Workplace and technology standards are critical components of the Department of Education's Core Curriculum Content Standards.

Critical to the success of all youth programs, in-school and out-of-school alike, and the young adults they serve is a unified policy for youth. The State is committed to maintaining and strengthening Local Youth Investment Councils as part of New Jersey's infrastructure for youth employment and training services. See WIB Handbook Chapter 9. In addition, New Jersey is committed to the following goals:

1. The strengthening of linkages with the business community to establish meaningful youth programs that provide youth with the skills and competencies necessary for tomorrow's jobs;
2. The establishment of a partnership across all State agencies, especially the Departments of Labor and Workforce Development, Human Services, Community Affairs, and the Juvenile Justice Commission, to review and redirect services and resources where necessary to meet those youth most in need, and to more adequately and efficiently serve this population. Both the barriers to success and the potential for positive outcomes impact every State agency;
3. The strengthening and replication of successful programs, determined by objective performance data, within the State;
4. The development of strength-based comprehensive programs to fill current gaps in service;
5. The assurance of high-quality services statewide by continuous improvement, training, and technical assistance for those working with young adults; and,

6. The development of a meaningful, non-duplicative system of linking or transitioning an individual from one set of services to the next.

Efforts have been underway to broaden and integrate the policy responsibility for serving youth and young adults. Among these efforts is a statewide initiative involving the private sector, trade organizations, State agencies, community-based organizations, faith-based organizations, youth, and other practitioners who will coordinate and marshal the resources of State government and non-governmental agencies and programs to ensure that the needs of youth, particularly those most in need, are met. This collaborative effort is the focus of the Youth Committee of the Governor's Cabinet for Children, which was established by Executive Order #60 in 2003. In its development of a "Youth Vision," the Committee will concentrate on youth most in need, such as out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farm worker youth, and other youth at risk. The Youth Committee will implement an initial plan to:

- Coordinate the resources of State government and non-governmental agencies;
- Examine, comprehensively and on an ongoing basis, the statutory mission of all State agencies relative to youth;
- Develop a strategic plan for strengthening services for children, youth, and families;
- Identify gaps in services;
- Identify all available resources and make appropriate matches between resources and populations to maximize opportunities and minimize the duplication of efforts; and,
- Make recommendations for the provision of the highest level of services and programs.

Another activity undertaken by the State to develop a unified youth policy is participation in Regional Forums convened by the U.S. Departments of Labor, Health and Human Services, and Justice as a partnership to create a collaborative approach to preparing youth for success in the current economy. The activities of the Regional Forums were designed to communicate the shared vision and commitment to collaboration; facilitate the creation of State teams that will undertake strategic planning activities to develop cross-agency systems to better serve the neediest youth through improved leveraging of resources, policy alignment and other activities; and, develop strategies for federal support of State teams.

New Jersey has held three regional Summits and convened a statewide Youth Services Planning Summit. The focus of the regional Summits was to define roles and



responsibilities in the youth services system and assist practitioners with planning for comprehensive youth development systems in local areas. The statewide Youth Services Planning Summit—*A Dialogue On the Needs and “Best Practice” Services for Some of New Jersey’s Most Vulnerable* brought the State Employment and Training Commission, the State Departments of Labor and Workforce Development, Human Services, Education, and the Juvenile Justice Commission together with local youth service program providers to focus on developing strategies to ensure that the most vulnerable youth, such as youth aging-out-of-foster care and those transitioning from the juvenile justice system, were provided with optimum programming designed to meet their needs.

Continued support for programs such as New Jersey Youth Corps to serve out-of-school youth, Rural Opportunities, Inc. to serve youth from families of farm workers, programs for homeless youth, juvenile justice programs, and others will be provided to ensure that these vulnerable populations have access to needed services.

Apprenticeship remains a viable career path for many young people to acquire skills and earn a meaningful wage. One initiative that is targeted to in-school youth is the Youth Transitions to Work Program (YTTW), in which multiple year funding is provided to a consortium of schools, employers, unions, and other entities to prepare young people for registered apprenticeship opportunities across a mix of occupational areas. Young men and women are identified in their junior year of high school and afforded the opportunity to align their academic studies for the last two years of high school with occupational areas that lead to formal registered apprenticeships such as in health care, building trades, information technology, and other disciplines.

**7. Given the labor shortage that will continue to increase over the next 25 years, describe the Governor's vision for how it will ensure that older individuals receive workforce training that will prepare them to reenter the labor market and become a workforce solution for employers. (Sec. 112 (b)(17)(A)(iv).)**

To address labor shortages now and in the future, New Jersey must expand its pool of prospective workers to include older individuals. Older individuals can bring with them a wealth of experiences that make them a valuable addition to any employment force. One way that the State is encouraging older individuals to access the full range of One-Stop system services, including job search workshops, resume preparation, employment counseling, and training, is through the Senior Community Service Employment Program (SCSEP).

The SCSEP is part of the Division of One-Stop Programs and Services (formerly Division of Employment and Training) in the New Jersey Department of Labor and Workforce Development. As such, it is an integral part of the One-Stop Career Center system. Older workers are offered the full range of One-Stop services—core, intensive, and workforce training services, in addition to the community service experience of the SCSEP program. Through this full integration, older workers have maximum exposure to all the services leading to unsubsidized employment. Through a collaborative effort between the LWD Division of Business Services and Division of One-Stop Programs

and Services, a promotional campaign is planned to provide increased awareness of the value of the mature worker in the workforce. SCSEP staff will also work closely with the Business Resource Center staff at local One-Stop Career Centers to connect the SCSEP with private sector employers and thereby increase the employment opportunities for SCSEP participants.

## **B. One-Stop Delivery System**

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

(This section will expand on New Jersey's vision of the One-Stop, which we have stated previously in Section A, as well as in Attachments #2, #3, #4, and #5).

New Jersey's One-Stop Career Centers are best understood as a system within which all workforce investment and related programs function as if they were a single entity. Hence, while the physical location of programs matters, it is their connectivity to each other and adherence to common procedures that truly makes access easier for the customer. And, while there will be at least one core center that provides comprehensive services for all programs established in each workforce area, the hallmark of a successful One-Stop Career Center system is the degree to which those services are delivered in a holistic manner. New Jersey policy calls for the integration, and consolidation of workforce investment and related programs through strong interagency collaboration resulting in a seamless delivery of services and the reduction of unnecessary program duplication. The combination of using the most advanced technology to provide information and the development of a common management structure among agencies with disparate funding sources to deliver services are the key ingredients to a successful One-Stop system.

One-Stop Centers will offer universal access, customer choice and integration of services to meet the needs of individuals and businesses.

- The workforce system will be accountable at all levels through the establishment of real performance measures that are meaningful to both job seekers and employers.
- One-Stop Centers and services are fully accessible in support of universal access.
- Employers will be assisted in improving the quality of their workforce and in transforming their workplaces to maximize the skill and earning potential of their workers.
- The One-Stop system will be committed to a demand-side strategy that meets employers' workforce needs.



- The workforce system will be consumer-based and market-driven as well as performance-driven and outcome-based.
- Attainment of fundamental literacy and basic skills will lie at the heart of the workforce system.
- Employers and workers will be involved in governance at all levels.
- The workforce system will provide access to lifelong learning.

The following One-Stop partner programs identified in WIA Section 501 are incorporated into the One-Stop system:

Tech-Prep Education (Title II of Perkins III)  
 WIA Title I Adults, Dislocated Workers and Youth  
 WIA Title II Adult Education and Family Literacy (Adult Education and Family Literacy Programs)  
 Food Stamp Employment and Training Program  
 Chapter 2 of Title II of the Trade Act of 1974 (Trade Act Programs)  
 Wagner-Peyser Act (Employment Service)  
 Programs authorized under Part B of Title I of the Rehabilitation Act of 1973  
 Programs authorized under Chapters 41 and 42 of Title 38, U.S.C., and 20 CFR 1001 and 1005 (Veterans Programs, including Veterans Employment, Disabled Veterans' Outreach Program, and Local Veterans' Employment Representative Program)  
 Programs authorized under State Unemployment Compensation Laws (Unemployment Insurance)  
 Programs authorized under Part A of Title IV of the Social Security Act (Temporary Assistance for Needy Families (TANF) administered by Health and Human Services, Administration for Children and Families)  
 Programs authorized under Title V of the Older Americans Act of 1965 (Senior Community Service Employment Program)  
 Training activities funded by the Department of Housing and Urban Development under the Community Development Block Grants (CDBG) and Public Housing Programs

And while the integration of public programs is vital—it is, in reality only a means to a greater end. That end is an employer-driven system where the needs of employers are the central value of the system. It is for this reason we have devoted so many resources to the demand-side assessment and created Business Resources Centers in each of the One-Stops. New Jersey ranks among the first states to fully embrace the idea of a demand- or employer-driven system. This is because we understand that in a rapidly changing, globalized economy it is vital that the workforce system adapt to the complex and evolving labor market. Adapting the old commercial for the Oldsmobile: **“This is not your father’s (mother’s) labor market.”** This means that business needs

rapidly change, new skill sets emerge, the nature of the workplace changes and it is important for the employment, training and education system to keep up with those changes. The only way that will happen is through an ongoing and serious dialogue between the public and private sectors. This dialogue is an institutional part of the relationship between the State, the SETC, and the local WIBS. In New Jersey that dialogue is ubiquitous as business redefines what it needs and we try to bring important educational and training programs in line with those changing needs. It is our greatest challenge and, to the extent that we have moved in the right direction, our greatest accomplishment.

**(a) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:**

**(i.) Identify how the State will use WIA Title I funds to leverage other Federal, State, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the Statewide workforce investment system? (Sec. 112(b)(10).)**

Funding streams will continue to be leveraged and coordinated as part of the local Memoranda of Understanding (MOU) between local One-Stop partners. All One-Stop partners will fulfill a role in the delivery of services and the One-Stop Operator will be the entity that ensures the system works. Movement of job seeking and employer customers within the system, and between the partners, will continue to be through local processes supplemented with the use of technology, as described in local plans.

Local WIBs are encouraged to include WIA non-mandatory One-Stop partners in their Memorandum of Understanding. These partners should be brought in without the obligation to pay a share for One-Stop core site(s) and systems that could be cost prohibitive. The WIB may submit a proposal to the State for funds under 7(b) of the Wagner-Peyser Act (10 percent funds) to enable the One-Stop to provide new initiatives which strengthen the One-Stop system across WIB jurisdictions. State guidance on the content of the MOU provides recommendations for increasing the involvement of business, employees, and individuals, whereas demand-side strategies are emphasized in creating a unified workforce investment system.

As stated in New Jersey's application to be a mentor state in the National System Integration Project (August 2004), New Jersey is using funding from non-ETA sources to fund numerous One-Stop Career Center functions. At this time, additional integration of workforce development and county welfare programs is being developed at the local One-Stop Career Centers. In some cases, ETA programs are colocated at county buildings or county programs are located at State sites, which offer both workforce and welfare programs to the participants. In New Jersey, programs provided under the Division of Vocational Rehabilitation Services, which are funded by the Department of Education, are offered at One-Stop Career Centers.

New Jersey provides the State's Workforce Development Partnership Program (WDP) for the training of dislocated workers and disadvantaged individuals. This State program

also provides funds for literacy and basic skill programs that are offered at the *Workforce Learning Links* located at the One-Stop Career Centers.

WDP also includes a customized training component where for years New Jersey has been able to meet the needs of our employer community. This program is enhanced by employer contributions that average 50% of program cost. Similar to Federal efforts, this program allows our State to offer employers a chance to upgrade their workforce.

Using State funds, the One-Stop Centers provide employment and training services to the TANF population. Since the 1990's, LWD has administered the Food Stamp Employment and Training Program that is funded by the US Department of Agriculture through the US Department of Health and Human Services. New Jersey has a General Assistance Program for eligible individuals without dependents. Both programs are offered through the local One-Stop Career Centers.

The New Jersey Youth Corps program is now part of the integrated programs under the consolidation plan. This program operates under a State appropriation and partners with our workforce system. Its aim is to bring youth back into a positive environment and prepare them to return to school or a job.

Non-United States Department of Labor, Employment and Training Administration (USDOL/ETA) programs represent roughly half of the funds available to the One-Stop system. Some of the administrative and statewide program funds remain at the State level but the majority of the funds are distributed to the local areas for programs. New Jersey has allocated State funds for its Workforce Development Partnership Program (WDP) which serves dislocated workers. Additional State funds are used to fund the *Workforce Learning Links* for literacy at the One-Stop Career Centers. New Jersey Youth Corps has an allocation of State funds for its statewide youth program.

Locally, all consolidated "to work" funds will be distributed to designated local government entities, e.g., counties or municipalities. The local One-Stop Operator will act as the administrator for these funds under the guidance of the local WIB. Collocation of "to work" staff at One-Stop offices, use of America's One Stop Operating System (AOSOS) as the case management and information sharing tool, use of scan cards for participant tracking, and assessment through a common Individual Responsibility Plan and an Employability Development Plan, as outlined in local plans, are additional ways the State will leverage other Federal, State, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of businesses, employees, and individuals in the statewide workforce investment system.

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

The recent national strategic priorities and direction contained in the planning guidance have been the strategic priorities and direction for New Jersey since the development of the initial *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System* in 1999. They continue through the plan period:

- A demand-driven workforce system;

New Jersey is fully cognizant of the need to focus on the direction of the economy and employers demand for labor in deciding how to prepare the workforce for the future. New Jersey's Demand-side Skill Assessment Study, commissioned by the State Employment and Training Commission, and the resulting Next Stop web site demonstrates that the State's workforce investment system is focused on the future skill demands of New Jersey's economy. This project will be expanded to include more industry sectors. The results of this initiative have been outstanding and it has gained recognition as a counseling resource.

- Eliminating duplicative administrative costs;

Every One-Stop Career Center partner has been working to consolidate functions, including administrative functions to free the very limited resources to be used for services and training.

- Enhanced integration of service delivery through One-Stop delivery;

New Jersey has developed a customer-focused system that provides a comprehensive array of services in a seamless manner.

- Focusing of the WIA youth investments on out-of-school youth populations;

New Jersey's focus on youth has consistently been to meet the needs of dropouts and other out-of-school youth populations.

- Collaborative service delivery across Federal programs, and increased accountability;

All "to work" programs are part of the One-Stop system and at the local level the operation of the One-Stop Career Center is guided by the One-Stop Operator in accordance with a Memorandum of Understanding (MOU) between the One-Stop partners.

- Improved development and delivery of workforce information;

Innovations in labor market information tools and products by the Office of Labor Planning and Analysis, including the redesigned website, will enhance service delivery. The SETC plays a new enhanced role in the coordination of workforce

information. Working together, LPA and SETC have been consulting industry representatives and customers to determine their information and training needs.

- Inclusion of faith-based and community-based organizations in workforce development;

New Jersey has always recognized the value of community-based and faith-based organizations in the workforce investment system.

- Greater flexibility to States and local areas;

New Jersey has included waiver requests with this submission.

- Common performance measures across Federal employment and training programs;

New Jersey has been a strong advocate for common measures of system performance. Consequently, we endorse the USDOL's efforts to develop common measures for the individual programs that comprise the system. It is our hope that they will ultimately lead to system measures.

The following shows the alignment of New Jersey initiatives with the national strategic direction:

### **US Department Of Labor—Areas of Emphasis**

- Demand-Driven Workforce Investment System
- System-Reform
- Enhanced Integration through One-Stop Delivery System
- Serving Youth Most in Need
- Stronger Workforce Information Systems
- Performance Accountability and Implementation of Common Performance Measures

### **New Jersey Goals**

- System-wide Understanding of the Skill Demands of the Workforce

Ensure that the network of educational and workforce institutions has a fundamental and current understanding of the skills businesses need and that those skill requirements are inculcated into every facet of the design and delivery of our State's education and training programs.

- Imperatives for a Unified and Integrated Workforce Investment System

Across a variety of State and local institutions, create a flexible and adaptive, comprehensive, integrated demand-driven workforce investment system that is responsive to employers', job seekers' and workers' needs. This system must support local communities in helping their residents acquire and hone the skills necessary for success in their own lives, as well as for success in the workplace. It requires strong leadership at the local level to engage members of the business community in planning how to strengthen the workforce to meet the needs of their local economy and in developing a comprehensive continuum of services.

## **Demand-Driven Workforce Investment System**

### **USDOL Area of Emphasis**

- Prepare workers to take advantage of new and increasing job opportunities in high-growth, high-demand and economically vital industries.
- Have a firm grasp of their state and local economies.
- Utilize economic information and analysis to drive strategic investments and design effective service delivery systems.
- Partnership between the public workforce system, business and industry, education and training to implement a strategic vision.
- Effective use of the public workforce system at the national, state and local levels.
- Strategically invest and leverage resources.
- Allocate training dollars to provide the skills and competencies necessary to support business now and in the future.

### **Highlights of New Jersey Strategies**

- Commission on Jobs, Growth and Economic Development.
- Coordination with the New Jersey Commerce, Economic Growth and Tourism Commission and the New Jersey Economic Development Authority.
- New Jersey Technology Council.
- Innovation and Urban Enterprise Zones coordinated to local WIBs and One-Stop Centers.
- Smart Growth.
- New Jersey Community College Compact.
- Clear understanding of the skill requirements of critical emerging industries as identified in a number of studies and projects.
- Demand-side study on 73 demand occupations.
- NJNextStop web site based on 8 critical industries and emerging industries.
- Leveraged funds in partnership with WIA.
- Customized job training—coordination with Business Employment Incentive Program.
- Small Business Development Centers.
- One-Stop Career Center Business Resource Centers.

## **System-Reform**

### **USDOL Area of Emphasis**

- Promote greater efficiencies in the workforce system by articulating administrative policies that encourage increased consolidation and integration of system infrastructure.
- Training focused on industries and occupations critical to the States economy.

### **Highlights of New Jersey Strategies**

- 4-year concentration on consolidation of all “to work” programs and services.
- Creation of the Department of Labor and Workforce Development.
- Integration of 18+ programs under One-Stop delivery system including TANF.
- State Interagency MOUs.
- System of Literacy including State legislated supplemental literacy funds.
- Adult Education and Literacy training tied to EFF standards.
- Significant investment in sector strategies with the telecommunications, warehousing, distribution, and retail skills centers.



## **Enhanced Integration through One-Stop Delivery System**

### **USDOL Area of Emphasis**

- Integration of full spectrum of workforce system assets to support human capital solutions for business, industry and individual customers.

### **Highlights of New Jersey Strategies**

- Collocation of partners in One-Stop Centers.
- Consolidation of all “to work” programs at the local level.
- Comprehensive local One-Stop plans focused on integrated customer delivery, resource sharing agreements, common service standards, supported by data management and integrated reporting functions.
- Local Advisory Committees as part of the planning process.
- Minimum standards for One-Stop Job Seekers and Business Services and Bill of Rights.
- Certification of the One-Stop Centers.
- Future—Chartering of the One-Stop Centers.
- Business Resource Centers in comprehensive One-Stop Career Centers.
- Literacy Centers in comprehensive One-Stop Career Centers.
- Planning strategy to strengthen collaboration among County Colleges, One –Stop Career Centers and other partners

## **Serving Youth Most in Need**

### **USDOL Area of Emphasis**

- Alternative Education.
- Skills focused on needs of business.
- Services to neediest youth.

### **Highlights of New Jersey Strategies**

- Governor's Cabinet for Children; Youth Committee on youth most-in-need.
- MOU between DHS, LWD, and the Juvenile Justice Commission.
- Articulation Agreements for college credit for Apprenticeship Training.
- Youth Regional Summits.
- NJNextStop web site and Career Planning resources for youth in 73 occupations.
- Investment in New Jersey Youth Corps for out-of-school youth.
- Youth transition services.
- Project STEP UP with students, teachers, and employers.
- High School Academies.

## **Stronger Workforce Information Systems**

### **USDOL Area of Emphasis**

- Embrace a wide array of data sources.
- Transform it into easily understood intelligence.
- New strategies for making information available to customers.

### **Highlights of New Jersey Strategies**

- Strong LMI Unit in LWD.
- Demand-side Skill Assessment Project.
- Industry Research Projects.
- Workforce New Jersey's Internet site, WNJPIN.
- Eligible Training Provider List.

## Performance Accountability and Implementation of Common Performance Measures

### USDOL Area of Emphasis

- Performance information available and easily understood by customers.
- Common performance measures (ETA).

### Highlights of New Jersey Strategies

- AOSOS Consortium.
- Future Works.
- One-Stop Process Improvement Project.
- One-Stop Management Review Process.
- Consumer Report Card.

**(iii.) Based on the State's economic and labor market analysis, what strategies has the State implemented or plans to implement to identify and target industries and occupations within the State that are high growth, high demand, and vital to the State's economy? (Sec. 112(a) and 112(b)(4)(A).) The State may want to consider:**

**Industries projected to add a substantial number of new jobs to the economy;  
or  
Industries that have a significant impact on the overall economy; or  
Industries that impact the growth of other industries; or  
Industries that are being transformed by technology and innovation that require new skill sets for workers; or  
Industries that are new and emerging and are expected to grow.**

**Industries projected to add a substantial number of new jobs to the economy:**

| State of New Jersey  |                                     |            |      |         |      |                   |         |        |
|--|-------------------------------------|------------|------|---------|------|-------------------|---------|--------|
| Private Sector Industries With The Greatest Employment Growth, 2002-2012 |                                     |            |      |         |      |                   |         |        |
|  |                                     | Employment |      |         |      | Change: 2002-2012 |         |        |
| NAICS  |                                     | 2002       |      | 2012    |      |                   | Percent |        |
| Code   | Industry Title                      | Number     | Pct. | Number  | Pct. | Number            | Total   | Annual |
| 561000   | Administrative and support services | 243,200    | 6.1  | 319,400 | 7.2  | <b>76,200</b>     | 31.3    | 2.7    |
| 541000   | Professional and technical services | 265,200    | 6.7  | 323,000 | 7.2  | <b>57,800</b>     | 21.8    | 2.0    |
| 621000   | Ambulatory health care services     | 151,600    | 3.8  | 208,100 | 4.7  | <b>56,500</b>     | 37.3    | 3.1    |
| 624000   | Social assistance                   | 67,000     | 1.7  | 97,500  | 2.2  | <b>30,500</b>     | 45.6    | 3.7    |
| 722000   | Food services and drinking places   | 194,100    | 4.9  | 222,700 | 5.0  | <b>28,600</b>     | 14.8    | 1.4    |
| 623000   | Nursing and residential             | 73,700     | 1.8  | 96,300  | 2.2  | <b>22,600</b>     | 30.7    | 2.6    |

|        |  |         |     |         |     |               |      |     |
|--------|--|---------|-----|---------|-----|---------------|------|-----|
|        | care facilities                              |         |     |         |     |               |      |     |
| 622000 | Hospitals                                    | 152,700 | 3.8 | 172,300 | 3.9 | <b>19,600</b> | 12.8 | 1.2 |
| 238000 | Specialty trade contractors                  | 107,200 | 2.7 | 125,000 | 2.8 | <b>17,800</b> | 16.6 | 1.5 |
| 424000 | Merchant wholesalers,<br>nondurable goods    | 87,600  | 2.2 | 105,200 | 2.4 | <b>17,600</b> | 20.1 | 1.8 |
| 813000 | Membership associations<br>and organizations | 69,500  | 1.7 | 87,100  | 2.0 | <b>17,600</b> | 25.3 | 2.2 |
| 423000 | Merchant wholesalers,<br>durable goods       | 117,000 | 2.9 | 133,400 | 3.0 | <b>16,400</b> | 14.0 | 1.3 |

|        |   |        |     |         |     |               |      |     |
|--------|---|--------|-----|---------|-----|---------------|------|-----|
| 445000 | Food and beverage stores                        | 99,700 | 2.5 | 113,700 | 2.5 | <b>14,000</b> | 14.1 | 1.3 |
| 713000 | Amusements, gambling,<br>and recreation         | 37,000 | 0.9 | 48,600  | 1.1 | <b>11,600</b> | 31.3 | 2.7 |
| 523000 | Securities, commodity<br>contracts, investments | 55,000 | 1.4 | 65,300  | 1.5 | <b>10,300</b> | 18.7 | 1.7 |
| 551000 | Management of<br>companies and<br>enterprises   | 62,900 | 1.6 | 71,500  | 1.6 | <b>8,600</b>  | 13.6 | 1.3 |
| 444000 | Building material and<br>garden supply stores   | 33,800 | 0.8 | 41,100  | 0.9 | <b>7,300</b>  | 21.7 | 1.9 |
| 812000 | Personal and laundry<br>services                | 44,500 | 1.1 | 51,400  | 1.2 | <b>6,900</b>  | 15.5 | 1.4 |
| 451000 | Sporting goods, hobby,<br>book and music stores | 26,100 | 0.7 | 31,700  | 0.7 | <b>5,600</b>  | 21.4 | 1.9 |
| 446000 | Health and personal care<br>stores              | 38,200 | 1.0 | 43,600  | 1.0 | <b>5,400</b>  | 14.0 | 1.3 |
| 524000 | Insurance carriers and<br>related activities    | 88,100 | 2.2 | 93,500  | 2.1 | <b>5,400</b>  | 6.1  | 0.6 |

NOTE: Totals may not add, due to rounding. Numbers are rounded to one hundred.  
Employment and percentage changes are based on unrounded data.

Prepared by: New Jersey Department of Labor and Workforce Development, September 2004

## The Demand-side Skill Assessment Study

Supplementing existing occupational projections, wage and other labor market information, the SETC, working with the WIBs and State level agencies, initiated a study to identify workplace literacy and specialized skills necessary for success in 73 demand occupations in New Jersey. In this same study, economic forecasters and researchers also identified five emerging growth sectors: Biotechnology, Security, E-learning, E-commerce, and Food and Agribusiness, and the skills they require. The result is a clearly articulated list of skills and certifications required by each of the 73 demand occupations in New Jersey.

A number of cross-cutting skill requirements were identified, such as:

- Strong mathematics, science and technology base, as well as specialized science skills;
- Teamwork and communication skills;
- Entrepreneurial and business skills; and,
- Interdisciplinary knowledge and skills.

Ten comprehensive reports on health care, finance, construction, utilities, manufacturing, tourism, transportation, information technology, emerging skills, and a cross-cutting analysis comprise the first market research reports. In total, these reports reflect more than one million New Jersey jobs and offer more than 300 pages of hard intelligence on the skills required and the jobs being created now and in the coming decade.

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

A more complete description of the project is contained in the response to Question (v).

The New Jersey Technology Council (NJTC) provides business support, networking opportunities, information, advocacy and recognition of technology companies and their leaders. Founded in 1996, NJTC's more than 1,200 member companies work together to support their own enterprises while advancing New Jersey's status as a leading technology center in the United States. A more complete description of NJTC can be found at: <http://www.njtc.org/>.

### **Industries that have a significant effect on the overall economy:**

The pharmaceutical, tourism/hospitality, finance, amusements/recreation, telecommunications and construction industries have significant impacts on New Jersey's overall economy either because of strong inter-industry demand relationships and/or because of high wages. Retail trade, education and health care are important to the overall health of New Jersey's economy due to the large number of employees.

### **Industries that impact the growth of other industries:**

The tourism/hospitality, pharmaceutical, manufacturing, construction industries and certain parts of the health industry impact growth in other industries. That part of the health care industry that includes nursing homes and assisted living centers (all part of the nursing and residential care facilities industry) generates spin-off effects for other

New Jersey industries by purchasing products and services and hiring landscaping, custodial and other services.

Although a declining industry in terms of employment, manufacturing still has an important impact on other industries and the State's economy as a whole.

Manufacturing companies typically purchase goods and services from many companies which impacts their growth. In addition, research and development organizations — both in the private and public sector — impact the growth of other industries in the Garden State by the creation of new start up companies.

### **Industries that are being transformed by technology and innovation that require new skills:**

Most industries in New Jersey are affected by new technology and innovation. The finance, health care, retail trade and most manufacturing industries are affected by additional computer and Internet applications and further automation. Due to the relatively high cost of labor and costs of doing business in the State, there continues to be pressure to use technology to increase productivity. Most successful manufacturing industries in the State have experienced increased productivity.

The casino industry is using technology to save on labor costs. Many casinos use machines to provide change instead of employing persons who could perform that task, and some casinos widely use debit cards to avoid the hiring of cashiers and to make payment easier. In addition, casinos are refining their use of data on existing/potential customers to cater to certain high-rolling groups instead of bringing in larger numbers of lower spending customers.

In the finance industry, back office operations continue to use automation to process information, conduct financial analyses and offer more products to their clients. This occurs in security/commodity brokers, insurance companies and banks. Banks are promoting the use of electronic transactions to reduce costs to their customers. The adoption of these new technologies requires new hardware and software skills and the ability of front line personnel to explain this to customers.

Continued adoption of new information technologies means increased demand for workers with more technical skills. Employers, however, are also looking for workers with additional abilities. For example, the Skill Demand in New Jersey's Finance Industry study found that many employers prefer to hire workers who have experience as counselors, teachers or salespeople in other industries to work as financial and sales agents, personal advisors and other sales or relationship management positions. One reason for this trend is that some employers believe that people who perform these "people-friendly" jobs are often better equipped to perform the important social aspects of a financial sales position than technical employees. One exception to this trend is in the insurance field where sales agents must be licensed to sell insurance.

## **Industries that are new and emerging and are expected to grow:**

Bio-technology and high-technology companies are emerging industries in the Garden State. The use of genome science to develop better, more targeted medications in a shorter time period is promising and has attracted talented persons as well as venture capital. Similarly, stem cell research has attracted attention as an emerging field for the cure of medical diseases and conditions. The use of plants and biology to develop drugs that use natural, organic components by growing plants in controlled conditions is another emerging area being actively commercialized by start-up companies in the State. Experiments in aqua-culture, i.e., growing fish and shrimp in a bay or pond and indoor fish tanks, is another emerging area.

As discussed under the “State Plan Content,” New Jersey has targeted manufacturing, biotechnology, financial services, logistics, telecommunications, and tourism and hospitality as the growth sectors of its economy and is applying a variety of strategies to help these sectors. Innovation Zones have been established around a concentration of university facilities in Essex County (Northern NJ), Middlesex County (Central NJ), and Camden County (Southern NJ) that provide space, financial and tax incentives, and workforce development resources to assist with the transfer of academic research into commercialization. These Zones are targeted to technology companies, particularly in the biotech and life sciences area and revolve around a core of academic and research facilities that are significant employment centers for those regions.

The State’s Urban Enterprise Zones (UEZ’s) provide tax-free purchasing opportunities, preferred lending, rebates on unemployment insurances taxes, and priority for workforce development training grants among other benefits. These incentives, in addition to what local municipalities can offer in terms of tax abatements, has created an attractive environment for small to midsize manufacturers to locate in these Zones. In the financial services sector of Northern New Jersey, Jersey City has become an extension of headquarter centers previously concentrated in NYC because of a lower tax burden, tax advantages of being located in a UEZ, strong transportation links for its workers, and the need to decentralize banking and investment operations from the NYC area.

Improved land use planning, coupled with attractive financial incentives and workforce training resources, has allowed the two major corridors to become major centers for warehouse and distribution. Areas adjacent to the Port Newark and Elizabeth as well as areas along Exits 8 and 8A of the New Jersey Turnpike in Middlesex and Mercer Counties offer ideal locations to support the distribution of goods for both domestic and international markets. Similar facilities can be found in Southern NJ within Burlington, Camden, and Gloucester Counties due to their quick access to interstate highways, ports, and airports.

**iv.) What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partners (K-12, community**

**colleges, and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries' workforce challenges? (Sec. 112(b)(8).)**

This question has been addressed in other sections of this document. However, it bears repeating that at both the State and local levels, New Jersey has created a strategic framework where the workforce system and key economic development institutions, and the K-12 and higher education systems work together to achieve common strategic ends. At the State level, the partnership of the SETC, the education community, LWD and the New Jersey Commerce, Economic Growth and Tourism Commission and the Economic Development Authority has created a fuller understanding of the importance of engaging the workforce into economic development efforts. Hence, for huge projects such as the Xanadu Project in the Meadowlands or the revitalization of New Jersey's significant Port assets, higher education, One-Stops, and Vocational and Technical Schools work with the private sector to assure that at the end of the day each project when completed has a prepared workforce ready for employment. This same framework is reflected at the local level where, sometimes alone and sometimes in partnership with the State, WIBs work with local economic development projects to assure that when completed a trained workforce is available.

LWD plays the critical role in our State and local economic development community to ensure that workforce development issues are identified and addressed as part of any State assistance. In carrying out that role, the alliance formed with the State's 19 community colleges has helped New Jersey employers understand how the community college system and many of the State's four-year institutions, can assist them in their development plans. Indeed, the expertise and capacity of the higher education community to assess the workforce training requirements of employers and partner with the One-Stop system to deliver the necessary financial resources to address those issues is a major virtue of our system.

More recently, Business Resource Centers (BRC's) have been established within One-Stop Career Centers to assist small and midsize employers (see Section B.I (a) (vi) below for a detailed description).

Prosperity New Jersey, <http://www.prosperitynj.org/>, a public/private partnership, is working with the New Jersey Department of Education to launch business-education partnership programs in the K-12 education community. One such program is Project STEP UP, which stands for Students, Teachers and Employers Poised to Unleash Potential. Project STEP UP is a series of partnerships between midsize and large businesses and public high schools across New Jersey that encourage students to explore careers and the real world of work. Prosperity New Jersey strives to be the catalyst that sparks new STEP UP partnerships and expands existing relationships. Studies show that high school students who spend time in the real-life settings of business and college tend to work harder in high school, make more informed choices, and earn and hold more responsible, better-paying jobs.



STEP UP partnerships take various forms. In the most extensive kind of commitment, the Career Academy, a group of selected public high school students spends one to several years engaged in an enhanced curriculum. Students take courses related to their academy's area of specialization and spend time at the partnering business. The students are exposed to hands-on experiences that can involve mentoring and career counseling, business-based internships, and even related courses at a local college or university.

New Jersey's existing Career Academies include such innovative partnerships as Pfizer and Morristown High School; Pershing Financial Services and Jersey City High Schools; and Robert Wood Johnson University Hospital, Johnson & Johnson and New Brunswick's New Health and Medical Sciences Academy.

STEP UP partnerships take a variety of creative approaches. Experts at Commerce Bank in Cherry Hill, for example, offer high school students a series of movable lectures and corporate-level training sessions on such topics as business methods and ethics.

Another example is Open Door, a grant program that is available to New Jersey's public high schools to enable teachers to extend their curriculum beyond the classroom and into the real world. The objective is for students to experience the world of work through the business environment and other settings intended to stimulate young minds. An extension of Project STEP UP, Open Door grants will pay for incidental expenses related to the field trip, such as transportation, supplies, and student meals.

Exposure to real world experiences better prepares students for employment and our future economy for prosperity. Open Door is a powerful tool available to high school teachers in public education across the State. The application process is simple and the grant award decisions are timely.

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

While New Jersey does not prescribe careers and job training in high growth and high demand industries to its workforce development system customers, it does encourage informed customer choice of careers and related occupational training by providing information about high growth industries and demand occupations. Among the information resources the State has developed and disseminated for this purpose are:

1. [WWW.NJNextStop.org](http://WWW.NJNextStop.org), to communicate widely the findings of the Demand-side Skill Assessment Study and to detail the demand skills for demand occupations in selected growth industries in New Jersey;
2. The NJ Consumer Report Card, [www.njtrainingsystems.org](http://www.njtrainingsystems.org), to convey quality, cost and effectiveness data on the State's eligible workforce training providers; and ,

3. Comprehensive current labor market information provided via published documents and the web, [www.wnjin.net](http://www.wnjin.net), by the New Jersey Department of Labor and Workforce Development.

### **Demand-side Skill Assessment Project**

As mentioned in the previous response, in 2002, the State launched the Demand-side Skill Assessment Project (also referred to as “Ready for the Job”) to:

- Better understand the current and emerging short-term future skill and educational credential needs of employers in select New Jersey industries.
- Reveal potential significant gaps between the labor force’s skill supply and demand within the select industries.
- Support the development of a skill-centered system of workforce development by disseminating study findings to employers, job seekers, and institutions providing education, training, and career transition services.
- Promote cooperation among employers and educational and training institutions to create new linkages between the supply and demand sides of the labor market by building collaborative mechanisms among employers that will enable them to become full partners in the workforce development system.

During the Ready for the Job Project, working in partnership with local Workforce Investment Boards, research institutions, and employers, in-depth research was conducted in eight key industries. Through this research, the skills, knowledge, and educational requirements of 73 select occupations and 11 cross-industry job groups in eight key industries, and identified strategies for meeting the key workforce challenges of each industry. In addition, an investigation was conducted of emerging work and skills that will affect New Jersey’s workforce in the next three to five years (through 2008), focusing on the education and training issues that must be addressed to prepare current and future workers for these opportunities. Industries for the Ready for the Job project included:

- Construction
- Finance
- Health Care
- Information Technology
- Manufacturing
- Tourism
- Transportation
- Utilities

The results of the Ready for the Job project are summarized in 10 separate reports. In addition, a partnership was developed to produce the NJ Next Stop website ([www.njnextstop.org](http://www.njnextstop.org)) to disseminate the results of the Ready for the Job project making them easily available to high school students, school counselors, teachers and parents, Workforce Investment Boards and One-Stop Career Centers. This website combines summaries of the research findings on industries and occupations, skill paths and education and training requirements along with key labor market information on wages and projected industry growth high-demand jobs, and a list of top companies in the State and access to information on them. Also, on this website, users can register to receive a monthly newsletter, *Career Fuel*, written by NJ Biz, which illustrates the applicability and practicality of the research findings for readers, and the site also helps students assess their career interests and learn about a broad range of industries and jobs, and features current workforce-related reports and articles.

Supplementing the array of existing labor market information services and products, the State is in the process of expanding upon this initial project by continuing research on growth and emerging trends by working with economic forecasters, industry experts, and employers to identify growth and emerging trends affecting the skill-related workforce needs of employers. This work is being continued to ensure that the State stays “ahead of the curve” in identifying future skill needs and formulating strategies to address those needs. Additional industries and selected occupations will be researched working with local Workforce Investment Boards, research institutions, and employers. In addition, industry-education information sessions will ensure that this critical skill-needs information is being shared with educational institutions and other employers throughout the State.

### **New Jersey Consumer Report Card**

By directive, all Workforce Investment Boards and One-Stop Career Center Operators are required to use the Eligible Training Provider List (ETPL) when making referrals to training and only providers on the ETPL are eligible to receive referrals with public funds. The listing of eligible training providers and information on their performance is available to the public via the Consumer Report Card, an Internet-based system for information delivery at [www.njtrainingsystems.org](http://www.njtrainingsystems.org).

This website is a valuable information resource for individuals searching for schools and organizations that provide occupational education and job training opportunities. The search results yield information on the various programs offered by each training provider, and allow the comparison of programs and providers based on information such as the location and length of training, the costs, and any special services that may be offered. This site's newest features allow for comparing training providers by employment outcomes and other results information. For instance, a customer can find the starting salary and whether or not the participants who completed a particular program stayed on the job after graduation. Another section of the site will allow students and employers to comment on training programs they have used and allows the new potential training customer to view those comments and use them as a basis

for selecting a provider. Through this additional information, customers will be equipped to select the most effective programs to meet their employment and training goals.

### **New Jersey Labor Market Information**

The Center for Occupational Employment Information (COEI), Department of Labor and Workforce Development, has the responsibility for coordinating the development and dissemination of occupational and career development information within the framework of the Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System. The Plan emphasizes training for "labor demand" occupations. COEI is charged with determining which education and training programs will prepare individuals for entry into occupations considered in demand. The COEI brings together the producers and users of occupational information in order to facilitate communication and coordination in the development of this information.

As an example, among the resources COEI develops and distributes is *A Guide to Labor Demand Occupations*. This Guide provides a summary of career pathways in demand by WIB area as well a detailed listing of all career clusters, career occupational pathways and training programs and their demand status by WIB area and is available on web at: [www.wnjin.net/coei/labor\\_demand/labor\\_demand.htm](http://www.wnjin.net/coei/labor_demand/labor_demand.htm).

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

### **Business Resource Centers**

Small business growth remains vital to the creation of new jobs in New Jersey. To meet the needs of small and midsize businesses more effectively, the State has established 18 Business Resource Centers (BRC) housed in comprehensive One-Stop Career Centers throughout the State. The purpose of the Business Resource Centers is to provide employers with a professional business environment to recruit workers. The BRCs offer access to a full spectrum of valuable resources and services. For example, staff assist employers in identifying resources to address a variety of issues including regulatory, financial, and workforce-related concerns. The BRCs have become the sales and marketing force for the State and are able to provide on a local level what is customarily available to larger employers. Responding to the workforce development needs of these employers and marketing the role of the One-Stop Career Center network remain the core functions of the BRCs. Each BRC is comprised of One-Stop Career Center staff who work in partnership with other agencies, such as local Chambers of Commerce, WIBs, community colleges, local banks, and community-based organizations to provide the needed services, as a "single point of contact."

In addition, each WIB is required to (a) identify and invite appropriate private and public agencies to join in the BRC partnership, and (b) specify what indicators it will use to track service delivery and measure and report performance.

In planning for the establishment of the BRCs it was imperative that relationships be developed with already established resources, such as New Jersey Small Business Development Centers (NJSBDC)—described below. A number of sessions were held with the State Director of the NJSBDC's to coordinate the delivery of workforce development resources with the expertise the NJSBDC have in assisting small business owners in identifying the financial resources to strengthen their organizations. Because many of the NJSBDCs are located on New Jersey colleges and university campuses, most of which are active partners in the State's workforce training environment, natural synergies have developed to more comprehensively serve New Jersey's business community.

### **Small Business Development Centers**

A strong player in New Jersey's workforce strategy for small business are the Small Business Development Centers (NJSBDC), which are part of the New Jersey Commerce, Economic Growth and Tourism Commission. NJSBDC is a network of 11 regional centers that focuses on management consulting and assisting with access to financing mechanisms including the Small Business Administration.

In 1977, the NJSBDC was established as one of the first national SBDC pilot projects resulting from the passage of Public Law 96-302 by Congress. At present the NJSBDC network is composed of the headquarters located at Rutgers Business School: Graduate Programs—Newark and New Brunswick— and 11 full-service, regional centers located in Atlantic/Cape May Counties, Bergen Community College, Brookdale Community College, Kean University, Mercer/Middlesex Counties, Raritan Valley Community College, Rutgers-Camden, Rutgers-Newark, Warren County Community College, and William Paterson University. The NJSBDC network also includes 16 affiliate offices located throughout the State.

A variety of educational and business resources are available to counsel and train small business owners to finance, market, and manage their companies. Clients are assisted in exploring their business ideas, developing and assessing their business plans, making cash flow projections and accurate financial statements, and formulating marketing strategies. International trade, government procurement, technology commercialization, e-commerce, manufacturing, and Mentor and Protégé, and information services specialty programs are coordinated from NJSBDC headquarters. The NJSBDC network also provides opportunities for students to participate in research and get first-hand business experience under the supervision of faculty and business professionals. For more information, go to: <http://www.state.nj.us/commerce>.

## New Jersey Manufacturing Extension Program

The State continues to work closely with the New Jersey Manufacturing Extension Program (NJMEP) to respond to the workforce concerns facing New Jersey's 15,000 small manufacturers. Investments have been made in ISO-9000, Lean Manufacturing, Supply Chain Management, and Six Sigma to name just of the few areas in which workforce development training resources have been used to assist small manufacturers.

**vii.) How are the funds reserved for Statewide activities used to incent the entities that make up the State's workforce system at the State and local levels to achieve the Governor's vision and address the national strategic direction identified in part I of this guidance? (Sec. 112(a).)**

New Jersey is using several strategies for these resources:

- Business Resource Centers are an integral part of every comprehensive One-Stop Career Center, offering opportunities for all partners to work with business. These centers function not only as a research and human resource center for employers, they also connect businesses to other economic and development partners. These centers also offer recruitment opportunities and access to various services and locations where businesses can satisfy their workforce needs. By bringing business directly into the One-Stop, we improve relations, increase exposure, and provide an opportunity for both business and workforce professionals to collaborate to identify and address the needs of the employer.
- The Future Works program is a performance management (software) tool that enables local areas to regularly monitor their performance. This program has positive implications for service management and results, and leads to better control and improved services.
- One-Stop Process Improvement Program (OSPIP), originally funded with USDOL support, has been extended to additional workforce areas. The concept is simple—how to develop an integrated local system that relies upon functions as opposed to funding silos. This effort has been successful in identifying duplicative processes, as well as helping to improve communications and relations among the partners. Staff who have participated found that they have more in common than assumed; this enhanced awareness has resulted in a greater ability and willingness to move towards integration.

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

The State's strategy for promoting collaboration and better serving youth includes the following:

1. A Memorandum of Understanding (MOU) among State agencies who are engaged in efforts to reduce the barriers to success for youth will outline the roles and responsibilities, non-financial and/or financial resources, and mechanism for the development of a system of meaningful transition from one opportunity to the next for youth in need of services. Establishment of this MOU was prompted by the State Department of Human Services Child Welfare Reform Plan and will reflect interagency agreements with the Department of Labor and Workforce Development and the Juvenile Justice Commission. The MOU is in force since July 1, 2005.
2. Unequivocal support for active Youth Investment Councils (YIC) in each WIB area and the mandate to reconstitute any YIC, if necessary, to include representatives at the local level for out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, and migrant and seasonal farm worker youth.
3. A comprehensive review of current programs to determine and replicate, when possible, those that are succeeding with youth.
4. Dedication and funding of an increasing number of slots in successful programs, e.g., New Jersey Youth Corps, for youth most in need, e.g., foster care youth.
5. Design and development of a One-Stop Career Center for foster care youth through an interagency partnership under the leadership of the local WIB and including the State Departments of Labor and Workforce Development, Education, Human Services and Community Affairs, the Housing Mortgage Finance Agency and local service providers – housing, mental health, addiction services, childcare, and others.
6. Implementation of all of the elements of the State's Vision (I.E. above) through broad representation, participation and collaboration across many State agencies and community-based agencies.
7. Allocation of significant resources toward transition services, which are necessary to facilitate the coordination of services among programs, and to transition youth to successful outcomes based on their needs and abilities.
8. Development of career paths and jobs for youth based on their special needs and abilities so that they may reach their fullest potential.
9. Provision of consistent and effective post-program follow-up.



10. Encouragement of postsecondary administrators and faculty members, and business and industry representatives to partner with secondary schools in New Jersey to develop credit-based transition programs, e.g., Tech-Prep, Apprenticeship-to-College and 12th grade option programs.

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

In June 2004, State Public Law 2004, Chapter 39 (S1452SCS) was enacted in New Jersey which reorganized and consolidated the State's workforce system. The Department of Labor was reorganized and renamed the Department of Labor and Workforce Development. Various parts of the statutory law were also revised. This law effectively changes how workforce services are to be provided in New Jersey.

N.J.S.A. 34:1A-1.3 also transferred the workforce development programs from the Department of Human Services to the Department of Labor and Workforce Development (LWD). All employment-directed and workforce development programs and activities of the Department of Human Services, which are funded through the State's Work First New Jersey programs, have been transferred to LWD. The New Jersey Youth Corps administrative, programmatic and support staff and equipment were transferred to LWD.

Employment-directed and workforce development programs and activities for welfare recipients that were transferred from Human Services include career guidance, labor market information, employability assessment, employability development plans, employment-directed case management, subsidized and unsubsidized employment placement, job search and readiness, community work experience, on-the-job training, vocational education, basic skills, literacy training, referral to work support services, early employment initiative and career advancement vouchers.

Staff and programs from the New Jersey Department of Education were also transferred to LWD. The programs include the WIA Title II Adult Education Program that provides Adult Basic Education and literacy programs. In addition, the private vocation school approval unit was transferred to LWD.

These changes in the laws and departments were preceded by a number of high level strategic meetings between the Governor and the Cabinet members and with officials and stakeholders in the workforce system. Multi-agency meetings between the officials and staff from LWD, Human Services, Education, and other partners, such as the business community, set the foundation for the new workforce investment system strategy in the State. The changes were formalized by Memoranda of Agreement between the Departments.

The local areas have been an integral part of the strategic planning of the State's workforce investment system. All local plans were updated to reflect the inclusion of the



welfare and literacy programs. The unified local system will result in opportunities for employment in a demand-driven environment being maximized for the customers.

New Jersey plans to enact legislation that will ensure the continued use of the Eligible Training Provider List and update and strengthen the role of the State Workforce Investment Board (SETC), and rules governing school approvals.

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

New Jersey is reviewing the issues for a number of statewide waivers to improve the workforce programs in the State. At this time, the waivers that are being explored include the use of Individual Training Accounts (ITA) for at-risk Older Youth, a cap on the wages to be counted for the Dislocated Worker wage measures, incumbent worker wages, and Eligible Training Provider List time limit. Additional waiver requests will include increasing the transfer of funds limit to 30% between the Adult and Dislocated Worker programs.

Any waiver request on the State or local level will enhance integration and increase the outcomes for our customers. These improvements will be within the parameters of the WIA reform principles and will result in an improved workforce system in New Jersey.

**2. Describe the actions the State has taken to ensure an integrated One-Stop service delivery system Statewide. (Sec. 112(b)(14) and 121.)**

**a. What State policies and procedures are in place to ensure the quality of service delivery through One-Stop Centers such as development of minimum guidelines for operating comprehensive One-Stop Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Centers? (Sec. 112(b)(14).)**

See our response to Question G. 1 c, concerning guidelines for operating One-Stop Career Centers.

The State of New Jersey is intent on creating a strong workforce investment system and ensuring that workforce services are delivered in a comprehensive and high-quality manner. The development of a comprehensive, integrated One-Stop system continues to be the cornerstone of the *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System* and is fully aligned with the mission and vision and core principles set forth in this plan.

**Minimum Service Standards for Services to Business**

- Labor market information, including information about people looking for jobs, is made available to employer customers in multiple formats, such as Workforce New Jersey's Internet site, WNJPIN.

- The system offers recruitment, testing, screening, and referral to qualified applicants via America's Job Bank (AJB) for the employer customer's current or anticipated job openings.
- With the focus of improving the quality of the workforce, saving jobs and improving the productivity of companies, information is available about and access may be provided to:
  - Skill and aptitude testing for current employees.
  - Referral to task analysis and job restructuring or upgrading assistance.
  - Referral to education and training services for new and incumbent workers.
  - Assistance in making reasonable accommodations to meet State and Federal Equal Opportunity requirements.
- The system assists employer customers with Federal and State employment laws.
- Employer customers will be provided with and understand information detailing available services, and will receive an employer customer's Bill of Rights.

Information and assistance is provided to employer customers in designing and providing employer-operated work and family support programs, e.g., dependent care, and flexible work scheduling.

### **Minimum Service Standards for Services to Job Seekers**

- The system, including both information and services is easily accessible to all job-seeking customers throughout the workforce investment area in a manner consistent with State and Federal Equal Employment Opportunity requirements. This may include electronic/automated methods of accessibility. The customer will receive a customer Bill of Rights.
- The system must be organized to address the individual needs of job seeking customers on a case-by-case basis.
- Services are tailored to meet the job seeking customer's employment needs, including labor market information, common intake and eligibility determination for workforce training and services, assessment of needs, continuous and centralized case management, individual referral to education and skill training and supportive services, including child care, with the objective of job placement.
- Along with occupational projection and wage information, each job seeking customer is provided access to information about current employment prospects and employment projections for the occupations being considered, the wage level for those that have completed the training programs, and recent performance information on training providers in the area. Written information is provided on request.

- Multiple methods are in place to provide information that is explained to and understood by the job-seeking customer about access to all services included in the customer's Bill of Rights.
- The system has available staff with knowledge of all required programs and services with the combined expertise to deliver all required programs and services.
- The system has tiered service capability (levels of increased intensity of service) tailored to the individual job seeking customer's needs. The system's design and customer flow facilitates customer choice.
- The system has standard operating procedures in place to assure timely and efficient movement within the system.
- The system has a computer resource area with access to WNJPIN and information on occupational choices, demand occupations, jobs, and other services available in the community.
- The system has adequate staff and has developed clear lines of responsibility and authority.

The next evolution in the development of our One-Stop System is the establishment of a system of Chartering. The State Employment and Training Commission, working collaboratively with its State and local partners, including Workforce Investment Board Directors and One-Stop Operators, has developed a draft Chartering criteria. Chartering each comprehensive One-Stop Career Center will fully achieve New Jersey's goals for universal access, customer choice, and the integration of services. These criteria will serve as the baseline for assessing quality and issuing Charters. The draft Chartering criteria reflect the One-Stop system as the hub of the workforce development delivery system, and the comprehensive One-Stop Career Centers as the physical locations through which services are delivered.

As a prerequisite to Chartering, the Department of Labor and Workforce Development, working with input from the State Employment and Training Commission's Disability Issues Committee, as well as its State and local partners, has developed draft Compliance Certification criteria in a checklist that assesses One-Stop Center compliance with Federal and State requirements related to facilities and services as part of the goal of universal access and integrated service delivery. This tool is being utilized as part of the monitoring of local One-Stop Career Centers.

The Chartering of Comprehensive One-Stop Career Centers will ensure that there is a common understanding among Workforce Investment Boards and One-Stop partners about the expectations for a high-quality of service delivery through local One-Stops.

The Chartering process will promote excellence in workforce development service delivery helping to solidify the "to work" consolidation initiative and facilitate the

movement from planning to implementation by ensuring that critical linkages have been forged between and among One-Stop partners to better serve customers and elevate the quality of services, and, thus, the quality of the workforce.

To underscore the importance of the consolidation and integration efforts, the Commissioner of the then Department of Labor met with the leadership of each workforce area. All areas were informed of the State's policy regarding the establishment of a single comprehensive One-Stop for each area. The One-Stop would be a partnership; not a local or State effort and that duplication of effort would not be condoned.

As local Workforce Investment Boards continue to fully implement their "to work" Consolidation plans, the Certification and Chartering criteria can provide a way to assess progress toward a fully integrated One-Stop system. The Department of Labor and Workforce Development has begun the Certification process. The Chartering draft criteria and process are being finalized.

## **Capacity Building**

New Jersey believes that the key to successful integration of workforce services is a proactive and comprehensive capacity building process. To that end, we have developed a Capacity Building Workgroup that includes representatives of many departments and agencies including Human Services, Education, Labor and Workforce Development, the Division of Vocational Rehabilitation, the State Workforce Investment Board, and representatives from local welfare and workforce agencies. The Capacity Building Workgroup is in constant dialogue with the various stakeholders to make sure we develop training programs that meet the needs of the workforce investment system. Below is a description of some of the initiatives we have undertaken.

We have held two statewide retreats with key constituencies. The first, emphasizing One-Stop and workforce development issues, included staff from local One-Stops, WIBs, and LWD. The second retreat added social service staff (State and local) to those who had already attended the first retreat. At that retreat, special attention was paid to the best ways to fully integrate "to-work" welfare programs into the One-Stop system. A third retreat is planned with the Division of Vocational Rehabilitation. What is true of all these retreats is that we are able to have open conversations, problem solve and learn from each other. In short, these events have had a positive impact on the knowledge in the system, morale, and have successfully carried over into local operations.

Training is also required to operate the programs. With the consolidation of programs, hundreds of workforce, welfare, literacy and other service professionals have been trained in the use of an integrated database. This effort is viewed as a long-term investment that will enable us to view workforce services as a whole, rather than through a series of separate programs with their own unique definitions and interpretations.

We also provide a wide variety of training programs for staff including subjects like counseling and customer service. Also, we have training available designed to enhance staff skills, e.g. training in specific software programs, Microsoft Office, for instance, as well as efforts to increase sensitivity to the needs of the customer.

Working with the Garden State Training Institute, which is an offshoot of the statewide association run by local professionals, the Garden State Employment and Training Association, we conducted a training survey which has provided us with a list of subjects that frontline staff believes require additional training. In the upcoming years, we will continue cross-training staff in these areas.

Additionally, we are providing training for administrative personnel. Recently, in conjunction with USDOL, a session was held for financial managers. The purpose of this session was to ensure that all areas completing fiscal reports do so uniformly, reflecting properly New Jersey's use of resources.

There are two major annual conferences held in New Jersey. One is sponsored by the State Employment and Training Commission (SETC), and the other by the Garden State Employment and Training Association (GSETA). Both conferences offer several training sessions, and in the past have included program specific workshops (e.g., 55+, prisoner re-entry), technical (performance measures) and professional development (organization skills).

Additional sessions are held based upon need and special efforts. For example, throughout the consolidation of programs, special sessions were held to discuss and explain the process with stakeholders impacted by these changes.

Training was also held in various locations statewide to ensure that frontline staff is appropriately prepared to complete employment plans, online, for clients. A similar approach was taken to initiate a new statewide welfare college program funded with State resources.

We recognize and appreciate the important role that capacity building has in the successful integration of workforce efforts.

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

Based on the strategies outlined in the *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System*, the State has made great strides in improving services to both business and individual customers through the One-Stop service delivery system. However, recognizing the need to accelerate the pace of service integration through the One-Stop system, the SETC in 2001, released a White paper

entitled *New Jersey in Transition: The Crisis of the Workforce*. This document outlined the issues facing New Jersey as it works to create a system of programs and services that is responsive to the needs of business and job seeker customers and ensures the development of a high quality workforce in New Jersey.

The White Paper articulates the need to develop a trained, high quality workforce and to embed this goal into all levels of government as a State core value. The Paper clearly defined the link between economic and workforce development in New Jersey, recognizing that companies seek workers with ever-increasing skills and more specialized occupational training to maintain a competitive advantage in the global marketplace; the White Paper also described the emerging gap between corporate expectations and the literacy skills of New Jersey's citizens. If New Jersey was going to secure its financial future, it was clear that all levels of government, starting with the Governor's office, would need to champion changes in the workforce development system to ensure that education and training resources were appropriately targeted to prepare New Jersey's workers for the future.

As a result of a key finding in the White Paper the Governor issued a *Reorganization Plan* that consolidates "to work" programs under one roof through the transformation of the Department of Labor into the Department of Labor and Workforce Development, paving the way for a major reconfiguration of programs and services designed to promote integration of work support services, reduce program overlaps and increase access to all available services for business and individual customers through the One-Stop system.

The State's Consolidation Plan is founded on the following principles that have guided our work in integrating services:

- **Leveraging of Resources and the Development of a Coherent Workforce Vision**

The combination of the State's workforce development resources into a single entity so that policies, procedures and strategies can be developed in a coherent fashion. By combining funding sources into a single agency, the Department of Labor and Workforce Development, the State is better positioned to go further in developing a comprehensive, integrated vision for workforce training and education that can be delivered through existing One-Stop channels.

- **Collaborative Planning and Leadership at the State Level**

The collaboration and support from the State's Departments of Labor and Workforce Development, Human Services and Education, through which each unit brought unique strengths and expertise to the consolidation process. We have utilized these individual strengths to develop a strong vision and plan for the future.

- **Empowerment at the Local Level through Workforce Investment Boards (WIBs) and Engagement of Private Sector Leaders**

Consolidation planning was designed to stimulate dialogue between all local workforce service providers and to provide WIBs with the framework for developing a cohesive local vision. Further, it included greater private sector leadership and support to ensure that local WIBs meet the needs of their business customers.

- **A Continuum of Comprehensive, Customer-friendly Services that Meet Customer Needs**

The ultimate objective of Consolidation was the creation of a continuum of programs and services that will meet the education and training needs of New Jersey's workers and businesses. Consolidation planning allowed local areas to examine what they were currently doing and to identify gaps in service and their own local needs. Armed with this information, each community was then able to develop a customized, coherent plan to train and retain its local workforce that will ensure economic self-sufficiency and a supply of qualified workers to the community's businesses.

Following the development of the initial Consolidation Plan, the SETC worked with a collaborative workforce consolidation steering committee to develop and disseminate local planning guidelines and held a statewide meeting for all WIB planning committees to present the guidelines. They also solicited feedback on the guidelines and asked each WIB area to identify those issues they felt presented barriers to successful planning. This information was ultimately used to develop the final guidelines and planning processes. Once the final guidelines were complete, local areas undertook their own consolidation planning, engaging local stakeholders from the WIB, One-Stop system, Human Services, Education and the literacy community.

### **Phase I—Describing the “As Is”**

In Phase I of consolidation planning, begun in July 2003, local areas painted a detailed picture of their current One-Stop system, describing the various services that customers received, the flow of customers through services and the processes by which customers accessed the functions of comprehensive assessment, case management, training and workforce preparation services, supportive services and job placement/development. In this process, One-Stop partners also began to identify gaps and bottlenecks, places where effective integration strategies could improve customer service and program performance. Local areas worked together to identify and describe local needs, to develop detailed "as is" customer flow charts and narrative summaries and to define challenges and obstacles to integration.

Because of the collaborative planning approach that brought all major players to the table, Phase I proved an effective method for ensuring that the partners became familiar with program requirements across a variety of funding streams. It also helped local

areas plan more effectively for Phase II by pinpointing areas where duplicate services were being offered and by providing a road map for more effectively integrating One-Stop system offerings.

### **Phase II—Developing the “Should Be”**

After State review of and feedback on Part I of their plans, local areas began working on Phase II to describe how their One-Stop system would provide fully integrated workforce development services to job seekers and businesses in their communities. Under the leadership of the WIBs, One-Stop partners developed revised customer flow charts and narratives that demonstrated how their customers would be able to access all partner programs and resources—both job seeker and business services--through their local One-Stop system. They designed more integrated staffing patterns and customer flow processes that built upon New Jersey’s earlier successes in developing seamless service delivery. Although guided by a State vision for integrated services, each local area developed a process that was uniquely adapted to their situations, resources and the needs of their communities. These "should be" consolidation plans set the stage for the final phase of consolidation—Implementation.

### **Phase III—Implementation of Consolidation Plans**

Again, with feedback and guidance from the State, local areas began implementation of their consolidation plans on July 1, 2004, a process that continues to the present. During implementation, the State and local WIB areas have worked together to ensure that all customers are able to receive workforce development services through their comprehensive One-Stop centers and that the process of accessing services is as seamless and integrated as possible. Managers and staff from all partner agencies have been developing common service standards, policies and procedures to ensure consistency of services. Data management and reporting functions have also been a key focus as the partners collaborate to provide integrated, high quality services.

New Jersey’s four-year concentration on consolidation is a clear measure of our support for workforce delivery system integration. We believe that it is only through a continued focus on seamless, coordinated service delivery that we will be able to effectively serve New Jersey’s workforce customers and system integration is at the heart of our vision for the future. New Jersey has established a workforce system to ensure the quality of services being provided by the One-Stop Career Centers. This system relies on a review of One-Stop operations and a Certification and Chartering process.

In January, 2005, the State implemented a Comprehensive One-Stop Management System Review that examines the operation of all One-Stops throughout the State to ensure that each local area is operating in an integrated and coordinated manner and that the customers are being served in a thorough and efficient manner.

The review encompasses the following areas: Coordination & Partnerships; One-Stop Operations/Management; System Management and Contracting; Performance & Oversight; and Customer Management. The purpose of this review is to determine the



level of coordination among the One-Stop partners with respect to the development and implementation of the overall blueprint of the One-Stop's operations and decision making process, and the One-Stop's management of customer flow. The Comprehensive Review is to determine if each respective One-Stop is meeting, at a minimum, the following criteria:

1. Planning and implementation of services are conducted by a coordinated effort of the partners.
2. The One-Stop has established clear policies for co-managed functions.
3. There is a grievance procedure in place that addresses system-wide issues.
4. One-Stops have established an effective system for directing the flow of customers through the One-Stop system, in particular, from one level of service to the next.
5. Adequate cross-training of One-Stop staff is being provided.

One-Stop Centers that fail to meet any of these criteria are required to submit a Corrective Action Plan and, where appropriate, the State will provide continual technical assistance until the goals have been met.

Following the completion of this review, the State will develop a guideline for operating comprehensive One-Stops by utilizing the best practices identified.

The State intends to incorporate the findings of its One-Stop Comprehensive Review as the initial phase for completing the Certification process for all Comprehensive One-Stop locations.

Overall New Jersey's continued focus on integration of service delivery through the One-Stop system with an emphasis on consolidation has facilitated the transition to comprehensive One-Stop Centers and establishment of Business Resource Centers, both of which are described elsewhere in this plan.

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

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

Recognizing the disparate elements included in such a venture, the State also has determined the need to form a “team” which would include representation from each of the areas that could be part of a cost-plan, e.g., building, program, fiscal.

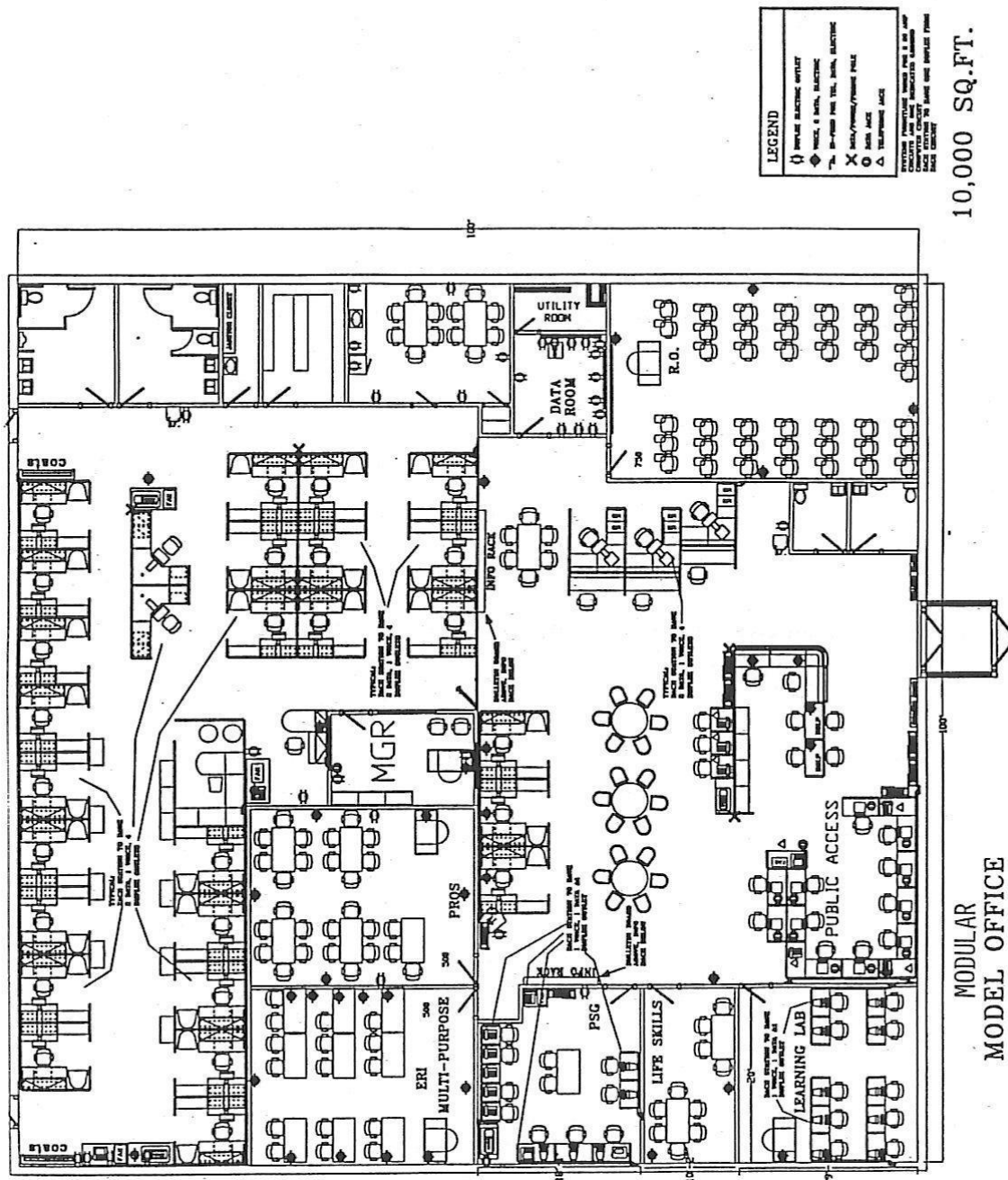
Using this approach, each area will identify infrastructure costs and our team will be able to establish a State-model. This model will offer consistency and a basis for future costs.

This effort will also provide a clearer picture of how each area is moving towards full integration. Staff will review each plan submitted and determine if it reflects integration.

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

The State of New Jersey is part of the AOSOS consortium. The system has been installed throughout the State, not only in One-Stops and their satellites, but also in partner agencies, such as Welfare, State literacy programs and Corrections. This shared data management system, which includes case management, will be more effective in integrating services.

A comprehensive One-Stop infrastructure has been developed. Following is a diagram of the model template for One-Stop Career Centers.



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

The State is working to assure a strategic alignment of human capital that is congruent with the mission goals and organizational objectives and is integrated into its strategic performance plans, and budgets of the One-Stop Operating System. This vision is accomplished through workforce planning and development ensuring that the One-Stop System is citizen-centered and mission-focused. The New Jersey One-Stop System effectively manages people, ensures continuity of leadership, and sustains a learning environment that drives continuous improvement in performance. The One-Stop System has a diverse, results-oriented, high-performance workforce and a high-performance management system that effectively differentiates between high and low performance and that additionally links performance to the goals, objectives and performance indicators of the organization and the system as a whole. The performance model is premised on outcomes and results to benefit the clients and the overall structure of the workforce development system. The State is committed to identifying and closing all gaps in services to the customers the agency serves. The agency's human capital decisions are guided by a data-driven results-oriented planning and accountability systems.

All One-Stop partners at One-Stop Career Centers are expected to participate in a delivery system where staff are organized by function rather than by funding stream. New Jersey is focused on the delivery of all services from a location, not by any one organization. The number of sites becomes reduced and lessens the number of places a business needs to contact. The Business Resource Center is a single point of contact locally for the system. Rather than spending time checking the sum of the pieces throughout the system, they are delivered through one place.

Similarly, by bringing service partners into one facility and integrating services, we eliminate "ping-ponging" of customers. In our comprehensive centers, core, intensive, and access to training services are all available. The availability of integrated services based upon a consistent plan provides us with a blueprint that ensures the full array of services at each comprehensive facility.

**C. Plan Development and Implementation**

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

New Jersey's initial *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System* was an outgrowth of an open, highly collaborative process involving over 250 individuals from State and local governments, the private sector, organized labor and community-based organizations that was begun in 1999. The SETC facilitated New Jersey's planning effort. New Jersey undertook the following specific

activities to assure broad, sustained and wide spread participation in developing the Plan.

- At the direction of the Governor's Office, the Labor Commissioner and SETC Chair were asked to facilitate the creation of a Cabinet-level working group to oversee both the development of the Plan and the implementation of WIA. The following Departments were members of this working group: Community Affairs, Education, Health and Senior Services, Human Services, Labor, SETC, Transportation, Treasury, along with the Governor's Office. Additionally, the Commissions on Commerce and Economic Growth, and Higher Education were participants.
- A Core Planning Group was created under the direction of the Cabinet-level Working Group to develop the major components of the Plan. Aside from representatives from each of the agencies enumerated above, One-Stop Operators, labor unions and Workforce Investment Boards were also members of the Core Planning Group. The group met every two weeks during the development of the plan.
- Three Town Meetings were held in the Northern, Central and Southern part of the State to obtain public comment on priorities. Over 240 individuals, representing major stakeholders were in attendance.
- A Public Hearing was held to obtain additional input into the Plan with over 80 persons in attendance.

Over the past years the State has built upon the foundation that that Plan provided and it will continue to do so into the next planning cycle. To shepherd the current update of the Plan, the SETC created two groups to oversee plan development. The first was a workgroup of representatives of key partners to the workforce investment system and the second was a subcommittee of the SETC membership. Important new policy questions were put before the entire Commission. WIB Directors and One-Stop Operators were informed of important policy considerations at monthly meetings.

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

The original *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System* and this update are available on the Internet at <http://www.njsetc.net>

All comments received have been or will be reviewed and evaluated for inclusion in this Plan. Comments from partners to the Plan were incorporated into the Plan, where appropriate. Comments more appropriate for operational guidance will be forwarded to the appropriate operating entity. For a more complete discussion of the comment process please refer to section C, Plan Development and Implementation, Item 1.

The plan is available on the SETC website for all stakeholders and other interested parties. The adult education community has access to the plan and has had opportunities to discuss and provide input into the various principles, goals, and policies that are embedded in the plan through the State Council for Adult Literacy Education and Services, numerous workgroups, and individual contact with an open and easily accessible planning structure. Notably, the adult education community played a significant role in planning for the consolidation, developing guidelines for professional development, and providing input for the development of the Notice of Grant Opportunity.

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

During the Consolidation process State officials, including the Departments of Labor and Workforce Development, Education, Human Services, and the State Employment and Training Commission held a series of meetings with all stakeholders. Invited to and attending these sessions were Chief Elected Officials, WIB and local area staff, WIB members, adult educators, welfare directors, economic development representatives, advocates of various groups, labor, business and other people who represent the partnership. Following the consolidation, more sessions were scheduled to discuss the consolidation process, gauge its progress in localities and get some insight into potential next steps.

This process ensured an open consolidation, kept the community abreast and allowed any or all questions to be answered. Meetings continue with all stakeholders and these meetings are used as a barometer of our progress.

The State Rehabilitation Council (SRC) and the Designated State Unit (DSU) continue a significant degree of collaboration. The SRC endorsed the development of a "Disability Checklist" for the One-Stop Career Centers. This was developed by DSU staff, in collaboration with the SETC's Disability Issues Committee, and will be used to evaluate the accessibility of the centers by the State.

During the preparation of the FFY 2003 renewal of the New Jersey TANF State Plan, the Department of Human Services solicited comments from the public and private sectors. The draft State Plan Renewal was provided to agencies, such as the Work First New Jersey Task Force, County Human Services Directors, County Human Services Advisory Committees, State Human Services Advisory Council, DHS Board of Family Development, County Welfare Agency Directors and staff (including Income Maintenance Administrative Supervisors, Case Management Supervisors and Social Service Administrative Supervisors), New Jersey Coalition Against Sexual Assault, New Jersey Coalition for Battered Women, Unified Child Care Agencies, Legal Services of New Jersey, Association for Children of New Jersey, the Child Care Advisory Council, the New Jersey Departments of Labor, Health and Senior Services,

Community Affairs, and Education, and the New Jersey Divisions of Youth and Family Services, Medical Assistance and Health Services, Developmental Disabilities, and Mental Health and Hospitals. The Work First New Jersey (WFNJ) Task Force provides input and advice to the Department of Human Services on the administration and operation of WFNJ. The Task Force is comprised of an ethnically diverse group of individuals with extensive knowledge and experience in Human Services program development and implementation.

Prior to finalization, a 45–day period was extended for the purpose of obtaining public comment regarding the State Plan renewal. A public notice was published in the New Jersey Register, as well as in a number of local newspapers. These notices advised of the availability of the State Plan at various inspection sites including, but not limited to, county welfare agencies, Medicaid District Offices, and selected State depository libraries.

#### **D. Needs Assessment**

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

The educational and job training needs of New Jersey are as diverse as the State's labor force and economy. The State has been in transition from a manufacturing economy to a more high tech and service economy for many years. Retraining to support this economic shift is a clear priority for the State. Growth of the life sciences clusters, including bio-tech and pharmaceuticals, are new high demand areas for New Jersey because of its critical location relative to the Philadelphia and New York City corridor.

The State has a significant immigrant population with limited English proficiency, and a considerable number of other individuals whose literacy skills are not on par with employer expectations. This presents yet another significant State need and mandate for the workforce investment system.

High School dropouts, other youth coming out of institutional settings and urban youth pose a major challenge that must be overcome by the workforce investment system, if the State's future economic health is to be maintained.

Efforts must be undertaken to ensure that skills stay consistent with changes in technology so that people are up-to-date in their respective fields and New Jersey remains competitive in the world economy. Addressing these economic needs must be accomplished, while simultaneously preparing special populations who have been neglected in the past e.g., people with disabilities, prisoners re-entering the workforce and others.



New Jersey recognizes the need for a public, statewide labor exchange system to support workers in the process of finding employment that provides economic self-sufficiency and, at the same time, assists employers in finding qualified workers.

Additionally, New Jersey is committed to increasing accessibility to distance learning so that people can improve their skills at home thereby diminishing the need for support services like child care and transportation. Further, there is a need to promote the concept of life-long learning to ensure that the skills of individuals continue to keep pace with the demands of employers.

New Jersey understands that training must focus on attaining the skills demanded by the labor market. Indeed, employers have told us, in broad strokes that the skills they need from their employees include:

- (1) **Literacy**
- (2) Employer identified and recognized **occupational** skills
- (3) Good **workplace** skills.

### **Literacy Skill Needs**

As discussed elsewhere in this plan, upwards of 40% of the population needs to improve literacy skills to meet employer expectations. This proportion may be even higher among clients of One-Stop Career Centers. The need for literacy skills prompted New Jersey to pass State legislation, the Supplemental Fund for Workplace Literacy, to assist individuals and business in meeting their workplace literacy needs. A significant portion of these funds supports the literacy centers in each One-Stop Career Center. Other funds, including Adult Education and WIA funds, also support literacy. Local areas were required to form Literacy Committees and to prepare a comprehensive Literacy plan for their area.

### **Occupational Skill Needs**

New Jersey has undertaken a skill demand study to get a firmer grasp on business needs for skills in the future. One product of the study, the NJNextStop website, [www.NJNextStop.org](http://www.NJNextStop.org), can be used by individuals, counselors, curriculum developers and others to learn important skill demand information to design or select meaningful courses or programs containing the future skills demanded by employers. This information is supplemented locally by information provided by business and the local WIB. Again, the employment and training needs of workers is a direct product of the needs of employers. New Jersey has taken an additional step in promoting the use of employer recognized skill credentials to provide students with durable skills that are portable and recognized by employers.



## **Workplace Skill Needs**

New Jersey has been a leader in the development of the National Institute for Literacy's Workplace Readiness credential. This credential will provide those who qualify to receive it with proof that they possess the job finding and keeping skills that employers demand.

All of the programs represented in this plan are aimed at specific target groups or provide specific services. It is New Jersey's intention to meet all the individual requirements of each program included in this plan, while at the same time presenting job seeking and business customers with a seamless flow of services to meet their needs. All staff-assisted individuals served at One-Stop Career Centers, without regard to program, follow a customer flow modeled after the flow contained in the answer to Question G.1, c. The educational and job training needs of each individual who goes beyond core services as defined by WIA, that is, everyone who receives intensive services, including training, is assessed and provided the services that are described in their career plan.

To determine ongoing need, the State has been and will continue to monitor the various services provided through the scan card participant tracking system that has been implemented in each One-Stop Career Center. An additional source of information is the AOSOS system which is being modified to include links to other partner data systems and which will allow us to keep track of services for business and individuals. Based upon usage and results we will be able to make informed decisions regarding the deployment of resources for the future.

Our business customers have many avenues to provide feedback concerning their needs for services and the quality of the services provided. A major source of information comes from employers using the Business Resource Centers. All businesses using the centers are all asked to complete a survey regarding use and need. Business Forums, discussed earlier, will be another avenue to determine the needs of specific growth industries and other industries important to the health of New Jersey's economy. We receive additional feedback through our Demand-side Skill Assessment Project as employers guide the effort through the various advisory councils. Finally, our customer satisfaction data provides information about whether or not our efforts are meeting the needs of employers. Information from all of these sources will assist in our efforts for continuous improvement.

Clients' needs are assessed by professional counseling staff. This information is summarized and communicated through regular meetings with management staff, at the State and local level to adjust the array of services offered.

Preliminary results from a Rutgers School of Business study evaluating New Jersey's One-Stop Consolidation in select Counties indicate that:

90% of customers reported that they would recommend the One-Stop to their friends  
72% believed that customer needs assessment had improved  
82% believed that unnecessary travel between sites had been eliminated  
75% believed that training programs are more available  
89% believed that other work preparation services improved

## **WIA Title I and Wagner-Peyser Act and/or Veterans Programs**

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

### Service or Activity Name

Additional Unemployment Benefits While in Training (ABT) and Work Search Waiver  
Academic Learning  
Alternative Secondary School Services (Youth Only)  
Alternative Work Experience  
Assessment - Comprehensive and Specialized Skill Level and Service Needs Assessment  
Assessment Interview, Initial Assessment  
Assessment Services - Career Assessment  
Basic Skills/Life Skills  
BEAG Test  
Bonding Assistance  
Career Guidance  
Combined Workplace Learning with Related Instruction (Co-Op Education)  
Comprehensive Guidance and Counseling (Youth Only)  
Counseling - Group Sessions  
Counseling - Individual & Career Planning  
EEO Notification  
English as a Second Language (ESL)  
Entrepreneurial Training  
GATB Test  
GATB/VG  
Individual Employment Plan  
Info on Filing UI Claims, Eligibility for TANF, Financial Aid, Education Programs  
Interest Inventory  
Job Coaching  
Job Development Contact  
Job Finding Club  
Job Referral  
Job Search Planning  
Job Search Workshop  
Job Shadowing  
Leadership Development Opportunities (Youth Only)

Literacy Test  
Literacy Training  
Math test  
Mentoring  
Mobility Training  
NATB Test  
Occupational Skills Training  
On-the-Job Training (OJT)  
Orientation (Career Beacon - RO)  
Orientation (Other)  
Orientation (Rapid Response)  
Orientation (Self Employment Program)  
Orientation (Trade Act)  
Orientation (UI Profiling)  
Other reportable service-follow up (Vet)  
Other reportable services (ES, DVOP, LVER)  
Other Test  
Post Placement Counseling  
Proficiency Test  
Received Case Management Services (Vets Only Service)  
Received Case Mgmt Services (Dislocated Worker, Profile Claimant, TANF, Food Stamp)  
Referred to Basic Skills Training  
Referred to Job Corps  
Referred to Job  
Referred to Other Federal  
Referred to Supportive Services - Non-Partner  
Referred to Supportive Services - Partner  
Referred to WIA  
Resume Preparation Assistance  
Resume Writing Workshop  
SATB Test  
SEA Workshop  
Self-Service - Access to One-Stop Career Center  
Self-Service - Employer - use of Business Resource Center  
Self-Service - Job Finding Club - Self Directed  
Self-Service - Job Seeking - Other (i.e., newspaper)  
Self-Service - Resume Writing - Self Service  
Self-Service - Training Provider Information Search - Self Directed  
Self-Service Job Matching  
Short-term Pre-Vocational Skills to Prepare for Employment or Training  
Skills Upgrading and Retraining  
Specific Labor Market Information  
Summer-Related Employment Opportunities  
Referral to Supportive Services  
Tax Credit Eligibility Determination

Tuition Waiver Eligibility Determination  
Tutoring Study Skills Training, Drop Out Prevention Strategies (Youth Only)  
Vocational Guidance (Other)  
Vocational Guidance (VET)  
Work-Related/Job Readiness Training

The provisions of the DVOP/LVER grant continue to be adhered to by the State. Preference employment and related services to Veterans are adhered to under the Wagner-Peyser, Workforce Investment Act and Trade Adjustment Act with priority given to the needs of the Vietnam ERA and Disabled Veterans.

### **Adult Education and Family Literacy**

As part of the requirement of applying for funding consideration under the WIA Title II Notice of Grant Opportunity, eligible recipient agencies which apply for grant consideration present a needs assessment describing the adult education and literacy needs of individuals. In awarding funds, the State reviews applications to ensure that the scope and proposed delivery of services is in concert with the intention, vision and provisions of the law.

### **Food Stamp Employment and Training**

The expected pool of work registrants during this coming fiscal year is 37,000. New Jersey's Food Stamp Employment and Training Program (FSETP) will be selective in targeting services to mandatory work registrants as identified by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. In particular, those Able Bodied Adults Without Dependents who are between the ages of 18 and 50 years, also referred to as ABAWDs, will be served on a priority basis, serving first the non-exempt areas, then the exempt areas, followed by the remainder of the FSETP work registrants.

Those work registrants for whom participation would be impractical due to current employment are exempt. An initial determination of an individual's exempt status from FSETP requirements shall be made for each appropriate Work registrants upon receipt of the referral from the FSETP office, or at any subsequent time if the individual's circumstances change. Work registrants with substantial barriers to participation, including medical problems or social problems, may be exempt from participation.

The following were considered as valid exceptions to the ABAWD provision for work requirements. An individual who is:

- under 18 or 50 years of age or older
- physically or mentally unfit for employment
- responsible for the care of a dependent child
- otherwise exempt from the FSETP requirements
- a pregnant woman
- responsible for an otherwise incapacitated individual

## **Vocational Rehabilitation**

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

In 2004, NJDVRS held four regional vendor forums throughout the State to discuss common issues and to provide updates on program developments. The NJDVRS vendors who participated included those involved with cognitive rehabilitation services, psycho-social programs, rehabilitation hospitals, supported employment, time limited job coaching, and traditional workshop programs. The regional vendor forums helped NJDVRS identify needs in several areas which will be acted upon this year. The identification of needs was accomplished in collaboration with both the NJDVRS field offices and vendors. It was concluded that NJDVRS should focus on:

- Standardize vendor reporting forms especially with regard to Supported Employment;
- Complete a cost analysis on job coaching towards consideration of a rate increase;
- Standardize and enhance the monitoring of job coach services;
- Monitor and ensure that vendors possess the required accreditation and staff development; and,
- Develop innovative programs involving mental health, traumatic brain injury, autism, and bilingual (English-Spanish) job coaching.

NJDVRS has continued to participate in the Integrated Employment Coalition (IEC) which meets quarterly and involves representatives from the Division of Developmental Disabilities (DDD), Division of Mental Health Services (DMHS), ARC of New Jersey, the Regional Rehabilitation Continuing Education Program (RRCEP) at the State University of New York, and the Boggs Center at the University of Medicine and Dentistry of New Jersey. The IEC has helped to enhance the coordination of services. The IEC members cooperate in reviewing and developing curricula for training community rehabilitation program personnel in employment services.

The Sheltered Workshop Placement Incentive Program (PIP) is being reviewed towards improving the way it is administered so that these targeted State funds will continue to enhance the job retention of individuals with the most severe disabilities and barriers to employment. This program involves only individuals who receive the services from a Sheltered Workshop and who have extreme difficulty succeeding within an integrated work environment.

### **Public Housing Residents and Other Families Receiving Housing Assistance.**

WIA Title II adult education and literacy funds in the past have been awarded to agencies providing adult education and literacy services to adults residing in public housing. Significant efforts are also extended to recruit participants who are receiving public assistance.

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

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

### **Annual Averages Nonfarm Payroll Employment for New Jersey (2004 Benchmark)**

| <u><b>NAICS Industry<br/>Title</b></u>      | <u><b>2000</b></u> | <u><b>2004</b></u> | <u><b>2000-2004 Change</b></u> |                       |
|---|--------------------|--------------------|--------------------------------|-----------------------|
|   |                    |                    | <u><b>Number</b></u>           | <u><b>Percent</b></u> |
| Total Nonfarm                               | 3,994,500          | 4,002,000          | 7,500                          | 0.2                   |
| <b>Natural<br/>Resources and<br/>Mining</b> | 2,000              | 1,600              | -400                           | -20.0                 |
| <i>Construction</i>                         | 149,600            | 166,000            | 16,400                         | 11.0                  |
| <i>Manufacturing</i>                        | 421,600            | 338,900            | -82,700                        | -19.6                 |
| <b>Durable Goods</b>                        | 189,400            | 151,000            | -38,400                        | -20.3                 |
| <b>Non-Durable</b>                          | 232,200            | 187,900            | -44,300                        | -19.1                 |

|  |         |         |         |       |
|--|---------|---------|---------|-------|
| <b>Goods</b>   |         |         |         |       |
| <b>Trade,<br/>Transportation &amp;<br/>Utilities</b>       | 899,000 | 875,500 | -23,500 | -2.6  |
| <b>Wholesale<br/>Trade</b>                                 | 241,700 | 231,700 | -10,000 | -4.1  |
| Retail Trade   | 463,700 | 468,000 | 4,300   | 0.9   |
| <b>Transportation,<br/>Warehousing &amp;<br/>Utilities</b> | 193,600 | 175,900 | -17,700 | -9.1  |
| <i>Information</i>   | 126,900 | 98,600  | -28,300 | -22.3 |
| <b>Financial<br/>Activities</b>                            | 266,900 | 277,800 | 10,900  | 4.1   |
| <b>Professional and<br/>Business Services</b>              | 598,500 | 581,600 | -16,900 | -2.8  |
| <b>Educational and<br/>Health Services</b>                 | 495,800 | 546,600 | 50,800  | 10.2  |
| <b>Leisure and<br/>Hospitality</b>                         | 303,300 | 327,000 | 23,700  | 7.8   |
| <b>Other Services</b>                                      | 142,200 | 154,400 | 12,200  | 8.6   |
| <b>Government</b>  | 588,900 | 634,100 | 45,200  | 7.7   |

Prepared by: N.J. Department of Labor and Workforce Development  
Labor Market & Demographic Research  
March 2005

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

### State of New Jersey Employment Projections By Major Industry Division, 2002 - 2012

|  | 2002 | 2012 | Change: 2002-2012 |
|--|------|------|-------------------|
|--|------|------|-------------------|

|                                     |                  |              |                  |              |                 | Percent     |             |
|-------------------------------------|------------------|--------------|------------------|--------------|-----------------|-------------|-------------|
| NAICS Industry Title                | Number           | Pct.         | Number           | Pct.         | Number          | Total       | Annual      |
|                                     |                  |              |                  |              |                 |             |             |
| <b>Total All Industries</b>         | <b>3,983,900</b> | <b>100.0</b> | <b>4,465,000</b> | <b>100.0</b> | <b>478,100</b>  | <b>12.0</b> | <b>1.1</b>  |
|                                     |                  |              |                  |              |                 |             |             |
| <b>Goods-Producing</b>              | <b>531,600</b>   | <b>13.3</b>  | <b>506,100</b>   | <b>11.3</b>  | <b>(25,500)</b> | <b>-4.8</b> | <b>-0.5</b> |
| Natural Resources and Mining        | 1,600            | 0.0          | 1,500            | 0.0          | -               | 0.0         | -0.6        |
| Construction                        | 162,600          | 4.1          | 186,700          | 4.2          | 24,100          | 14.8        | 1.4         |
| Manufacturing                       | 367,500          | 9.2          | 317,900          | 7.1          | (49,600)        | -13.5       | -1.5        |
|                                     |                  |              |                  |              |                 |             |             |
| <b>Service-producing</b>            | <b>3,452,300</b> | <b>86.7</b>  | <b>3,959,100</b> | <b>88.7</b>  | <b>506,800</b>  | <b>14.7</b> | <b>1.4</b>  |
| Trade                               | 701,000          | 17.6         | 781,300          | 17.5         | 80,300          | 11.5        | 1.1         |
| Wholesale Trade                     | 236,500          | 5.9          | 260,400          | 5.8          | 23,900          | 10.1        | 1.0         |
| Retail Trade                        | 464,500          | 11.7         | 520,900          | 11.7         | 56,400          | 12.1        | 1.1         |
| Utilities                           | 15,800           | 0.4          | 14,500           | 0.3          | (1,300)         | -8.2        | -0.9        |
| Transportation and Warehousing      | 164,600          | 4.1          | 181,300          | 4.1          | 16,700          | 10.1        | 1.0         |
| Information                         | 113,200          | 2.8          | 116,300          | 2.6          | 3,100           | 2.7         | 0.3         |
| Financial Activities                | 276,700          | 6.9          | 302,000          | 6.8          | 25,300          | 9.1         | 0.9         |
| Professional and Business Services  | 581,200          | 14.6         | 725,100          | 16.2         | 143,900         | 24.8        | 2.2         |
| Educational Services                | 82,300           | 2.1          | 101,500          | 2.3          | 19,200          | 23.4        | 2.1         |
| Health Care and Social Assistance   | 444,900          | 11.2         | 574,300          | 12.9         | 129,400         | 29.1        | 2.5         |
| Arts, Entertainment, and Recreation | 46,100           | 1.2          | 56,600           | 1.3          | 10,500          | 22.7        | 2.0         |
| Accommodation and Food Services     | 264,900          | 6.6          | 293,200          | 6.6          | 28,300          | 10.7        | 1.0         |
| Other Services (except government)  | 148,300          | 3.7          | 175,100          | 3.9          | 26,800          | 18.1        | 1.6         |
| Government                          | 613,500          | 15.4         | 637,900          | 14.3         | 24,400          | 4.0         | 0.4         |

\* The industry employment estimates, projections and projected employment change, which are based on nonfarm payroll employment, will not match the occupational data which also include self-employed and unpaid family workers.

NOTE: Totals may not add, due to rounding. Numbers are rounded to one hundred.  
Employment and percentage changes are based on unrounded data.

Prepared by: New Jersey Department of Labor and Workforce Development, September 2004



**State of New Jersey**  
**Employment Projections By Major Occupational Categories, 2002-2012**

|   | 2002             |              | 2012             |              | Change: 2002-2012 |             | Annual Average Job Openings |               |                |
|---|------------------|--------------|------------------|--------------|-------------------|-------------|-----------------------------|---------------|----------------|
| Occupation  | Number           | Percent      | Number           | Percent      | Number            | Percent     | Total*                      | Growth*       | Replacements   |
| <b>Total, All Occupations</b>                     | <b>4,247,100</b> | <b>100.0</b> | <b>4,722,500</b> | <b>100.0</b> | <b>475,400</b>    | <b>11.2</b> | <b>153,420</b>              | <b>53,240</b> | <b>100,190</b> |
| Management, Business, and Financial Occupations   | 421,300          | 9.9          | 481,800          | 10.2         | 60,500            | 14.4        | 13,790                      | 6,130         | 7,660          |
| Professional and Related Occupations              | 823,700          | 19.4         | 985,600          | 20.9         | 161,900           | 19.7        | 32,170                      | 16,300        | 15,880         |
| Service Occupations                               | 790,000          | 18.6         | 925,700          | 19.6         | 135,700           | 17.2        | 35,700                      | 13,610        | 22,090         |
| Sales and Related Occupations                     | 469,600          | 11.1         | 522,300          | 11.1         | 52,800            | 11.2        | 20,400                      | 5,390         | 15,010         |
| Office and Administrative Support Occupations     | 827,700          | 19.5         | 849,400          | 18.0         | 21,600            | 2.6         | 24,100                      | 5,130         | 18,980         |
| Farming, Fishing, and Forestry Occupations        | 4,100            | 0.1          | 5,400            | 0.1          | 1,300             | 32.3        | 250                         | 130           | 110            |
| Construction and Extraction Occupations           | 170,600          | 4.0          | 193,300          | 4.1          | 22,800            | 13.4        | 5,690                       | 2,280         | 3,410          |
| Installation, Maintenance, and Repair Occupations | 152,400          | 3.6          | 163,600          | 3.5          | 11,200            | 7.3         | 4,740                       | 1,320         | 3,420          |
| Production Occupations                            | 244,700          | 5.8          | 226,300          | 4.8          | -18,400           | -7.5        | 6,060                       | 270           | 5,800          |
| Transportation and Material Moving Occupations    | 343,100          | 8.1          | 369,100          | 7.8          | 26,100            | 7.6         | 10,530                      | 2,690         | 7,840          |

\* Average Annual New Jobs will not equal annualized "Employment Change" since, for declining occupations, new jobs are tabulated as zero since no net job growth is projected, while the employment change is based solely on the difference between 2002 and 2012 employment totals.

Note: Occupational data include estimates of self-employed and unpaid family workers and are not directly comparable to the industry employment total. Totals may not add due to rounding. Numbers are rounded to the nearest hundred.

Employment changes and percentage changes are based on unrounded data.

Prepared by: N.J. Department of Labor And Workforce Development,  
August 2004

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

**Skilled Occupations that are in Demand (based on 2002-2012 New Jersey employment projections)**

| <b>Occupation</b>                        | <b>Skills</b>   | <b>Training/Education Requirements</b> | <b>Projected Annual Job Openings</b> |
|--|---|--|--------------------------------------|
|  | <b><u>High-Skills</u></b>   |  |                                      |
| Registered Nurses                        | Speaking, Service Orientation, Reading Comprehension                            | Associate's degree                     | 3,738                                |
| General & Operations Managers            | Active Listening, Management of Personnel Resources, Time Management            | Work experience plus Bachelor's degree | 1,747                                |
| Elementary School Teachers               | Instructing, Speaking, Learning Strategies                                      | Bachelor's degree                      | 1,593                                |
| Secondary School Teachers                | Speaking, Instructing, Learning Strategies                                      | Bachelor's degree                      | 1,413                                |
| Accountants                              | Mathematics, Active Listening, Critical Thinking                                | Bachelor's degree                      | 1,205                                |
| Management Analysts                      | Writing, Reading Comprehension, Speaking  | Bachelor's degree                      | 837                                  |
| Computer Software Engineers              | Operations Analysis, Mathematics, Science                                       | Associate's degree                     | 723                                  |
| Preschool Teachers                       | Speaking, Learning Strategies, Instructing                                      | Bachelor's degree                      | 665                                  |
| Financial Managers                       | Critical Thinking, Judgment & Decision Making, Reading Comprehension            | Bachelor's degree                      | 646                                  |
| Sales Agents, Securities and Commodities | Systems Analysis, Judgment & Decision Making, Management of Financial Resources | Bachelor's degree                      | 610                                  |
| Middle School Teachers                   | Speaking, Instructing, Learning Strategies                                      | Bachelor's degree                      | 603                                  |
| Recreation Workers                       | Coordination, Speaking, Service Orientation                                     | Bachelor's degree                      | 577                                  |

|   |  |   |       |
|---|--|---|-------|
| Computer & Information Systems Managers         | Coordination, Reading, Comprehension, Writing                            | Bachelor's degree                       | 560   |
| Special Education Teachers                      | Instructing, Learning, Strategies, Speaking                              | Bachelor's degree                       | 522   |
| Pharmacists                                     | Reading Comprehension, Science, Mathematics                              | First professional degree               | 339   |
| <b><u>Mid-Level Skills</u></b>                  |  |   |       |
| First-Line Supervisors/Managers of Retail Sales | Management of Personnel Resources, Active Listening, Service Orientation | Work experience in a related occupation | 1,348 |
| Medical Secretaries                             | Active Listening, Reading, Comprehension, Speaking                       | Vocational training/ work experience    | 1,345 |
| First-Line Supervisors, Administrative Support  | Management of Personnel Resources, Speaking, Time Management             | Work experience                         | 1,256 |
| General Maintenance and Repair Workers          | Equipment Maintenance, Repairing, Troubleshooting                        | Long-term on-the-job training           | 887   |
| Police Patrol Officers                          | Judgment & Decision Making, Active Listening, Critical Thinking          | Long-term on-the-job training           | 877   |
| Hairdressers/Stylists/Cosmetologists            | Active Listening, Speaking, Time Management                              | Vocational training/ work experience    | 848   |
| Fitness Trainers and Aerobics Instructors       | Speaking, Instructing, Coordination                                      | Post-secondary vocational training      | 847   |
| Licensed Practical/Vocational Nurses            | Active Listening, Reading Comprehension, Writing                         | Post-secondary vocational training      | 821   |
| Carpenters                                      | Mathematics, Time Management, Active Listening                           | Long-term on-the-job training           | 811   |
| Automotive Service Technicians and Mechanics    | Troubleshooting, Repairing, Equipment Selection                          | Post-secondary vocational training      | 796   |
| Electricians                                    | Installation, Reading Comprehension, Active Listening                    | Long-term on-the-job training           | 727   |
| Food Preparation/Serving Workers Supervisors    | Speaking, Active Listening, Time Management                              | Work experience in a related occupation | 613   |
| Cooks, Restaurant                               | Active Listening, Reading Comprehension, Speaking                        | Long-term on-the-job training           | 572   |

#### **d. What jobs/occupations are most critical to the State's economy?**

High and mid-level skills jobs in the finance, pharmaceutical, health care, telecommunications and education industries are most critical for New Jersey, which finds itself in a highly competitive market due to foreign and domestic products/services competition and due to outsourcing by domestic companies. These occupations and skills are in high demand and, where possible, employers will outsource the work if they can not find enough employees at competitive wages.

In addition, there are critical occupations in the mid-level skill category such as licensed nurses, electricians and police patrol officers. These are demand occupations, in part, because they can not be outsourced to another country and because of the continuing demand for services by the public.

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

See the skills column in the table above. In addition, job readiness skills, such as coming to work on time, inter-personal communication skills and other “people” skills, are required in today’s and tomorrow’s job market.

The need to improve the readiness skills of the labor market, especially those seeking lower end entry-level positions has been a constant mantra from the employer community. To address this skills deficit, New Jersey along with other states and national partners formed consortium to develop an assessment of these skills and to credential individuals who possess these skills. Development of the EFF Work Readiness Credential is based on nationally-validated Equipped for the Future applied learning standards and business consensus on what work readiness means. The Credential will provide a common, national standard for defining, assessing, and certifying that individuals can meet the demands of entry-level work and learn on the job.

Work Readiness profile, a copy of which follows, constructed as an initial step in the credential development process, defines a cross-industry foundation of knowledge, skills and abilities that new workers need to succeed in entry-level jobs across industries. Front line supervisors from businesses across the country helped develop this profile.

- The EFF Work Readiness profile identifies four categories of essential skills: communication, interpersonal, decision-making, and lifelong learning skills.
- The profile also identifies the critical entry-level tasks that require use of those skills.
- The EFF Work Readiness assessment tool will test whether a jobseeker can in fact use those skills to perform the tasks identified.

# THE EFF WORK READINESS PROFILE

New workers need to be able to use these EFF Skills...

What New Workers in Entry Level Jobs Need to Be Able to Do well enough to successfully carry out these critical entry level tasks\*:

| Communication Skills   | Acquire and Use Information   | Use Systems   | Work With Others  | Responsibility   | Allocate Resources   |
|--|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Speak So Others Can Understand</li> <li>• Listen Actively</li> <li>• Read With Understanding</li> <li>• Observe Critically</li> </ul> | <ul style="list-style-type: none"> <li>• Acquire, use, and share information accurately and in a timely manner in order to:               <ul style="list-style-type: none"> <li>— Get work done.</li> <li>— Identify appropriate procedures.</li> <li>— Respond to requests from internal and external customers.</li> </ul> </li> <li>• Read and understand information presented in written form well enough to get the job done.</li> <li>• Communicate in spoken English well enough to get the job done.</li> <li>• Ask for clarification or help from supervisor or appropriate others when needed.</li> </ul> | <ul style="list-style-type: none"> <li>• UNDERSTAND SYSTEMS               <ul style="list-style-type: none"> <li>• Understand how one's own performance can impact the success of the organization.</li> <li>• Comply with organizational policies and procedures in a consistent manner.</li> <li>• Pay attention to company guidelines regarding:                   <ul style="list-style-type: none"> <li>— Personal and professional interactions.</li> <li>— Appropriate dress.</li> <li>— Health and safety.</li> </ul> </li> <li>• Follow established procedures for handling urgent situations or emergencies.</li> <li>• Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations.</li> <li>• Go to the appropriate personnel resources when approval is needed for work-related activities.</li> </ul> </li> <li>• MONITOR AND CORRECT PERFORMANCE               <ul style="list-style-type: none"> <li>• Monitor quality of own work.</li> <li>• Accept and use constructive criticism for continuous improvement of own job performance.</li> <li>• Keep track of changes within the organization and adapt to them.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• DIVERSITY               <ul style="list-style-type: none"> <li>• Work as part of a team to develop and achieve mutual goals and objectives.</li> <li>• Develop and maintain good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position.</li> <li>— Be respectful and open to the thoughts, opinions, and contributions of others.</li> <li>— Avoid use of language or comments that stereotype others.</li> </ul> </li> <li>• NEGOTIATE               <ul style="list-style-type: none"> <li>• Work through conflict constructively.</li> </ul> </li> <li>• SERVE CLIENTS               <ul style="list-style-type: none"> <li>• Address customer comments, questions, concerns and objections with direct, accurate, and timely responses.</li> <li>• Verify customer identification to validate forms, provide services, or carry out procedures.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate willingness to work.</li> <li>• Take responsibility for completing one's own work assignments:               <ul style="list-style-type: none"> <li>— Accurately.</li> <li>— On time.</li> <li>— To a high standard of quality.</li> <li>— Even when the work is physically or mentally challenging.</li> <li>— As efficiently as possible, to minimize costs, rework, and production time.</li> </ul> </li> <li>• Show initiative in carrying out work assignments.</li> </ul> | <ul style="list-style-type: none"> <li>• Use basic math well enough to get the job done.</li> <li>• Manage time effectively to:               <ul style="list-style-type: none"> <li>— Get the work done on schedule.</li> <li>— Prioritize tasks.</li> </ul> </li> <li>• Make sure that urgent tasks are completed on time.</li> <li>• Make sure that materials, tools, and equipment are available to do the job effectively.</li> </ul>   |
| <b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Cooperate With Others</li> <li>• Resolve Conflict and Negotiate</li> </ul>                                |   |   |   |  | <b>Solve Problems</b> <ul style="list-style-type: none"> <li>• Cope with a work situation or tasks that change frequently:               <ul style="list-style-type: none"> <li>— Demonstrate flexibility.</li> <li>— Accept new or changed work responsibilities with a positive attitude.</li> <li>— Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others.</li> </ul> </li> <li>• Identify actual or potential problems related to one's own work:               <ul style="list-style-type: none"> <li>— Report them in a timely manner, according to company policy.</li> <li>— Help to fix them.</li> </ul> </li> </ul> |
| <b>Decision Making Skills</b> <ul style="list-style-type: none"> <li>• Use Math to Solve Problems and Communicate</li> <li>• Solve Problems and Make Decisions</li> </ul>      |   |   |   | <b>Integrity</b> <ul style="list-style-type: none"> <li>• Demonstrate integrity.</li> <li>• Maintain confidentiality, as appropriate, about matters encountered in the work setting.</li> </ul>  |  |
| <b>Lifelong Learning Skills</b> <ul style="list-style-type: none"> <li>• Take Responsibility for Learning</li> <li>• Use Information and Communications Technology</li> </ul>  | <b>Use Technology</b> <ul style="list-style-type: none"> <li>• Learn how to use appropriate computer-based technology to get the job done most efficiently.</li> <li>• Be able to use a telephone, pager, radio, or other device to handle and process communication.</li> <li>• Make sure that all equipment is in safe working order.</li> <li>• Use equipment properly to minimize damage to equipment or injury to oneself or others.</li> </ul>  |   | <b>Know How to Learn</b> <ul style="list-style-type: none"> <li>• Accept help from supervisors and coworkers.</li> <li>• Learn new/additional skills related to your job.</li> <li>• Learn about the products/services of the organization.</li> </ul>  | <b>Self Management</b> <ul style="list-style-type: none"> <li>• Display responsible behaviors at work:               <ul style="list-style-type: none"> <li>— Avoid absenteeism.</li> <li>— Demonstrate promptness.</li> <li>— Maintain appropriate grooming and hygiene.</li> <li>— Do not attend to personal business when on the job, except in emergencies.</li> <li>— Manage stressful situations effectively.</li> </ul> </li> </ul>   | *Tasks are organized according to SCANS categories.  |



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Equipped for the future is an initiative of the National Institute for Literacy.

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The EFF Work Readiness credential is a perfect companion to New Jersey's credential policy for training for occupational skills. New Jersey requires that occupational skill training: a) align with and use existing nationally recognized, industry-based skill standards and certifications as the basis for developing competency-based learning objectives, curricula, instructional methods, teaching materials, and classroom/worksite activities; b) prepare students or trainees to satisfy the employer knowledge and skill requirements assessed by related examinations; and c) provide their students/trainees with the opportunity to take the appropriate exams and receive certifications corresponding to their courses of study.

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

The available labor pool can be represented by the current and projected 2012 labor force, which includes both employed persons as well as unemployed persons who are actively looking for jobs. Older workers (45 years old and over) are projected to increase substantially due to the maturing of the "baby boomers." Nonwhites and Hispanics are projected to make up the majority of the State's labor force growth from 2002 to 2012. The following table contains the labor force projections for the State.

## Projections of Labor Force by Age and Sex

### New Jersey 1990 to 2012

| Age Group         | Census on April 1, |           | Estimates<br>2002 | Projections to July 1, |           |
|-------------------|--------------------|-----------|-------------------|------------------------|-----------|
|                   | 1990               | 2000      |                   | 2007                   | 2012      |
| <b>Both sexes</b> | 4,104,700          | 4,193,100 | 4,367,500         | 4,597,300              | 4,827,100 |
| 16-19             | 200,400            | 184,000   | 192,300           | 218,300                | 217,300   |
| 20-24             | 443,000            | 354,700   | 371,900           | 432,800                | 495,400   |
| 25-34             | 1,132,100          | 924,900   | 925,800           | 876,000                | 948,900   |
| 35-44             | 1,009,900          | 1,162,300 | 1,190,300         | 1,131,500              | 1,025,300 |
| 45-54             | 705,300            | 936,600   | 978,700           | 1,095,700              | 1,149,300 |
| 55-64             | 461,100            | 474,100   | 575,400           | 696,800                | 811,200   |
| 65+               | 152,900            | 156,600   | 133,200           | 146,200                | 179,600   |
| <b>Females</b>    | 1,885,600          | 1,967,800 | 2,052,800         | 2,161,700              | 2,268,500 |

|       |         |         |         |         |         |
|-------|---------|---------|---------|---------|---------|
| 16-19 | 100,700 | 91,400  | 98,500  | 109,600 | 107,700 |
| 20-24 | 215,700 | 170,500 | 178,300 | 208,100 | 237,000 |
| 25-34 | 510,500 | 431,500 | 424,300 | 395,800 | 424,400 |
| 35-44 | 463,900 | 533,800 | 550,100 | 524,500 | 473,700 |
| 45-54 | 326,700 | 450,500 | 466,900 | 521,500 | 550,700 |
| 55-64 | 203,200 | 221,700 | 273,700 | 335,500 | 392,500 |
| 65+   | 65,000  | 68,300  | 61,100  | 66,700  | 82,500  |

## Projections of Labor Force by Race, Sex and Hispanic Origin

### New Jersey, 1990 to 2012

|                               | Census on April 1, |           | Estimates | Projections to July 1, |           |
|-------------------------------|--------------------|-----------|-----------|------------------------|-----------|
|                               | 1990               | 2000      | 2002      | 2007                   | 2012      |
| <u>All Races</u>              | 4,104,700          | 4,193,100 | 4,367,500 | 4,597,300              | 4,827,100 |
| Male                          | 2,219,000          | 2,225,300 | 2,314,700 | 2,435,500              | 2,558,500 |
| Female                        | 1,885,600          | 1,967,800 | 2,052,800 | 2,161,700              | 2,268,500 |
| <u>White</u>                  | 3,421,100          | 3,333,900 | 3,461,500 | 3,555,500              | 3,636,300 |
| Male                          | 1,880,200          | 1,804,500 | 1,864,000 | 1,913,400              | 1,958,200 |
| Female                        | 1,540,900          | 1,529,400 | 1,597,500 | 1,642,000              | 1,678,100 |
| <u>Black</u>                  | 528,800            | 545,400   | 573,200   | 614,700                | 663,100   |
| Male                          | 253,200            | 252,400   | 268,700   | 289,000                | 313,400   |
| Female                        | 275,700            | 293,000   | 304,500   | 325,700                | 349,700   |
| <u>Other Races</u>            | 154,800            | 278,500   | 296,300   | 380,900                | 470,400   |
| Male                          | 85,600             | 150,000   | 162,900   | 208,700                | 256,400   |
| Female                        | 69,100             | 128,500   | 133,400   | 172,200                | 214,100   |
| <u>Multiracial</u>            | (N.A.)             | 35,400    | 36,500    | 46,200                 | 57,300    |
| Male                          | (N.A.)             | 18,500    | 19,100    | 24,400                 | 30,500    |
| Female                        | (N.A.)             | 16,900    | 17,400    | 21,800                 | 26,700    |
| <u>Hispanic</u>               | 374,700            | 571,500   | 589,700   | 706,100                | 818,800   |
| Male                          | 210,700            | 312,100   | 324,100   | 387,500                | 450,600   |
| Female                        | 164,000            | 259,400   | 265,500   | 318,600                | 368,200   |
| White,<br><u>Non-Hispanic</u> | 3,091,500          | 2,821,700 | 2,932,400 | 2,924,600              | 2,910,100 |

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|        |           |           |           |           |           |
|--------|-----------|-----------|-----------|-----------|-----------|
| Male   | 1,694,200 | 1,523,300 | 1,571,500 | 1,566,300 | 1,558,400 |
| Female | 1,397,300 | 1,298,400 | 1,360,900 | 1,358,300 | 1,351,700 |

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Note: The 1990 and 2000 figures are based on the Census Modified Age-Race-Sex (MARS) data.

"Other Races" include American Indian and Alaska Native, Asian, Native Hawaiian and other Pacific Islander. "Multiracial" refers to persons of two or more races. Hispanic origin is not a race. Persons of Hispanic origin may be of any race.

Source: N.J. Department of Labor and Workforce Development

### **g. Is the State experiencing any ``in migration" or ``out migration" of workers that impact the labor pool?**

#### **Population Migration: New Jersey, 1995-2012**

|                             | Census<br>1995-2000 | Estimates<br>2000-2004 | Projections<br>2002-2012 |
|-----------------------------|---------------------|------------------------|--------------------------|
| Net International Migration | 311,765             | 245,000                | 630,700                  |
| Net Domestic Migration      | -182,829            | -135,500               | -521,500                 |
| Domestic in-migration       | 534,578             | N.A.                   | N.A.                     |
| Domestic out-migration      | 717,407             | N.A.                   | N.A.                     |

Source: US Bureau of the Census and NJ Department of Labor & Workforce Development.

New Jersey has experienced positive net international migration and negative domestic out-migration (that is, from New Jersey to other states). International in-migration and domestic out-migration are projected to continue from 2002 to 2012. The types of immigrants coming to the Garden State are both high skill and highly educated and low skill and with low education levels. For the latter group – and their children if the primary language spoken at home is not English – this will mean a need for training in English as a second language and literacy training that recognizes the foreign background of this part of the labor force. It will also offer challenges to employers as they try to assimilate foreign language speakers into their workforces.

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

Changing technologies and a change in the mix of industry employment has changed New Jersey's skill needs. According to the Demand-side Skill Assessment Project, *Ready for the Job: Understanding Occupational and Skill Demand In New Jersey's Key Industries*, produced for the SETC, by the John J. Heldrich Center for Workforce Development at Rutgers University, industries such as nanotechnology and homeland

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security have come to the economic forefront as emerging industries, creating higher levels of demand for technical and information technology-related skills. In addition, older, more traditional industries, such as construction, are using more technologically advanced processes which require a better trained, more technologically adept employee. These changes in the workforce have precipitated a gap between what employers require and the skills that workers currently maintain.

The Demand-side Skill Assessment Project identified four types of skills that are required by, or important to, employers:

- Basic skills
- Workplace readiness skills
- Cross-industry skills
- Advanced technical/professional skills

Within the skill types, the cross-industry skills necessary to succeed in a variety of jobs were also identified:

- Math and technology skills
- Communication and teamwork skills
- Problem solving and critical thinking skills
- Entrepreneurship and business skills

Employers across industries reported that many entry-level workers lack the basic academic skills (math, reading, writing and English). And employers also reported that a significant number of new employees lack basic workplace readiness skills, e.g., punctuality, and the cross-industry skills listed above. These are among the challenges that must be addressed in preparing the workforce to ensure that New Jersey remains competitive in a highly productive global economy.

#### **i. Based on an analysis of the economy and the labor market, what workforce development issues has the State identified?**

The long-term employment trend in both the nation and State is toward growth in information-based, technology-driven service industries. Jobs in many of these industries have high training, education and skill requirements. Increased competition from countries such as China and India requires that the workers of today and tomorrow be highly skilled, highly productive and better prepared than ever. In the global economy, the emphasis will continue to be on making products and services at the lowest possible cost.

The need for workforce readiness is critical. Likewise, literacy and basic skills will be more important than ever. There will be increased emphasis on life-long learning and the policies to provide life-long learning will need to be developed and put in place.

New Jersey's workforce investment system recognizes that a significant number of jobs in the economy do not require extensive levels of education and takes the steps

necessary to channel workers towards these jobs, trades or technical fields. Based on long-term employment projections to 2012 for New Jersey, more than half of all jobs in 2012 will require only short- or moderate-term on-the-job training. Slightly more than one-quarter of all jobs will require an Associate's degree or more. Our workforce policy recognizes that replacement demand will be an important source of job openings and employment opportunities. However, we also understand that these "replacement jobs" will require an ever-increasing level of skills.

#### **j. What workforce development issues has the State prioritized as being most critical to its economic health and growth?**

There are four primary workforce challenges facing employers and workers in the State of New Jersey. It is important to note that New Jersey employer and educator views of these challenges underscore the findings of dozens of major reports and books about America's new economy and workforce. The issues include:

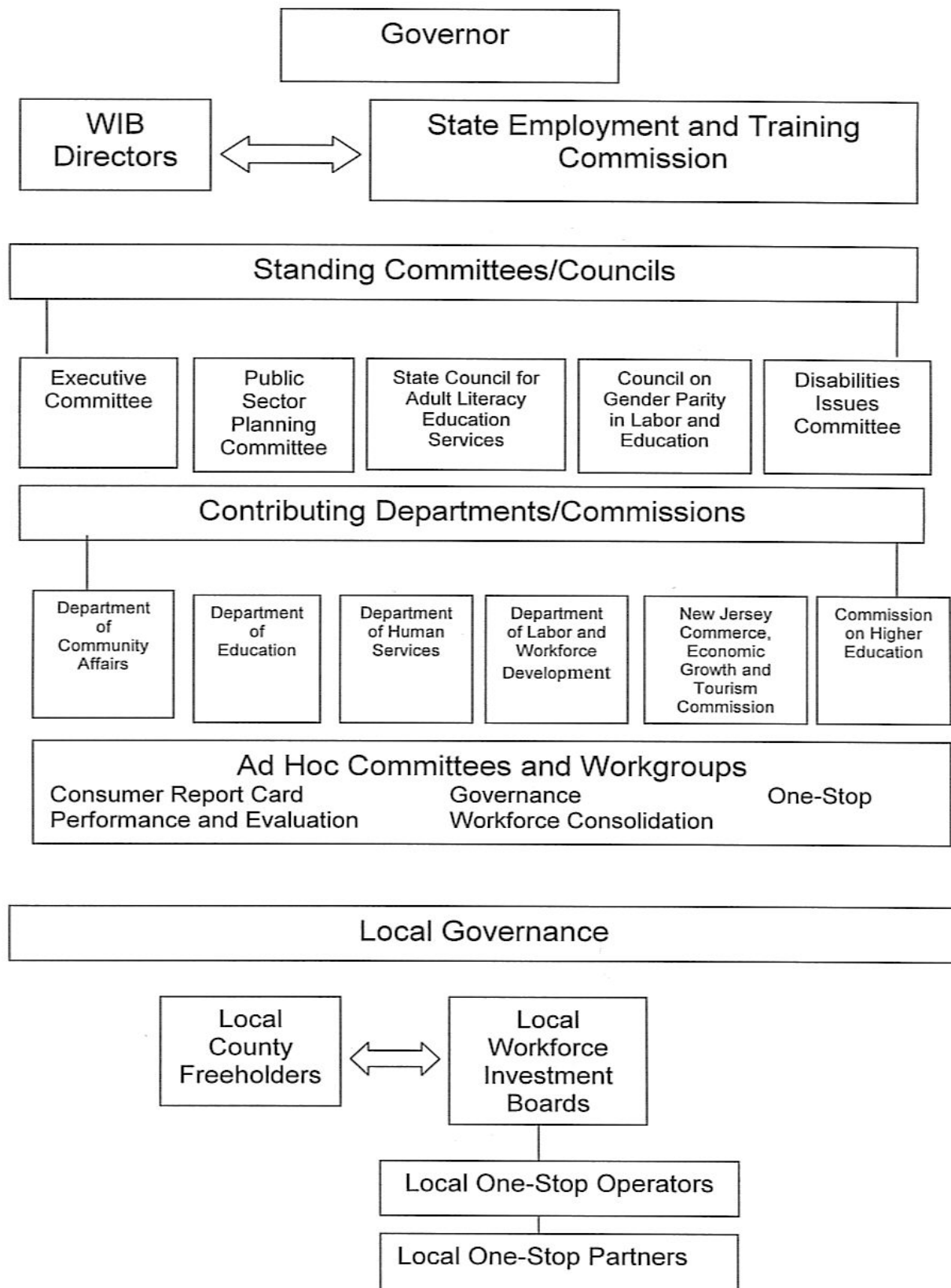
- Better aligning education and training programs with employer needs
- Preparing skilled, qualified entry-level workers
- Attracting and recruiting workers to occupations that are experiencing shortages of workers
- Upgrading the skills of current workers.

### **E. State and Local Governance**

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

Following is an organizational chart depicting the Governor's relationship to each of the Departments within the State of New Jersey, the State Employment and Training Commission, and the local areas:

# WORKFORCE GOVERNANCE FLOW CHART



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

#### Department of Education

- Secondary Vocational Education programs (Perkins III/Secondary)
- Postsecondary Vocational Education programs (Perkins III/ Postsecondary)
- Tech-Prep Education (Title II of Perkins III)

#### Department of Labor and Workforce Development

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

#### Department of Community Affairs

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

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

Each Department maintains its separate lines of authority and interrelates through New Jersey's State Board, the State Employment and Training Commission and through excellent working relationships that have developed through the collaborative planning process.

**(ii) State Workforce Investment Board:**  
**1. Describe the organization and structure of the State Board. (Sec. 111).):**

New Jersey has established the State Employment and Training Commission as the State Workforce Investment Board. The State Employment and Training Commission (SETC) was established by State statute in 1989, clearly before the December 1997 deadline prescribed by WIA. The purpose of the SETC is:

*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 ability.*

The State Employment and Training Commission was established prior to WIA to meet the challenge of developing a world class workforce investment system for New Jersey. The bipartisan Commission is the nation's first Human Resource Investment Council established by State legislation. The SETC accomplishes its purpose by sustaining a public-private partnership that seeks to eliminate the parochialism that limits the capacity of government to be creative and responsive to the demands of the 21<sup>st</sup> Century. Four Cabinet officers, representing the Departments of Community Affairs, Education, Human Services and Labor and Workforce Development are Commission members as are representatives from the State Assembly and Senate. The New Jersey Commerce, Economic Growth and Tourism Commission, and the Commission on Higher Education also participate on the SETC. These public officials join with other Commission members from local government, the private sector, community- and faith-based organizations, unions and the general public to develop New Jersey's workforce policy agenda. A member from the private sector Chairs the Commission. The improvement of the employment, training and education system requires this level of participation because developing workforce policies is beyond the scope of any single agency of government or constituency in the private sector.

The SETC serves as the State Workforce Investment Board required under the Workforce Investment Act.

Through the SETC, participating workforce investment agencies have established a strong planning process with the private sector. Such an effort is required because the policy issues are so complex and interrelated that they require all stakeholders in the workforce investment system to work in concert to shape the future of worker learning and business productivity.

In close collaboration with its partners, the SETC has served as the catalyst in defining these broad goals of the workforce investment system:

- Furnish businesses with programs to improve the quality of the workforce to meet the challenge of the global economy.

- Assist all employers in transforming their sites into workplaces that maximize the skill and earning potentials of their workers.
- Create a strategy for lifelong learning that makes it possible to continuously upgrade skills and meet the demands of the changing workplace to ensure a high quality of life for all New Jerseyans.
- Provide students, workers and others seeking employment with the ability to obtain good jobs at good wages.
- Create a statewide Vocational Technical Careers and Innovative Programs system that moves students to employment and enables all students to meet the challenges of the future labor market, linking schools closely with the employer community to provide relevant school-based and career-based experiences.
- Develop a welfare-to-work system, offering comprehensive services, which leads to economic self-sufficiency.
- Provide strategies that strengthen the capacity of the workforce investment system to offer high quality, effective and valued services to mature and older workers.
- Assure that the workforce investment system is closely tied to economic development efforts.
- Create a One-Stop Career Center system that offers universal access, customer choice and integration of services to meet the needs of individuals and businesses.
- Secure equal opportunity for obtaining skills for all citizens, including the economically disadvantaged, persons with disabilities, those for whom English is not the primary language, women, displaced homemakers, and racial and ethnic minorities.
- Provide up-to-date information on local, State and national labor market conditions and occupational outlooks to ensure that the public can make informed choices.
- Create a system that is accountable at the State, local and service provider levels through the establishment of real performance measures that are meaningful to both job seekers and employers.
- Involve local partners to ensure that local dynamics are represented in the State vision.

**2. Include a description of the process by which State and Local Boards were created.**

On May 12, 1995, the Governor signed Executive Order #36 which formally established local Workforce Investment Boards (WIBs) as an integral part of New Jersey's workforce investment system. The State Employment and Training Commission was created by New Jersey PL1989, Chapter 243 and reauthorized by P.L.2005, c.354.

**3. Identify the organizations or entities represented on the State Board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will be involved in planning and implementing the State's workforce investment system as envisioned in WIA. How is the alternative entity achieving the State's WIA goals? (Sec. Sec. 111(a-c), 111(e), and 112(b)(1).)**

The New Jersey State Employment and Training Commission is composed as a Human Resource Investment Council and meets the composition requirements set forth at 20 CFR 628.210 and 20 CFR 628.215. As such, the Commission is composed 30 percent by business and industry representatives, 30 percent by State and local government and local education agency representatives, 30 percent by organized labor and community -based organization representatives and 10 percent by representatives from the general public. The following is a list of current members and their affiliations as of May 2007:

**New Jersey State Employment and Training Commission**

**Chairman**

***John J. Heldrich***

**Members**

***Virginia S. Bauer***, CEO and Secretary, New Jersey Commerce, Economic Growth and Tourism Commission  
***Ernest C. Bell***, Vice President, Human Resources and Corporate Planning, Wakefern Food Corporation  
***Dana W. Berry***, Executive Director, Starting Points for Children, Inc.  
***Howard L. Beyer***, Executive Director, Juvenile Justice Commission  
***Dennis M. Bone***, President, Verizon New Jersey, Inc.  
***Harold Burlingame***, Senior Vice President, AT&T  
***Michael Cantwell***, Hamilton Square, New Jersey  
***Michael Carey***, Warren, New Jersey  
***Celeste Carpiano***, Executive Director, New Jersey Association of Counties  
***Peter Contini***, President, Salem Community College  
***Gail A. Davis***, Urban Development Manager, PSE&G  
***Honorable Lucille Davy***, Commissioner, Department of Education  
***Nicholas Gacos***, President, Colorado Café Associates



**John Gallagher**, CEO, The Gallagher Group  
**Henry F. Henderson**, CEO, Thoreb North America, LLC  
**Stephen C. Hornik, Sr.**, President Emeritus, Monmouth-Ocean AFL-CIO  
**Andrea B. Karsian**, Fort Lee, New Jersey  
**Joseph E. Krimko**, Ocean Grove, New Jersey  
**Frank H. Lehr**, CEO, Frank H. Lehr Associates  
**Honorable Susan Bass Levin**, Commissioner, Department of Community Affairs  
**Jody Levinson**, Vice President, Health Care Systems, Johnson & Johnson  
**Rev. Msgr. William Linder**, CEO, New Community Corporation  
**Honorable Robert Martin**, Senator, District 26  
**Brian McAndrew**, Superintendent, Monmouth County Vocational School  
**Matthew P. McDermott**, Principal, McDermott Public Affairs  
**Joseph McNamara**, Director, New Jersey Laborers' – Employers' Cooperation and Education Trust  
**Velvet G. Miller**, President, Plexus Institute  
**Robert A. Munyan**, Manasquan, New Jersey  
**Harvey Nutter**, CEO, Greater Paterson Opportunities Industrialization Centers  
**Jane Oates**, Executive Director, Commission on Higher Education  
**Arthur J. O'Neal**, Flemington, New Jersey  
**Clifford R. Reisser**, Training Director, International Brotherhood of Electrical Workers, Local 269  
**Julio Sabater**, President, Universal Communication Enterprise  
**Honorable David J. Socolow**, Commissioner, Department of Labor and Workforce Development  
**Honorable Linda Stender**, Assemblywoman, District 22  
**JoAnn Trezza**, Vice President, Human Resources, Arrow Group Industries, Inc.  
**Honorable Jennifer Velez**, Acting Commissioner, Department of Human Services  
**Carolyn Carter Wade**, President, Communication Workers of America, Local 1040  
**Charles Wowkanech**, President, New Jersey State AFL-CIO

The functions of the State Board in meeting the goals set forth in sections 111(a-c), 111(e), 112(b)(1) are in perfect keeping with the purpose and requirements of the SETC as contained in NJAC 34:15C-5 through 34:15C-13.

Vocational Rehabilitation is a required One-Stop partner and was a part of all planning for the implementation of the One-Stop Workforce Investment System in New Jersey. Individuals with disabilities are provided services mainly from the Departments of Human Services and Labor and Workforce Development, and the Commissioners from those Departments each have a seat on the State Employment & Training Commission (SETC). Additionally, both the Division of Vocational Rehabilitation Services and the Commission for the Blind and Visually Impaired (CBVI) contributed to the development of the *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System*.

The two respective Commissioners, along with the Commissioner of Education, named representatives for a permanent committee of the SETC. In 2001, the Disability Issues



Committee of the SETC was established to explore issues and concerns of individuals with disabilities. This standing committee is chaired by the Director of the Division of Vocational Rehabilitation. Membership of the committee includes representatives from the following program areas:

|                             | LWD | Human Services | Education |
|-----------------------------|-----|----------------|-----------|
| CBVI                        |     | X              |           |
| Developmentally Disabled    |     | X              |           |
| Disabled Veterans           | X   |                |           |
| Independent/Assisted Living |     | X              |           |
| Learning Disabled           |     |                | X         |
| Participants                | X   | X              | X         |
| Sheltered Workshops         |     | X              |           |
| Supported Employment        | X   | X              |           |
| Vocational Rehabilitation   | X   |                |           |

Although services are not duplicated between the Departments of Human Services and Labor and Workforce Development, there are similar programs in each. The distinction is with the severity of disability or the intensity of the services to be provided. This new committee expands the basic concept of representation of the disabled by ensuring appropriate representation of programs serving this special population.

The Disability Issues Committee is responsible for developing policies and program strategies for individuals with disabilities in the workforce investment system. The focus of its work is in three areas. First, is to ensure that the needs of individuals with disabilities are integrated into the One-Stop system. Second, is to identify training needs and resources for those with disabilities. And, third, to ensure workplace education includes individuals with disabilities.

The Commissioners of Labor and Workforce Development and Human Services represent the Client Assistance Program (CAP) on the State Employment and Training Commission. At the local level, the Vocational Rehabilitation representative to the local Workforce Investment Board represents the CAP.

The Client Assistance Program in New Jersey provides advocacy services for individuals with disabilities through the New Jersey Protection and Advocacy, Incorporated. The Rehabilitation Act provides the funding for this private agency as well as for the State Division of Vocational Rehabilitation Services. The purpose of this agency is to handle complaints and problems as reported by the individuals seeking services. The standing committee under the SETC will be a vehicle for the statewide interests and concerns of individuals with disabilities and the agencies such as CAP who serve the clients. Again, the Commissioners of Labor and Workforce Development and Human Services are members of the State Employment and Training Commission and will provide representation for the interests for all of the agencies serving individuals with disabilities.

As previously noted, the needs of individuals who are disabled are also represented at the local level on Workforce Investment Boards. Additionally, the One-Stop system includes all of the partners and agencies, such as CAP, which provide services.

The SETC will ensure that individuals with significant disabilities who are seeking or receiving services through the One-Stop system will be notified of the existence of, the availability of, and how to contact, the client assistance program.

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

Board members are recommended to the Governor by various business organizations in New Jersey, the AFL-CIO, the Council of County Colleges and others. The Governor nominates individuals based on their qualifications for and potential contributions to the work of the SETC, their party affiliation (which must be balanced), and the geographic region of the State in which they live. Nominations are approved with the advice and consent of the Senate.

In addition, current members of the SETC assist in encouraging the active participation of a wide range of individuals from the public and private sectors. The SETC also has an established practice of forming Ad Hoc Committees to focus on specific issues including: the needs of at-risk youth, the concerns of individuals with disabilities, gender equity and workforce training for incarcerated individuals. These Committees have SETC members as well as others with subject area expertise. All committees have representatives from each of the State agencies on the Commission. This has enabled New Jersey to engage in broad planning across programs and agencies for the past several years. This inclusive process provides a solid foundation for achieving the State's vision for the workforce investment system. Collaboration has and will continue to be a hallmark of New Jersey's planning efforts.

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

As a public-private partnership, appointed by the Governor, the SETC has the responsibility to play the key leadership role in guiding the implementation of the Workforce Investment Act in New Jersey. This section reviews the roles and responsibilities of the SETC.

Under New Jersey State law, the State Employment and Training Commission has performed the duties required of the State Workforce Investment Board. It has as its purpose:

“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. The principal emphasis of the employment and training policy shall be developing a strategy to fill significant gaps in New Jersey’s training and employment efforts, with special attention to finding ways to mobilize and channel public and private resources to individuals who would otherwise be denied access to the training and education they need to make their fullest contribution to the economic well being of the State. To the extent practicable, the strategy shall emphasize types of training and education which foster the communication and critical thinking skills in workers and job seekers which will be of greatest benefit for long term career advancement” (Title 34, Chapter 15C, 8).

The SETC serves as the “think tank” for developing workforce investment policies. It has the responsibility to convene the appropriate policy makers to focus on issues impacting system performance. It is also responsible for bringing together the private and public partners to determine services and direction for the system. Program oversight and evaluation, major roles of the Commission, require convening operational entities in sessions to facilitate discussion, review, and joint planning. The SETC has a critically important function as the leader on State workforce investment policies to ensure a vision is in place and the interested parties are following the established path.

The enabling legislation for the SETC includes the mission and objectives of the Commission. To accomplish this mission, the SETC:

1. Establishes performance standards for the programs involved,
2. Coordinates initiatives in the educational area between secondary and post-secondary operations,
3. Reviews State and federal laws and regulations for potential barriers to success,
4. Develops an annual employment and training plan,
5. Performs duties assigned to a State job training coordinating council,
6. Enters into agreements with local Workforce Investment Boards (WIBs) and State Departments for planning, policy guidance, and oversight functions for

any employment and training programs either funded or administered with State funds,

7. Establishes guidelines for planning, policy guidance and oversight functions for local WIBs, and,
8. Obtains access to all files and records held by public entities that are needed to perform functions.

In addition, the strategic functions of the SETC are:

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

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

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

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

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

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

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

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

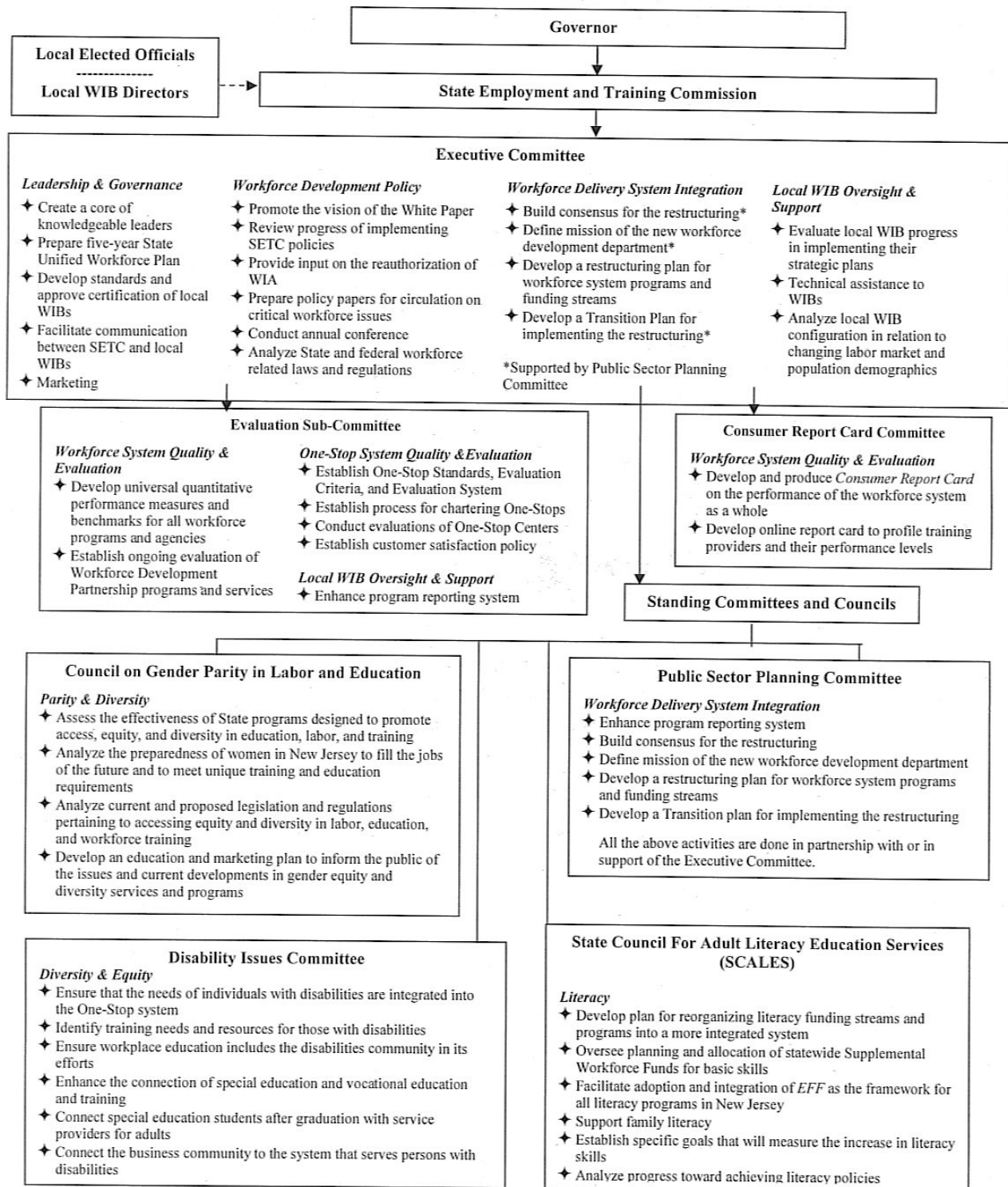
Included in the structure of the State Board is the State Council for Adult Literacy Education and Services (SCALES). Established through State law (P.L. 1999, Chapter 107) in response to a recommendation from a taskforce jointly convened by the State Board and the State Higher Education Agency, SCALES, is charged with facilitating statewide and local policy development, planning and oversight in consultation with the stakeholders in the area of adult literacy education. Key to its mandate is the development of a broad-based statewide master plan, which integrates and coordinates all adult literacy programs. "At a minimum, the plan shall address service delivery, consolidation and coordination, funding and accountability, staff development and training, technology and advocacy. The plan shall include a proposal to consolidate the State supported literacy programs" (C:34:15C-19a).

In 2000, SCALES recommended Equipped for the Future (EFF) adult literacy standards, which subsequently the State Board adopted. In 2002, SCALES submitted to the SETC a report entitled *Preliminary Report on the Adult Literacy Funding and Delivery System*, which recommended that the twenty-four programs in five State agencies that administer adult literacy education be consolidated under one agency. SCALES further recommended that Workforce Investment Boards (WIBs) responsibility for planning and coordination for the local literacy delivery system be strengthened.

Notably, the SETC assists in maintaining a close link between Agencies through all of its various committees and work groups. Interagency work groups make State level workforce investment policy decisions. Through the SETC, State officials meet on a regular basis with Workforce Investment Board (WIB) Directors to develop policies and resolve any outstanding problems. Policy groups have been meeting in some form since the creation of the Commission to discuss key policy issues, offer guidance on the development of the State's strategy for workforce investment and resolve implementation issues. It is this process of consensus building that is the hallmark of New Jersey's approach to decision making on all workforce issues.

Following is a chart depicting the SETC Organizational Overview:

# SETC ORGANIZATIONAL OVERVIEW



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

In accordance with New Jersey's Open Public Meetings Act, meetings are announced in advance in the major State newspapers. All meetings are open and the public is encouraged to attend. The meetings are held in accessible sites and special accommodations, such as interpreters for individuals who are deaf, are provided upon request. Written information is provided in alternate media upon request. The SETC routinely holds public hearings and open forums during the development of all major policy documents. Any information concerning the SETC is available to the public by request and is also available through the SETC's web site [www.njsetc.net](http://www.njsetc.net).

Not only do individuals with disabilities have access to the Board meetings, but the SETC has as an integral part of its commission membership the Disability Issues Committee, a permanent Committee, responsible for developing policies and program strategies for individuals with disabilities in the workforce investment system. The focus of its work is in three areas: to ensure that the needs of individuals with disabilities are integrated into the One-Stop system, to identify training needs and resources for those with disabilities, and to ensure workplace education includes individuals with disabilities. This Committee has regularly scheduled meetings immediately following the full SETC meetings, and other meetings as necessary.

**7. Identify the circumstances which constitute a conflict of interest for any State or Local Workforce Investment Board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (Sec. Sec. 111(f), 112(b)(13), and 117(g).)**

New Jersey has established the following criteria:

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

real or apparent, would be involved.

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

The State Employment and Training Commission (SETC) is the State WIB. As such, all provisions included in this section for WIBs apply to the SETC as well.

#### **8. What resources does the State provide the Board to carry out its functions, i.e., staff, funding, etc.?**

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

#### **(iii) What is the structure/process for the State agencies and State Board to collaborate and communicate with each other and with the local workforce investment system (Sec. 112(b)(8)(A).):**

The State Employment and Training Commission established the Public Sector Planning Committee where senior members of the relevant workforce Departments meet to assure consistency in workforce policy across Departmental lines. In addition, there are ongoing meetings between Commission staff and various workforce department staff to discuss ongoing policy and operational questions. What needs to be made clear is that New Jersey State Government conducts itself in a collegial manner across programmatic and Departmental lines. Hence, as issues arise, we find it a fairly simple matter to form ad hoc workgroups to address specific issues.

The SETC, in concert with the Department of Labor and Workforce Development, hosts a WIB Directors and One-Stop Operators meeting on the third Thursday of every month to communicate and collaborate with the system. Each of the One-Stop partners is asked to determine topics for discussion at the meetings. It should be noted that representatives from other "workforce" Departments, e.g., Human Services, Education, and Community Affairs, are regular participants in these meetings.



The development of the collaboration/integration plan tool was a State and local effort. Representatives of local workforce, welfare and adult education programs have been included in the process from the beginning. This allows for a local perspective in the meetings and helped ensure that the information is subsequently made available to partner entities through their respective peers.

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

New Jersey has demonstrated its commitment to collaboration by consolidating “to work” programs within the Department of Labor and Workforce Development.

The use of the One-Stop Process Improvement Process indicated to partners in a number of our areas the importance of a focus on function over silo. This policy was put into place in our own planning process as each local area was required to discuss a long list of services and indicate their “as is” and “should be.” The “as is” referred to pre-integration, while the “should be” references the goals for the integration effort. Through time, this will enable the State to monitor progress based upon local needs.

In our recent Title II Adult Education process, we linked adult education efforts to literacy plans that were developed locally. This allows us to determine how the application meets the needs determined by the community and also helps to avoid duplication and inefficient use of funds. Also, we have minimized the number of lead organizations in this effort in order to maximize resources available for service provision.

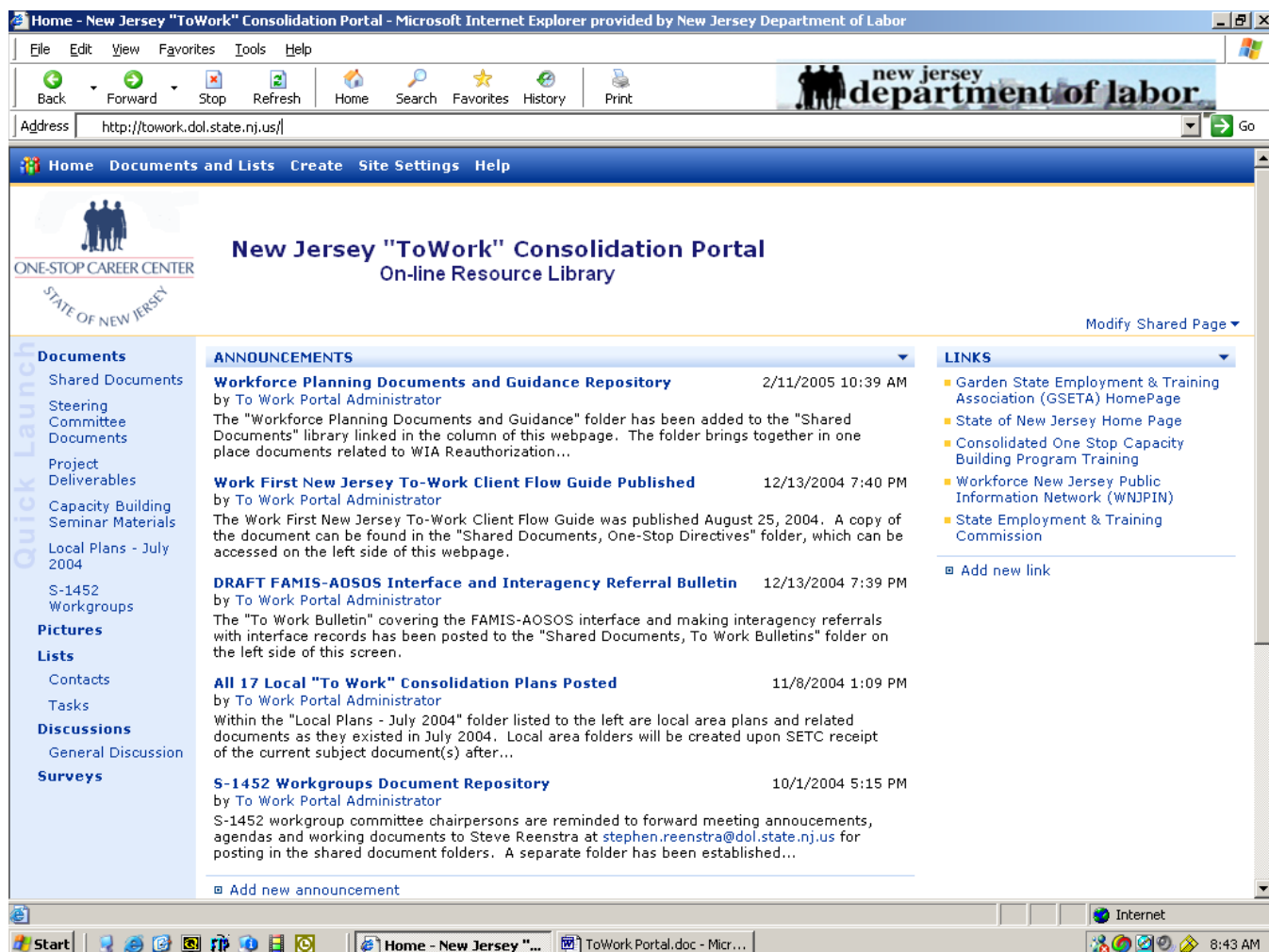
**2. Describe the lines of communication established by the Governor to ensure open and effective sharing of information among the State agencies responsible for implementing the vision for the workforce system and between the State agencies and the State Workforce Investment Board.**

All partner State Agencies are members of the State Employment and Training Commission and as such contribute to the policy recommendations of the Commission.

**3. Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between the State agencies/State Board and local workforce investment areas and Local Boards. Include types of regularly issued guidance and how Federal guidance is disseminated to Local Boards and One-Stop Career Centers. (Sec. 112(b)(1).)**

New Jersey has established multiple lines of communication to ensure timely and effective sharing of information between workforce investment system stakeholders. Communication is facilitated by:

- Monthly State Employment and Training Commission (SETC) meetings with WIB Directors and One-Stop Operators;
- Bi-monthly meetings that include the Departments of Education, Human Services, Labor and Workforce Development service managers, One-Stop Operators and program administration;
- Establishment of a new Procedures Unit within program administration that:
  - Develops and publishes directives communicating system policies and procedures; and,
  - Develops and publishes data system changes that document changes, special features and data-entry requirements for capturing information regarding case management, tracking and reporting.
- The New Jersey “To-Work” Consolidation Portal Online Resource Library web site (copy follows) which was built with the goal to provide a single, easy-to-access online repository for all workforce stakeholders and partners to find critical and timely workforce delivery system information. The site is populated with information including, but not limited to, relevant new items, workforce planning and guidance information, capacity building session schedules and materials, AOSOS bulletins, and One-Stop directives; and,
- As required, special capacity building sessions such as the series held in 2003 and 2004 to assist the WIBs and their partners develop their local consolidated workforce plans.



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

1. Governor's Cabinet for Children—created by Executive Order #60 in May 2003. The Cabinet consists of 20 members including the Commissioners of the State Departments of Human Services, Education, Health and Senior Services, and Community Affairs, the Attorney General, the Treasurer, the Public Defender, the Special Commissioner for Children's Services in the Department of Human Services, the Child Advocate, the Executive Director of the Juvenile Justice Commission and ten public members with expertise and experience in the area of strengthening children and families. The function of the Cabinet is to:

- Develop a strategic plan for strengthening children’s and family services in New Jersey;
  - Examine on an ongoing basis the statutory mission of all State agencies with a focus on the protection of children and the strengthening of families and evaluate the delivery of services by these agencies;
  - Foster collaboration among all State Agencies to ensure high standards for children’s services and the integration and assembling of all available resources;
  - Make recommendations annually to the Governor and the Legislature for the provision of the highest level of services and programs to children of the State; and,
  - Monitor and assist in the implementation of the Department of Human Services’ Transformation Plan.
2. Transition to Adulthood Work Group—an advisory group to the Division of Youth and Family Services (DYFS) within the State Department of Human Services. This Work Group is comprised of representatives from the Departments of Labor and Workforce Development, Community Affairs, and Education, the Juvenile Justice Commission, the Divisions of Mental Health Services, Family Development, Youth and Family Services (DYFS), Prevention and Community Partnership and Child and Behavioral Health within the State Department of Human Services, Housing Mortgage Finance Agency (HMFA) and private non-profit service providers. The function of the Work Group is to:
- Serve as an Advisory Group to DYFS on issues related to independent living and youth aging out of care; and,
  - Develop a protocol for “non-therapeutic” programs, such as transitional housing for homeless adolescents and ensure that appropriate adolescents are placed in these programs.
3. Housing for Youth Aging Out and Homeless Youth Work Group—an interagency partnership to create housing for youth aging out and homeless youth, This Work Group’s members include the divisions under the auspices of the Office of Children’s Services at DYFS, Child Behavioral Health, Prevention and Community Partnerships at the Department of Community Affairs (DCA) and the Housing Mortgage Finance Agency. Funding was pooled from three agencies – DYFS, HMFA and DCA to support its function:
- To create appropriate supported housing and services for youth ages 16-21 who are either aging out of the child welfare system or are homeless.

4. Governor's Juvenile Justice and Delinquency Prevention Committee – a statewide inter-agency task force convened in June 2002 to recommend strategies to stop the downward spiral of young people and to break the cycle of involvement with the juvenile and criminal justice systems. This Task Force includes representatives from the Juvenile Justice System, the State Departments of Labor and Workforce Development, Education, Human Services, Corrections, and State, two County Courts, one Local Police Department, and community-based youth and substance abuse service providers. The function of the Task Force is:

- To develop recommendations to improve the odds that all of New Jersey youth grow into successful, healthy adults; and,
- To review the Action Plan developed by the Juvenile Justice Commission in response to its recommendations.

**(v) Describe major State policies and requirements that have been established to direct and support the development of a Statewide workforce investment system not described elsewhere in this Plan as outlined below. (Sec. 112(b)(2).)**

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

The State's strategic plan for information technology calls for movement towards use of web-based applications using an architecture and common database standards that facilitate data sharing, integrity and security while fully supporting workflow, management information and reporting requirements. Since implementation of the WIA program in New Jersey, it has been State policy that the web-based America's One Stop Operating System (AOSOS) is the State's official case management, tracking and reporting system for all WIA Title I, Wagner-Peyser, and Veterans Programs. In June 2004, the Governor signed workforce consolidation legislation codifying the consolidation of "to work" programs in New Jersey under a renamed and reorganized Department of Labor and Workforce Development. Again, AOSOS was identified as the system for "to work" case management, tracking and reporting.

The America's One-Stop Operating System (AOSOS) case management, tracking and reporting system was developed by a consortium of Federal, State and local workforce professionals to meet core WIA and One-Stop business needs common to all states. Implemented first in New Jersey in January 2001, the internet browser-based system provides the tools and integration capabilities necessary to maximize the One-Stop experience. Consistent with the Consortium's strategic plan and commitment to delivery of value-added tools that support the One-Stop workforce development system, AOSOS Version 3.3 includes major enhancements that position member states to more easily address rapidly changing workforce program and reporting requirements.

To facilitate services to One-Stop customers capable of helping themselves, AOSOS' self-service module has been upgraded to make the site more user-friendly and the resume builder more flexible and easy to navigate. This module will be linked with an AOSOS compatible One-Stop self-registration module that will facilitate customer access to workforce delivery system services. Workforce staff from One-Stop partner agencies will benefit from

Version 3.3's enhanced inter-agency referral capabilities, improved security features, and upgrades in virtually every system module.

AOSOS allows the workforce professional to effectively case manage those customers in need of intensive and training services, those who are job-ready, and also service providers and employers. AOSOS has a robust job matching module and is linked via a bidirectional interface to America's Job Bank for sharing resume and job opportunity information. While not a formal accounting system, the AOSOS services module is equipped with full fund monitoring capabilities so workforce staff is aware of resources available for services.

Where One-Stop program partners use alternative automated systems, the State has successfully built interfaces to facilitate data sharing and integration of services. The following systems and system interfaces have been built:

- Unemployment Insurance (UI) to AOSOS: Where a case record does not already exist, AOSOS case records are created for all new UI claimants who are not job attached. The same process generates letters to the claimants introducing them to the New Jersey One-Stop Career Center services available at a local area office or online (WNJPIN.NET).
- Membership Card System: With the aforementioned letters introducing One-Stop services, all claimants receive a bar-coded One-Stop membership card that is used in all One-Stops to capture a record of self-service and mediated activities. All customers, whether claimant or not, are issued the membership cards at the local One-Stop Career Center.
- FAMIS (Human Services database for TANF, Food Stamps and some General Assistance clients) to AOSOS: Where a case record does not already exist, AOSOS case records are created for all new Human Services program clients and program status is updated on existing case records.
- General Assistance (GA) System to AOSOS: Where a case record does not already exist, AOSOS case records are created for all new GA clients and program status is updated on existing case records.
- AOSOS Inter-Agency Referral module enables One-Stop partners to initiate automated referrals between different service areas within the One-Stop system.

The following system interfaces are in some stage of specification or development:

- Division of Vocational Rehabilitation (DVR) to AOSOS: Business requirements are being developed for an interface between a new DVR system and AOSOS for the purpose of sharing customer and services information.
- Alternative Human Services systems to AOSOS: As more than one database system is used to support the business needs of some social service programs locally, feasibility is being studied and business requirements developed for interfaces between AOSOS and other social service program databases.

- Universal Application Program (UAP) to AOSOS: Used to manage social service clients, a real time interface between UAP and AOSOS to share customer information is now in development.
- The feasibility of sharing AOSOS customer and services data with various Human Services databases via web-based 3270 transactions is now under study by a contractor.

The State utilizes multiple tools to provide crucial information and performance management capabilities:

- AOSOS federal reports: Federal reporting requirements are met using AOSOS reporting facilities.
- Data Analysis and Reporting Tool (DART): An America's Job Link Alliance (AJLA) reporting solution, DART is used primarily for its capability to provide local level labor exchange reports.
- Crystal Reports: New Jersey has deployed a web-accessible mirror image of the AOSOS production database against which State and local MIS staff can run Crystal MIS reports and ad hoc queries.
- New Jersey Web-based Reporting: New Jersey has imported from AOSOS Consortium partner, NY State, a web-based WIA MIS system that will provide One-Stop and program managers easy access to a variety of management information reports. The system is being upgraded to provide management information on all programs supported by AOSOS.
- Performance Matters: A web-based decision support tool, monthly AOSOS performance and quarterly Wage Record data updates refresh the database, which includes PY 2000 WIA through current data. USDOL measures and outcomes specified in TEGL 7-99 and 14-00 are built into the application, which has recently been updated to provide views of the outcomes using Common Measure definitions. Users can "dissect" performance and performance against standard using hundreds of preprogrammed views of their data or create their own custom views through a dynamic user-friendly browser-based interface. Supporting rosters of customers included in performance measure numerators and denominators are available as well as rosters of program exiters requiring follow-up activities. WIB Directors and One-Stop Operators see monthly "report cards" showing performance against standards and how they are doing on each standard compared to the other local areas.
- USDOL/ETA Validation Program: Using a USDOL/ETA provided validation program, the State conducted a standardized validation review to respond to federal concerns about program reporting accuracy and to meet the State's commitment to and goal for accurate and reliable reporting. The State has been able to insure critical performance data are accurate, and detect and correct minor data collection and retention issues. This analysis, which is carried on by the State on an ongoing basis, has resulted in

valuable feedback that will result in more complete and accurate case records, program improvement and better service to the workforce system's customers.

The primary data collection program for information on the State education and training system is the WIA Eligible Training Provider List (ETPL). The primary program for WIA activity reporting is America's One Stop Operating System (AOSOS). Each of these programs has a set of common definitions that must be followed by all reporters and, whenever possible, the definitions are consistent across the programs.

Efforts are ongoing to link AOSOS and the ETPL so that the providers approved for inclusion on the ETPL are the only providers recorded in AOSOS, thereby insuring that individual training services are only provided by approved vendors.

In addition, comparisons are periodically made between the individual training referrals reported in AOSOS and with those reported through the ETPL to ensure consistency and to verify that One-Stop operators are only making referrals to approved providers.

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

The State of New Jersey enacted P.L. 2004, Chapter 39 (S1452SCS) which reorganized and consolidated the State's workforce system and redesignated the Department of Labor as the Department of Labor and Workforce Development. In an effort to consolidate fragmented job training and workforce development programs, various parts of the statutory law were revised to transfer all "to work" components of programs formerly spread across Departments under LWD. As delineated in SETC's White Paper, *New Jersey in Transition: The Crisis of the Workforce*, "a sweeping transformation of this Department will make it possible to spend money more effectively, develop future strategies for the workforce and tie workforce readiness more closely to economic development." By passage of this law, New Jersey structured a strong foundation for the workforce activities between the Department of Labor and Workforce Development, the Department of Education and the Department of Human Services.

New Jersey continues to develop integration of workforce development and county welfare programs at the local One-Stop Career Centers. It is the Governor's vision to provide enhanced and integrated, seamless delivery through comprehensive One-Stop Career Centers and create maximum flexibility in tailoring service delivery and making strategic investment in workforce development activities to meet the need of State and local economies and labor markets. This also provides the national strategic priorities and direction in system reform to eliminate duplicative administrative costs and to enable increased training investments. As per WIA requirements, New Jersey is in the process of development and continuous improvement of a statewide system of activities that are carried out through a



One-Stop delivery system and the development of linkages in order to assure coordination and nonduplication among all programs and activities.

The Governor's vision is collocation in all local areas. Workforce Investment Boards (WIBs) develop local level consolidation plans. The local WIB plans include Memoranda of Understanding regarding the activities on the local level between the various partners. By clarifying who does what, duplication is reduced and coordination takes place. All local areas are contracted through a single entity – either a City or a County authority – in order to eliminate duplicate efforts and costs in providing a single report reflecting the activities of all partners.

All “to work” case management is a function of the One-Stop Career Center. Collocation of staff to support “to work” functions of county welfare agencies improves the coordination between the County Welfare Agency (CWA) and the One-Stop Career Center.

The New Jersey Department of Labor and Workforce Development's vision for serving the employer community is to coordinate various public and private resources and create a single point of access for business services at each One-Stop Career Center. One-Stop Career Centers have proven to be an excellent resource for job seekers, providing them with an array of services to assist them with career opportunities. In this fashion, Business Resource Centers (BRCs) have been instituted at One-Stop Career Centers to serve as the gateway to a full spectrum of valuable employment and related programs and services for New Jersey businesses. The BRC concept is a logical extension of the workforce development mission set forth by the One-Stop Career Centers, and will assist local businesses build a stronger workforce.

The most visible policy or initiative the State has created to ensure that the business customer receives the same level of attention as individual customers has to be the creation of its Business Resource Centers (BRCs) within existing One-Stop Career Centers. This initiative has already demonstrated that it is an effective way to target small and midsize employers with space, resources, and trained staff to deal with a myriad of concerns of the small business community. For many business customers, particularly the smaller employer, the BRCs have become a window to the larger One-Stop Career Center system. BRC staff consists of professionals that combine their knowledge of the workforce world with the resources available from the economic development community to provide solutions to a wide array of concerns expressed by the business customer. In a relatively short period of time, the BRC network is gaining traction and respect with the business community as a value added resource for employers in the State.

To facilitate the referral process, sharing of customer information and coordination of services, the America's One-Stop Operating System (AOSOS) has been identified as the formal electronic communication and case management system for all “to work” services and activities. AOSOS is presently utilized by the following agencies in New Jersey to record and case manage service records of customers: Employment and Training programs authorized under WIA, Senior Community Service Employment Program, Employment Service and all Wagner-Peyser Activities, Food Stamp Employment and Training, New Jersey Workforce Development Partnership Program, *Workforce Learning Links*, TANF, Trade Adjustment Assistance and the North American Free Trade Act (NAFTA), Veteran's Employment Services, New Jersey Youth Corps and Vocational Rehabilitation programs. In addition, the

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County Parole Offices and the Administrative Office of the Courts under the Department of Law and Public Safety now use AOSOS to view the workforce development service records and outcomes of probationers and those on parole.

As part of the ongoing development and integration of the AOSOS System, records from New Jersey's Family Assistance Information System (FAMIS) are being incorporated into AOSOS. Training has been provided to the local and county welfare agency staff throughout the State on the use of AOSOS to capture common intake and referral information on clients through AOSOS to partner agencies. AOSOS is also becoming interfaced with the State's Eligible Training Provider List, Consumer Report Card and the State's General Assistance data tracking system.

The Department of Labor and Workforce Development, with its "to work" partners, has developed a web site portal dedicated to the dissemination of "to work" consolidation documentation and information. The web site is a sharepoint for the "to work" initiative and will be used to track and to share the progress and developments of the project. The new site can be found at: <http://towork.dol.state.nj.us>

As part of its commitment to workforce consolidation, the State of New Jersey applied to become a mentor in the National System Integration Project sponsored by the US Department of Labor.

### **3. What State policies are in place to promote universal access and consistency of service Statewide? (Sec. 112(b)(2).)**

#### **Universal Access**

New Jersey's One-Stop systems are expected to serve a wide array of customers from employers to all population groups seeking employment-related services through a comprehensive assortment of employment and training-related programs and services. Programs and services are to be designed based on local labor market needs including customer-oriented information on careers, labor markets, jobs and the availability and quality of education and training programs; testing and assessment; job openings; hiring requirements and referrals; assistance with job search skills; and, initial eligibility information on programs available within the community. Universal Access also means providing ready access through a local Comprehensive One-Stop Center to satellite sites in more remote locations.

New Jersey has created a minimum list of services that must be available in each comprehensive One-Stop. These services are not limited to those found through WIA and Wagner-Peyser, they also include the Business Resource Centers, *Workforce Learning Links* (literacy centers), and vocational rehabilitation representation.

We have also brought UI functions into the One-Stops. This helps to ensure that a large number of the unemployed must go to One-Stops. This is strengthened by a Scan or Membership Card program that is forwarded to UI recipients, which helps motivate their travel to and use of One-Stops.

#### **Consistency of Service**

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New Jersey has a long history of convening WIB Directors, One-Stop Operators and partners to develop integrated and quality One-Stop Services. As far back as 1999, State and local organizations began the process of developing common procedures and standards for core services that resulted in the development of a guidance document. With the launching of the State's consolidation efforts, local WIBs and One-Stop Operators were required by the State to process map 28 of their existing One-Stop functions with the goal of identifying gaps in service and to refine their procedures to embrace the full range of partners and services under consolidation.

The Department of Labor and Workforce Development has established a Procedures Unit, whose goal is to provide uniform information regarding policy throughout the State's workforce system. This is augmented by the various meetings discussed under the communications sections. In these sessions, common information is provided so that Wagner-Peyser managers, One-Stop Operators and WIB Directors are all working from the same information.

The move towards comprehensive One-Stops is also a policy position of the State. By integrating all workforce services into a single location, all centers are open to the wide array of individuals who are interested in workforce-related services. This satisfies the part of the population that is already attached to at least one of our service partners.

One-Stops are marketed through various approaches for the public-at-large. Advertisements, flyers, coordination with faith- and community-based organizations and television shows and commercials are part of an outreach plan that reaches all populations in the State. This plan also includes communicating our message in various forms to ensure that neither disabilities nor limited English proficiency serves as an impediment.

All One-Stops are required to distribute a Bill of Rights to all clients, which clearly states the levels and quality of service that the clients can expect from the One-Stop system.

State policy promotes universal service to all individuals. The AOSOS system allows for the registration of all populations, and guidebooks and bulletins provide the guidance necessary for consistency. AOSOS defines services that are to be included in case management, providing consistent interpretations.

In an effort to move towards more efficient service provision, we have begun reviewing local area costs versus their results. As we move forward, we shall look at including specific figures in local contracts. This incents local areas to not only ensure universal access, but encourages maximizing registrations as that should improve the efficiency rating.

The Department of Labor and Workforce Development regularly monitors the One-Stop facilities to ensure accessibility. New Jersey's Treasury Department is working with the One-Stop system to remove physical barriers at locations. Numerous facilities have seen their access improved through the installation of motorized doors. Consolidation has become easier as LWD has accepted the responsibility for accessibility. In the design of our integrated One-Stops, we have required all areas be barrier free.

Through a joint effort of the Vocational Rehabilitation Division and the Garden State Employment and Training Association (GSETA) and their training institute, a program called Project Access was initiated, funded by a USDOL grant. The program created Navigators who serve as conduits for workforce services throughout the State. This same program also provides training for frontline staff on how best to serve individuals with disabilities. The program includes the following:

Four accessibility-related topics received special focus as Project Access pilot Programs. They are:

- Transitioning Youth using the One-Stop Career Centers;
- "Ticket To Work" recipients using the One-Stop Career Centers as their Employment Network;
- TANF recipients with disabilities using One-Stop services for return to work; and,
- Marketing of One-Stop Career Center services to community-based disability programs.

In the course of all of the above activities, not only the One-Stop Career Center (OSCC) staff but also One-Stop System administrators at the State and local levels have become aware of, and developed linkages with, community-based disability programs. These programs include county Independent Living Centers and Offices for the Disabled, as well as partner State agencies such as the Commission for the Blind and Visually Impaired and the Division on Developmental Disabilities. These multi-level connections facilitate current improvements in, and future maintenance of, One-Stop Career Centers accessibility for customers with disabilities.

**4. What policies support a demand-driven approach, as described in Part I. "Demand-driven Workforce Investment System," to workforce development--such as training on the economy and labor market data for Local Board and One-Stop Career Center staff? (Sec. Sec. 112(b)(4) and 112(b)(17)(A)(iv).)**

See response to B. 1 v.

Training on the economy and labor market data for Local Board and One-Stop Career Center staff occurs in multiple ways: presentations at the monthly WIB Directors and One-Stop Operators meetings, through the annual SETC One-Stop Conference, and through ongoing local interactions with field representatives from LWD's Labor Planning and Analysis (LPA). Materials are also prepared and distributed by county by the LPA to assist staff at the local One-Stop Career Centers to focus on the demand jobs in their WIB area and requirements for meeting the demands. In addition, a comprehensive training plan is being developed based upon a needs assessment conducted to identify and address local training needs through statewide training programs.

**5. What policies are in place to ensure that the resources available through the Federal and/or State apprenticeship programs, the Job Corps and the Senior Community Service Employment Program are fully integrated with the State's One-Stop delivery system? (Sec. Sec. 112(b)(17)(A)(iv) and (b)(18)(C).)**

The Department of Labor and Workforce Development has assumed responsibility for all State apprenticeship activities, in conjunction with its federal partner, the USDOL, Bureau of Apprenticeship and Training. One of the objectives of this transfer from the Department of Education was the elevation of the role of apprenticeship in New Jersey as a career path for students and workers. The transfer has allowed the LWD to include, in a much more intimate way, the role of the Workforce Investment Boards and One-Stop Career Centers, in support of apprenticeship activities at the local level. One major example of that is the planning and distribution of resources for construction trades training targeted to women and minorities residing in our 31 poorest school districts (Abbott Districts). With the massive infusion of new construction resources, new apprenticeship opportunities are being created so that local unions are able to meet the staffing demands required to build new and refurbish older schools in our major urban areas. All of the funds distributed to recruit, train, and place in primarily union-sponsored apprenticeships came about as the result of the local WIB's and One-Stops being part of every consortium funded to implement the training locally. More importantly, it has enabled the local WIB's and One-Stop Centers to establish relationships with local building trades leadership, that in many instances had never previously existed. Going forward, all future apprenticeship programs will continue to require the active participation of the local workforce development system to ensure that apprenticeship programs become part of the mainstream for students and workers.

Several activities are being implemented to link One-Stop services to Job Corps. Post-training participants who are transitioning from Job Corps, as well as other youth programs throughout the State, will be registering with the State's One-Stop to access services. Staff from both agencies will work closely together to ensure that participants receive adequate counseling to transition from receiving services from one agency to the next. Efforts will be made to avoid duplication of paperwork, testing, etc. Vocational testing results and other relevant data will be shared between agencies in developing a team approach to meeting the needs of youth who have completed the Job Corps program. It is anticipated that youth who are seeking employment specifically will be provided with the career development and placement activities necessary for successful placement.

Recruitment from One-Stop Centers to Job Corps will be facilitated by placing a Job Corps recruiter in One-Stop Centers whenever possible. Particular attention will be paid to youth in the "most in need" category, as well as those who need a residential experience.

At a local level, several of the State's WIBs are working with local health care agencies, county colleges and vocational technical schools to create apprenticeships in demand health care occupations and other related positions, e.g., Certified Nursing Assistant apprenticeship and related certified areas of specializations, Office Manager-Administrative Assistant, and Health Unit Coordinator apprenticeships. At the State level, a plan is under discussion to pilot this initiative as a potential statewide strategy for addressing issues of recruitment and attrition.

Finally, the New Jersey State Employment and Training Commission and the New Jersey Department of Labor and Workforce Development have developed a program to help connect apprenticeship training to college degrees. A project known as NJPlace New Jersey Pathways Leading Apprentices to a College Education –has done the following:

Formed of a coalition of more than 20 government, education and labor organizations focused on this issue;

Developed and implemented a *statewide* model for awarding college credits for college-level learning in registered apprenticeship programs;

Performed a rigorous evaluation of apprenticeship training programs - curriculum, teaching objectives and learning assessment tools through the American Council on Education (ACE)'s College Credit Recommendation Service;

Developed Standard articulation agreements between union apprenticeship programs in five of the building and construction trades (so far) and New Jersey's county colleges;

Created a Technical Studies major, with optional concentrations in Business Management, Construction Management and other technical fields at nearly every one of New Jersey's 19 county colleges; and

Expanded the statewide model beyond the building and construction trades to areas such as early childhood education, correctional officer and instructor training, and certified nursing assistants, just for starters; and

Enrolled over 200 students – mostly carpenters and plumbers at this time – in county college courses toward an applied science degree programs (AAS), and New Jersey's senior colleges and universities, as part of bachelor's degrees.

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

Following are the Local Workforce Investment Areas:

Atlantic/Cape May Counties  
Bergen County  
Burlington County  
Camden County  
Cumberland/Salem Counties  
Essex County

Gloucester County  
Hudson County  
Jersey City  
Mercer County  
Middlesex County  
Monmouth County  
Morris/Sussex/Warren Counties  
City of Newark  
Ocean County  
Passaic County  
Somerset/Hunterdon Counties  
Union County

Note that although New Jersey supports a county-based workforce system, the City of Newark and Jersey City have decided to exercise their right to be designated as workforce investment areas. Hudson County and the City of Jersey City have agreed to share a single WIB. Within the Hudson County Area, the Mayor of Jersey City is the Grant Recipient for Jersey City and the Chief Elected Official for the County is the Grant Recipient for the balance of Hudson County. Each receives a separate allocation of all WIA funds in accordance with the federally prescribed formula, but they share a WIB whose focus is on the entire County. Consequently, in New Jersey there are 18 workforce investment areas and 17 WIBs (see the map below).

The SETC played a central role in State discussions about the designation of areas. These discussions included considerations of consistency with labor market areas, geographic areas served by local and intermediate educational agencies, post secondary educational institutions, area vocational schools, and all the criteria identified in WIA Section 116 (a) (1). Other considerations that are considered include financial viability, labor market issues, and customer convenience. The SETC has articulated a county-based system enunciated in Executive Order #36 and in the *Strategic Five-Year Unified State Plan for New Jersey's Workforce Readiness System*.

The SETC recommends local area designation to the Governor based on a consensus developed among Core Planning Group members and in consultation with local elected officials and WIBs.

Furthermore, the Departments of Education and Human Services allocate funds according to county boundaries, and services generated from those funds are organized and delivered consistent with those boundaries. Consequently, county boundaries have a large influence on the designation of areas. Combinations of counties may be necessary in the areas where size does not generate sufficient allocations to make operation of a program viable.

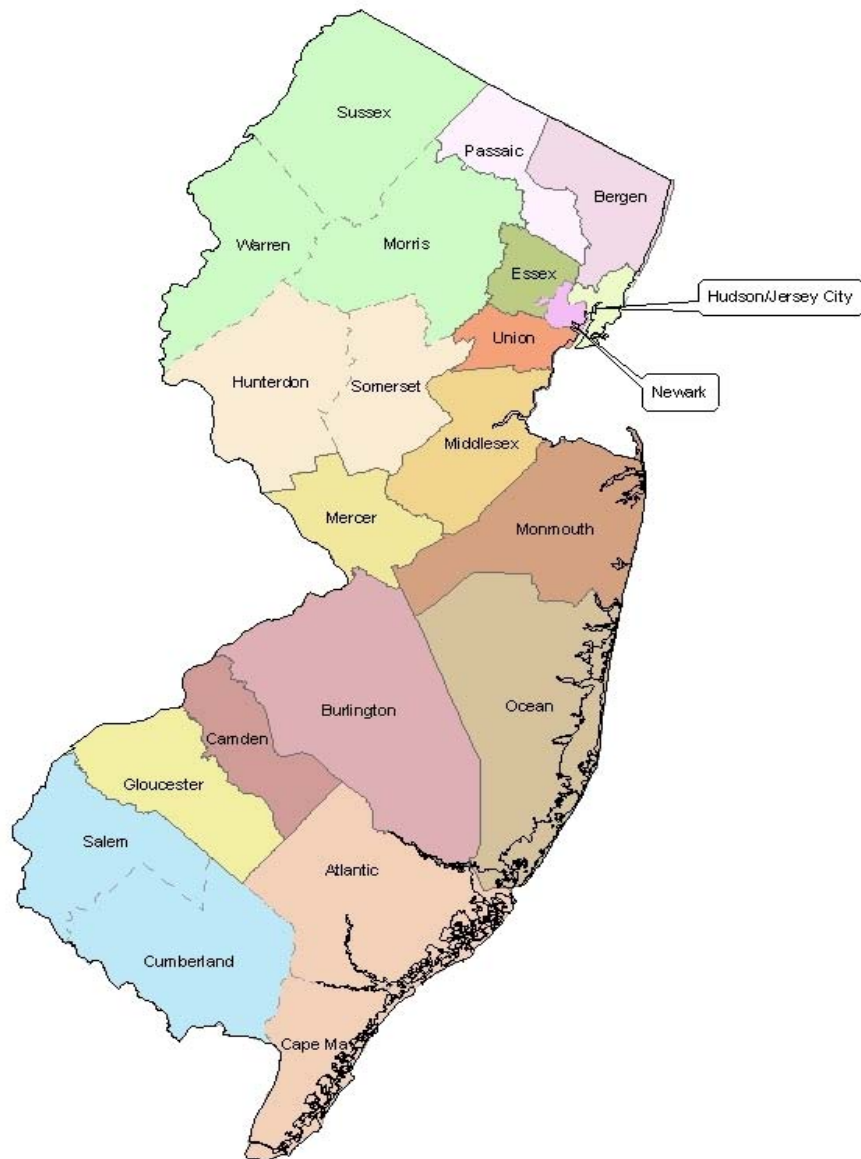
Six counties meet the criteria for automatic designation because of population size. These are Bergen, Essex, Hudson, Middlesex, Monmouth, and Camden. Using the criteria established in the Act, no current areas are disqualified based on performance or fiscal integrity.

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



## New Jersey Workforce Investment Board Areas



**(vii) Local Workforce Investment Boards--Identify the criteria the State has established to be used by the chief elected official(s) in the local areas for the appointment of Local Board members based on the requirements of section 117. (Sec. Sec. 112(b)(6), 117(b).)**

The State utilizes the provisions of section 117 of the Workforce Investment Act as the standard for the appointment of WIB members. Additionally, the State has provided the guidance contained in Attachment # 1 Chapter 3, concerning appointment to the local Boards and the operation of the Board.

**(viii) Identify the circumstances which constitute a conflict of interest for any State or Local Workforce Investment Board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (Sec. Sec. 111(f), 112(b)(13), and 117(g).)**

See response to E 7.

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

In New Jersey, the process of building a comprehensive performance measurement system for occupational and adult literacy education and training programs has been underway since 1999. There is widespread agreement among the State and local partners of the One-Stop Career Center System on a set of core performance measures, key program definitions, a web-based information and collection program, and database file structures capable of providing the underpinnings of a comprehensive system. The partner agencies in this program have been defined in the State Employment and Training Commission's *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System*.

To receive funding through any State or local governmental source, a training provider and program must be approved for inclusion on the State's Eligible Training Provider List (ETPL). The State Employment and Training Commission (SETC), the Department of Labor and Workforce Development (LWD) and the Center for Occupational Employment Information (COEI) partner in the management of the ETPL, [www.njtrainingsystems.org](http://www.njtrainingsystems.org).

The Consumer Report Card (CRC) is the portion of the ETPL that displays training provider performance information to the public. Most providers of quality training welcome the opportunity to advertise their offerings on the Consumer Report Card (CRC) even though those wishing to participate in this voluntary program are required to share certain basic information about their programs and students. While it takes some effort to prepare and submit reports on student outcomes, the resulting information is a valuable contribution to the body of knowledge available to the public about the State's education and training system.

Inclusion of a training provider on the ETPL is neither an entitlement for a prospective student to receive funding from a local Workforce Investment Board (WIB) or One-Stop Career Center, nor a requirement that the WIB or One-Stop Career Center make any referrals to the provider. All potential providers must satisfy specific eligibility criteria established by both the SETC and the local WIB to be eligible to accept students receiving public funds to offset training costs.

The COEI has specific responsibility for the administration of this program. To effectively implement a system for education and training program accountability, the COEI and the SETC require information from every provider regarding each individual who enrolls in an occupational or literacy program. Provider submitted student record information is aggregated and analyzed, and the performance results are displayed on the CRC. On January 12, 2006, P.L. 2005 C. 354 was signed into law in New Jersey. That established the Eligible Training Provider List and the COEI in State law.

Information must be provided at the individual student level using the student's Social Security Number (SSN). It is understood that this is sensitive information. Acquisition and use of a student record containing the student's SSN is governed by the provisions of the Social Security Act, 42 U.S.C. §406, Privacy Act, 5 U.S.C. §522a, and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. Federal law does not prohibit a State or local agency from requesting voluntary disclosure by an individual to provide his or her SSN as long as the requests for disclosure are made in accordance with the Privacy Act.

The submission of individual student enrollment and exit information has to be for all students enrolled in any approved program regardless of their funding source. Two individual records are required for each student, one at the time of enrollment and one at exit.

Performance information on training providers is based on past enrollment and exit data. Performance standards will be developed over time, representing common, agreed upon standards for all One-Stop partners. Information from administrative databases for Workforce New Jersey, the Workforce Development Partnership program, Vocational Rehabilitation, Unemployment Insurance, the Division of Family Development, Vocational Technical Careers and Innovative Programs, Temporary Assistance for Needy Families and UI Wage Records will be used to determine appropriate baseline standards for the One-Stop system. Local areas retain the ability to apply higher standards than those developed by the State. These standards will reflect the needs of the local WIB and be neither arbitrary nor capricious.

Rather than collecting outcomes information through a follow-up survey on wages, placement, retention and earnings, the Unemployment Insurance Wage Record System is used to evaluate outcomes for the measures. This stage of the process presents information based on aggregate data so that individual student confidentiality is maintained.

Representatives of local Workforce Investment Boards, service providers, business, and labor and other members of the public participated in various committees convened by the SETC for the purpose of refining the workforce investment system for the future. Community colleges and vocational technical schools were particularly sought out for their comments. Town meetings were held in the three areas of the State – North, Central, and South – to solicit comments and ideas. Over 6,000 notices were mailed to a broad range of individuals

and groups, and over 240 individuals participated in the three meetings. At each of the sessions, comments from the public were considered.

Draft policies and procedures were shared with all interested parties in the early stages of development to allow for their input and to gain consensus. As New Jersey moves toward a comprehensive system of evaluating service providers across all workforce investment programs and services, discussion and focus groups are being held with all those who might be affected by any changes. This type of ongoing consensus building, while time consuming, is essential for moving the system forward.

### **(x) Individual Training Accounts (ITAs):**

#### **1. What policy direction has the State provided for ITAs?**

The State of New Jersey uses ITAs as only one part of potential training subsidies. Individual Training Accounts (ITAs) as well as the State-funded Workforce Development Partnership (WDP) grants, PELL Grants, and other funding sources provide financial assistance to those in need of training. The Tuition Waiver Program, a State program to which all State colleges and universities participate, is another State resource. In addition, the State already encourages local agencies to look broadly at sources of funding for training and maximize available resources. A comprehensive service provider assessment system that includes performance data has been developed by the Heldrich Center for Workforce Development. This system is Internet-based. Information is available for individuals planning on entering training, counselors assisting in individual assessments, and program administrators at the local and State levels.

ITAs for occupational skill training for adults, dislocated workers and older youth will be limited to an average of \$4,000, with exceptions approved by the WIB. The State does not limit the duration of training under an ITA. The \$4,000 amount is consistent with the dollar amount prescribed by the State Workforce Development Partnership Program (WDP). The dollar amount for ITAs may be changed to be consistent with any legislated changes in amount prescribed by WDP. No limits will be placed on ITAs under the Vocational Rehabilitation Program.

Service providers must submit an application to the local WIBs containing a description of the program, program performance and cost information and a certification that information provided is true and that the provider will meet performance and cost requirements imposed by the WIB. In order to apply, the provider must first have received approval of the cognizant State Agency authorized to approve such training. Second, the training must be in a demand occupation as recognized by the Governor. The State of New Jersey has in place a certification process for training programs.

However, this process is not completely centralized—there are, sometimes State entities that, by statute or regulation, are responsible for vendor approval in specific areas. For instance, If the training provider program is not covered by any of the authorized approval Agencies, the Department of Labor and Workforce Development along with input from the Department of Education certifies vendors under P.L. 2005 C. 354. The vendor must complete an application with necessary documentation to receive such a certification.

There are other specific exceptions to this process. The Department of Environmental Protection, for instance, has the authority to approve certain courses and vendors for training in their area. The Casino Control Commission has the mandate to approve casino-related training programs and vendors. The Division of Vocational Rehabilitation Services has the authority to approve work adjustment training, job coaching, and other employment and related services at community rehabilitation programs. Credit courses at higher educational institutions must be approved through the Commission on Higher Education.

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

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

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

New Jersey has been an advocate of ensuring that training is based upon industry-based skill needs. An existing credentials policy relies upon that premise and is tied to our Eligible Training Provider List.

Our provider list is tied to our school approval process, but the term "school approval" is a misnomer. Technically, it is a training service approval as the list includes potential providers from a variety of areas including community groups, faith-based institutions and industry-based groups like retail merchants.

The retail merchant group is particularly exciting as it reflects a partnership between the State, local government, retail merchants and their association. We are operating programs at a number of shopping malls that rely upon this industry-based curriculum for a high growth/demand occupation in our State. This program has been a national model and has been developed in partnership with the National Retail Merchants Association.

The State of New Jersey, in response to a critical need in the area of literacy began a *Workforce Learning Links* program throughout the State. This program provides literacy labs in each of our workforce areas. These self-paced programs have been designed to improve clients' skills and are provided in partnership with our public television network (New Jersey Network). These facilities have been placed in community- and faith-based organizations,

adult education programs, human services organizations and our One-Stops. This effort has allowed us to expand literacy services throughout our communities.

### **3. Discuss the State's plan for committing all or part of WIA Title I funds to training opportunities in high-growth, high-demand, and economically vital occupations.**

New Jersey requires that all training be for a demand occupation, be included on the Eligible Training Provider List. The Center for Occupational Employment Information (COEI) maintains a listing of occupations in demand in each of the Workforce Investment Board areas in the state. This listing is updated as new information becomes available. The information can be found at [http://wnjpin.net/coei/labor\\_demand/labor\\_demand.htm](http://wnjpin.net/coei/labor_demand/labor_demand.htm).

Already addressed in this plan, New Jersey has undertaken a Demand-side Skill Assessment Study. The purpose of this effort is to inform not only One-Stop staff, but the entire workforce preparation system, including primary, secondary and college on the skill needs of employers in the State. Reports from the study can be found at [www.nj.nextstop.org](http://www.nj.nextstop.org), a career planning resource. Findings from the research conducted in the project has been summarized and combined with relevant labor market data on project growth in various occupations, wage information, and educational and training needs and requirements to meet the demand. Training has been provided to frontline counselors to ensure that any/all training referrals are linked to the demand.

Also see section B.1.v. for more in-depth coverage of the project.

### **4. Describe the State's policy for limiting ITAs (e.g., dollar amount or duration).**

ITAs for occupational skill training, for dislocated workers, will be limited to an average of \$4,000, with exceptions approved by the WIB. ITAs for occupational skill training, for adults, will be limited to an average of \$4,000, except for low income or public assistance recipients, with exceptions approved by the WIB. The State does not limit the duration of training under an ITA.

The \$4,000 amount is consistent with the dollar amounts prescribed by the State Workforce Development Partnership Program (WDP). The dollar amount for ITAs may be changed to be consistent with any legislated changes in amount prescribed by WDP. No limits will be placed on ITAs under the Vocational Rehabilitation Program.

When New Jersey first implemented its own WDP program, the legislation included a cap of \$4,000 per client. This cap ensures that with consistency of cost, "shopping" for services does not take place.

Regarding duration, our policies would be determined by any requirements of our partners. For example, we would still need to comply with any over-riding TANF requirements related to hours of work.

### **5. Describe the State's current or planned use of WIA Title I funds for the provision of training through apprenticeship.**



The State does not plan to use WIA Title I funds for the provision of training through apprenticeship. Currently, the State is involved in a number of apprenticeship initiatives that afford a relatively wide spectrum of individuals to develop a career opportunity through apprenticeship. For instance, in a dozen different urban areas (Abbott Districts), pre-employment training programs leading to apprenticeship have been funded to increase the number of women and minorities in the construction trades. The State has secured a commitment of approximately \$30 million, over five years, from the New Jersey Schools Construction Corporation (SCC). The SCC has the responsibility to build and upgrade public schools in New Jersey's 31 Abbott Districts. In addition, the SCC is assisting in the financing and construction of a number of suburban schools. The Department of Labor and Workforce Development, through a consortium of school districts, WIB's, One-Stop's, community and faith-based organizations, unions, and contractors, is preparing women and minorities for apprenticeship openings in a variety of construction trade areas. There are no federal funds involved under this initiative.

Other apprenticeship opportunities are available through New Jersey's funding of its Youth Transitions to Work Program (YTTW). A total of 15 different initiatives, again via a consortium arrangement, have been supported to identify high school juniors and seniors who have an interest in pursuing a career path through apprenticeship. For over ten years this program has been an excellent vehicle for exposing students to a variety of occupational areas that are attainable through apprenticeship.

New Jersey continues to explore additional areas for apprenticeship programs. (Please see our discussion of NJPlace in response (v) 5.)

**6. Identify State policies developed in response to changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly) such as through an ITA. (Note that the Department of Labor provides Web access to the equal treatment regulations and other guidance for the workforce investment system and faith-based and community organizations at <http://www.dol.gov/cfbci/legalguidance.htm>**

New Jersey established its own faith-based initiative years ago. Within our workforce system on a State level, we have two individuals whose duties focus on faith- and community-based organizations. We have seen improved outreach throughout our communities, increased awareness of available services and a growth in service provision.

Our Eligible Training Provider List includes numerous organizations that are either faith- or community-based. Each of these groups has the same opportunity to provide services as any other potential provider. Many of these groups already provide literacy and vocational services in the State.

Regarding the training of individuals in a faith-related field for those indirect activities, as with any other field, we would rely upon demand information and provider approval as our determinants, based on the fact that neither Federal nor State law is violated.

**(xi) Identify the criteria to be used by Local Boards in awarding grants for youth activities, including criteria that the Governor and Local Boards will use to identify**

**effective and ineffective youth activities and providers of such activities. (Sec. 112(b)(18)(B).)**

The following minimum criteria serves as the basis for funding any youth program and is used as the evaluation criteria to which all programs are held accountable:

1. The program must be on the Eligible Training Provider list.
2. The program will not discriminate in any way and will be in full compliance with the Americans with Disabilities Act.
3. The program will have appropriate fiscal controls.
4. The program will have a record of demonstrated effectiveness.
5. The program will ensure that all participants are provided a complete range of educational programming including Adult Basic Education, life skills instruction, employment skills instruction, and GED preparation.
6. The program will employ staff possessing the personal, professional, and experiential qualifications necessary to carry out their job responsibilities and functions and who can relate to youth.
7. The program will provide an ongoing evaluation of all participants to include level of academic performance, vocational abilities/skills, aptitudes, and interests.
8. The program will provide personal counseling services which will assist participants in overcoming barriers to success resulting from personal, family, medical or psychological, social, and/or financial issues.
9. The program will provide employment counseling services which will assist participants in identifying employment opportunities, properly completing the application process for employment, conducting themselves properly during employment interviews, and provide them with the knowledge and skills to successfully maintain employment after a position has been secured.
10. The program will ensure that all instructional materials and curricula support the objectives of the program and are age appropriate.
11. The program will provide an atmosphere and physical environment which is safe, clean, and uncluttered. Program space should avoid conventional, sterile school and office designs, rather a more comfortable space which is appealing to young adults should be provided.
12. The program will monitor participant performance, attendance, and progress and identify areas of individual need.
13. The program will utilize a mechanism for recognizing participant's successes and providing necessary supports to ameliorate participant's shortcomings.



14. The program will utilize a systematic method to evaluate the success of the program's curricula, procedures, personnel performance, and outcomes.
15. The program will develop and maintain contacts and collaborations with a diverse range of community agencies and other programs that will assist the program in completing its mission of enhancing the opportunities for success for youth.
16. The program will maintain a close working relationship with the local One-Stop Career Center.
17. Programs with an employment goal for participants will develop and maintain contacts within the business community in order to enhance opportunities for graduates to secure employment.
18. Programs with certifications or licenses as a goal will make arrangements for participants to test for and obtain the certification or license.
19. Programs with continued education as a goal will provide assistance in securing financial aid.
20. The program will continually review best practices in the fields of education and workforce development and integrate new and innovative methods and techniques into its curriculum.
21. Any program offering summer employment opportunities must be linked to academic and occupational learning as a complement to overall year-round program goals. Summer employment opportunities operated as a stand-alone Summer Youth Program are specifically prohibited.
22. Follow-up services such as adult mentoring, regular contact with a youth's employer including assistance with work-related issues, career development, and further education are some of the services that may be provided.

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

A Request for Proposals is advertised in the New Jersey Register and released in response to a request from interested agencies for all competitive funding awards. They are reviewed by a team of reviewers. Those receiving a passing score are eligible for funding. Awards are made as funds permit.

A list of criteria specific to the project will be developed to determine eligibility for non-competitive funds. This criteria, in combination with information on need, geographic distribution, demographics, etc., will be used in determining funding.

**(c) Vocational Rehabilitation, designate a State agency as the sole State agency to administer the Plan, or to supervise the administration of the Plan by a local agency, in accordance with section 101(a)(2)(A). (Sec. 101(a)(2)(A).)**

The New Jersey Department of Labor and Workforce Development, Division of Vocational Rehabilitation Services has been designated the sole State Agency to administer the Plan by the U.S. Department of Education in Title IV of the WIA.

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

Any person who believes he or she is eligible for Work First New Jersey (WFNJ) and/or Food Stamps (FS) must be given the opportunity to apply without delay. Individuals who ask about applying at the One-Stop Career Center (OSCC), the County Welfare Agency (CWA) or the Municipal Welfare Agency (MWA) must be informed about the eligibility requirements and their rights and obligations in applying for and receiving assistance. Potential applicants who inquire at the OSCC must be referred immediately to the County or Municipal Agency to complete an application. The application process begins with the initial contact by a member of the assistance unit with the CWA or MWA and ends with a decision by the agency as to the eligibility of the assistance unit for benefits and a determination of "to-work" status. As part of the application process the Agency worker must do the following:

- Assess the applicant for immediate need, expedited food stamps, emergency assistance and for disability issues that require accommodation.
- Explain the programs/services and detail the applicant's rights and responsibilities, including his or her mandatory cooperation with Child Support and paternity requirements, work requirements, time limits, family cap provisions, requirements for affidavits regarding felony conviction, parole violation, drug conviction, and teen parent requirements. This discussion should include informing the customer of his/her responsibility to comply with WFNJ and FS work requirements as a condition of eligibility.
- The welfare agency worker shall also identify any social service needs of the applicant and the applicant's family.
- The agency worker shall screen the individual for possible deferral from the work requirement.
- If not deferred, a determination is made as to whether the applicant/recipient should be referred for additional social services, including substance Abuse Initiative, Mental Health Initiative or Family Violence Option.
- If the applicant is a mandatory work customer, it will be determined if referral to the OSCC is the appropriate activity.

- In all cases, the CWA or MWA worker shall inform the applicant about the availability of employment-related services at the One-Stop Career Center.

#### Notices and Hearings in WFNJ:

- The county or municipal agency shall provide adequate notice to an applicant for or recipient of WFNJ benefits of any action to be taken that affects the applicant's or recipient's benefits.
- An adverse action is an action to deny an application for assistance, or to terminate, suspend or reduce assistance (including service payments or Medicaid entitlement) or to change the manner or form of payment. When the county or municipal agency intends to take an adverse action, it shall give both timely and adequate notice to the recipient.
- When a county or municipal agency decision results in an adverse action to a recipient, there will be no change in the amount of benefits until 10 calendar days after the mailing date of the notice, unless assistance had been granted based on immediate need.
- Timely notice may be dispensed with but adequate notice shall be sent not later than the effective date of the action.
- It is the right of every applicant for or recipient of WFNJ adversely affected by an action of a county or municipal agency to be afforded a fair hearing in the Work First New Jersey Manual, the Uniform Administrative Procedure Rules (N.J.A.C. 1:1) and N.J.A.C 1:10, Family Development Hearings. These rules have been established pursuant to Federal regulations, and the New Jersey Administrative Procedure Act (N.J.S.A. 52:14B-1 et seq.).
- County or municipal agency actions which adversely affect an applicant or recipient include any action, inaction, refusal of action, or unduly delayed action with respect to program eligibility, including denial, termination or suspension of benefits, adjustment in the level of benefits or work requirement, or designation of a protective payee

## **F. Funding**

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

#### **WIA Allocations**

At this time, New Jersey distributes the entire available amount of the local allocation for the WIA Adult and Youth programs to the local areas. Following the formula, New Jersey does utilize 5% of the funds for State administration and 10% for State discretionary programs. The remaining amount is distributed by formula to the local areas. New Jersey does not use the 30% discretionary formula for these programs. If needed in the future, this option will be explored.

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

For the Dislocated Worker program, the local areas are given the legislated amount of 60% of the funds. The other 40% of the funds are distributed to the local areas during the program year with up to 25% reserved for Rapid Response activities. The local areas submit a request for the additional funds as needed. Included in the request is a statement of need, as well as fiscal and participant data. This request is reviewed by the State and approval is based on the justification of need and the available funding from the State discretionary funds.

The following are the legislated factors and the data used to allocate dislocated worker funds:

| <u>Prescribed Factors</u>    | <u>Data Series</u>                |
|------------------------------|-----------------------------------|
| Insured Unemployment data    | Insured Unemployment              |
| Unemployment Concentrations  | Total Unemployment                |
| Plant closing or mass layoff | Insured Unemployment              |
| Declining Industries data    | Number of manufacturing employees |
| Farmer-Rancher Eco Hardship  | Not relevant in New Jersey        |
| Long-term unemployment data  | Insured Unemployment              |

The data series are equally valid, accurate and appropriate, consequently, they are weighted equally. The formula will be continually reviewed.

Members of the State Employment and Training Commission were consulted at a regularly scheduled SETC Meeting and local chief elected officials were consulted through their local WIBs.

**Priority of Service**

Targeted programs such as Welfare-to-Work, Veterans' Employment, and Migrant and Seasonal Farm Workers, where appropriate, will be fully integrated into the One-Stop system. All those eligible for such programs will be fully served in the One-Stop Centers. Specific goals for serving the welfare-to-work population have been jointly set by the New Jersey Departments of Human Services and Labor and Workforce Development.

New Jersey has determined that funds allocated to local areas for adult employment and training activities under WIA section 133 (b) paragraph (2)(A) or (3) or for dislocated workers section 133(b)(2)(B) are not limited. Consequently, eligibility for training services will be

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

### **10 percent Wagner-Peyser Act funds**

As mandated by the law, the State has utilized the Wagner-Peyser 10% funds to establish Business Resources Centers (BRCs) in each Comprehensive One-Stop Career Center. These funds are also used to support local One-Stop staff assigned to assist in the correction initiatives. Staff acts as liaisons to the corrections community including State Parole District Offices, County Probation Departments, and Department of Correction's half-way houses. Services include job search and placement services to job seekers with criminal background issues, including counseling, testing, occupational and labor market information, assessment, and referral to employers and training providers.

### **Adult Education and Family Literacy:**

A Notice of Grant Opportunity was developed on a multi-year basis for the planning and implementation of a consolidated Title II program for adult education and literacy and for integrated English literacy and civics. Eligible agencies as per the Notice of Grant Opportunity are invited to apply for funds through a lead agency or consortium approach thereby ensuring that all potential eligible providers in a workforce investment area participate in the planning to ensure the provision of services to all adults in need.

Public notice about the availability of Federal funds is provided through various methods including e-mail communications to the field, Workforce Investment Boards and the overall One-Stop system, dissemination of the information in newspapers, and presentations at the State-level Workforce Investment Board meetings.

Through the SETC's State Council for Adult Literacy Education Services (SCALES), a three-year Professional Development Plan has been put into place. This Plan speaks to the use of funds for State leadership activities which include: the continued implementation of Equipped for the Future (EFF) pilot sites, the development of a White Paper on the state of literacy in New Jersey, the provision of professional development seminars and modules and the opportunity to provide other outreach and leadership activities as determined by emerging needs.

LWD, through the Notice of Grant Opportunity (NGO), invites all eligible recipient agencies cited in the law to apply for funding consideration. Through the planning and support of the Workforce Investment Boards, all potential providers participate in a unified planning process to address the needs of the respective WIB area. No designated agency which can apply

under the requirements of Title II will be denied consideration. Funding however will be premised on eligible agencies fulfilling the requirements of the NGO. The NGO is a comprehensive document which requires eligible agencies to describe the population to be served, programs and services to be delivered, allocation of resources, measurement of performance to the Federal and State-level outcome indicators and conformance to the programmatic requirements set forth in the Notice of Grant Opportunity.

## Food Stamp Employment and Training

### FOOD STAMP EMPLOYMENT & TRAINING PROGRAM BUDGET by FUNDING CATEGORY

| <b><i>Funding Category</i></b>  | <b><i>Approved FY 2004<br/>Budget</i></b>               | <b><i>Fiscal Year 2005</i></b>                          |
|---|---|---|
|   |   |   |
| 1. 100% Federal E&T Grant<br>2. Share of \$20 million 100%<br>ABAWD Grant   | \$ 1,534,335<br>318,999                                 | \$ 1,227,468<br>857,517                                 |
|   |   |   |
| 3. Additional E&T Expenditures<br>50% Federal<br>50% State  | \$ 10,686,043<br>10,686,043                             | \$ 11,829,564<br>11,829,564                             |
|   |   |   |
| 4. Participation Expenses<br><br>a. Transportation/other<br>50% Federal<br>50% State<br><br>b. Dependent Care<br>50% Federal<br>50% State | <br><br>\$ 2,508,480<br>2,508,480<br><br>2,600<br>2,600 | <br><br>\$ 2,651,535<br>2,651,535<br><br>2,600<br>2,600 |
|   |   |   |
| 5. Total E&T Program Costs<br>(1+2+3+4a+4b=5)   | \$ 28,247,580   | \$ 31,052,383   |
|   |   |   |
| 6. 100% State Agency Cost for<br>Dependent Care<br>Services   |   |   |
|   |   |   |
| 7. Total Planned Fiscal Year Costs  | \$ 28,247,580   | \$ 31,052,383   |

## Food Stamp Employment and Training

### FOOD STAMP EMPLOYMENT & TRAINING PROGRAM BUDGET by FUNDING CATEGORY

| <i><b>Funding Category</b></i>                           | <i><b>Approved FY 2006<br/>Budget</b></i> | <i><b>Fiscal Year 2007</b></i> |
|--|---|--------------------------------|
| 1. 100% Federal E&T Grant                                | \$ 1,227,468                              | \$ 981,974                     |
| 2. Share of \$20 million 100% ABAWD Grant                | 1,468,325                                 | 1,224,847                      |
| 3. Additional E&T Expenditures                           |   |                                |
| 50% Federal  | \$ 11,421,715                             | \$ 12,902,795                  |
| 50% State  | 11,421,714                                | 12,902,794                     |
| 4. Participation Expenses                                |   |                                |
| a. Transportation/other                                  |   |                                |
| 50% Federal  | \$ 2,723,235                              | \$ 2,794,770                   |
| 50% State  | 2,723,235                                 | 2,794,770                      |
| b. Dependent Care  |   |                                |
| 50% Federal  | 7,500                                     | 7,500                          |
| 50% State  | 7,500                                     | 7,500                          |
| 5. Total E&T Program Costs<br>(1+2+3+4a+4b=5)            | \$ 31,000,692                             | \$ 33,616,950                  |
| 6. 100% State Agency Cost for<br>Dependent Care Services |   |                                |
| 7. Total Planned Fiscal Year Costs                       | \$ 31,000,6920                            | \$ 31,616,950                  |

## TANF

The TANF agency is:  
Division of Family Development  
PO Box 716  
Trenton, NJ 08625

The State draws down its block grant in quarterly increments, 25% each quarter.

The EIN number is 216000928 20

## Vocational Rehabilitation

In addition to implementing the strategies mentioned above, the New Jersey Division of Vocational Rehabilitation Services (NJDVRS) continues to dedicate Title I (Rehabilitation Act) funds for the innovative expansion activities outlined below:

- A computerized case and caseload management system to enable counselors to serve clients more efficiently;
- Professional development programs to ensure services are delivered by qualified personnel;
- Operation and initiatives of both the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC);
- Outreach to TANF, SSDI and SSI recipients with disabilities in partnership with Work First, the SSA Ticket to Work Initiative and other collaborative programs assisting individuals to become more aware of work incentives and initiatives;
- Continued promotion of transitioning in the State's 640 public school districts and all private school districts so that all school personnel understand appropriate referral procedures and partnerships between the agency and schools;
- Maintenance of a toll-free phone number (1-866-VR1STOP) to offer information and answer questions about the various work incentive programs that are in place or planned such as SSA Ticket to Work, Medicaid Buy-in, and Welfare-to-Work;
- Work with all providers of the designated Benefits Planning Assistance and Outreach (BPAO) program, to make use of the local offices to provide benefits counseling to beneficiaries of SSDI and SSI; and,
- Assist with the implementation of a fully coordinated One-Stop Career System with streamlined service delivery that meets the needs of all those looking to enter the workforce, stay in the workforce or re-enter the workforce, as well as the needs of employers.

The goal of NJDVRS is to create an effective, coordinated system of supported employment work opportunities throughout New Jersey to meet the needs of individuals with various disabilities. Targeted disability groups include individuals with significant mental illness, those with developmental disabilities, those who are deaf, hard of hearing and late deafened, and those with traumatic brain injury. To achieve this goal, NJDVRS plans:

- To see that supported employment training opportunities for staff members of providers are available; and,
- To continue expanding the list of qualified providers, as appropriate.

For State Fiscal Year 2008, NJDVRS plans to obligate over 3 million dollars for supported employment. This is a combination of approximately \$830,000 Title VI-B funds, \$450,000 of



State funds and approximately \$1.7 million of Title I funds (federal/State) to augment the Title VI-B funds.

For State Fiscal Year 2007, NJDVRS projects providing supported employment services to at least 1,700 individuals with the following most significant disabilities:

|                            |     |
|----------------------------|-----|
| Mental Illness             | 750 |
| Developmental Disabilities | 650 |
| Deafness/Hard of Hearing   | 150 |
| Traumatic Brain Injury     | 150 |

### **Order of Selection**

It is noted that significant delays in service began in June 2001 when it became necessary to begin using an Order of Selection waiting list for all priority categories and, subsequently, to serve only those individuals in priority category one, i.e., those most significantly disabled. This situation persisted until September 2001 when it became possible to move all status 04 cases still in need of service to an active status. NJDVRS began Federal Fiscal Year 2002 cautiously with the use of status 04, but by November was able to serve all categories. NJDVRS served all categories in Fiscal Years 2003 through 2006 and is currently serving all categories in Fiscal Year 2007. Continuation of the Order of Selection is considered to be crucial to this human resource and fiscal management system, but even with diligent application of prudent and reasonable cost containment and intensive counselor recruitment measures, NJDVRS may not be able to serve every new client meeting basic eligibility criteria in Program Year 2008. NJDVRS may again have to limit serving new consumers according to the Order of Selection for Services, but proportionately serve more in priority one, i.e., clients classified as individuals with a most significant disability.

The number of people in New Jersey with disabilities, who are prevented from working, or in danger of losing their jobs as a result of their impairment, is projected to continue to be greater than the Division of Vocational Rehabilitation Services (NJDVRS) resources available to serve them. As a result, the NJDVRS has determined that it is necessary to continue operating under an Order of Selection for the provision of vocational rehabilitation services under the Rehabilitation Act of 1973, as amended.

### **Order of Selection Categories**

**Priority One** - Clients classified as individuals with a most significant disability who meet the following criteria:

- Have a significant physical or mental impairment or combination of impairments which seriously limit two or more functional capacities in terms of employment outcome; and,
- Require multiple Vocational Rehabilitation services over an extended period of time.

|                   |               |        |
|-------------------|---------------|--------|
| Program Year 2008 | Service Goal: | 24,645 |
|                   | Outcome Goal: | 3,445  |

|             |                              |
|-------------|------------------------------|
| Time Frame: | July 1, 2007 - June 30, 2008 |
|-------------|------------------------------|

**Priority Two** - Clients classified as individuals with a significant disability who meet the following criteria:

- Have a significant physical or mental impairment or combination of impairments which seriously limit at least one functional capacity in terms of employment outcome; and,
- Require multiple vocational rehabilitation services over an extended period of time.

|                   |               |       |
|-------------------|---------------|-------|
| Program Year 2008 | Service Goal: | 3,738 |
|                   | Outcome Goal: | 590   |

|             |                              |
|-------------|------------------------------|
| Time Frame: | July 1, 2007 - June 30, 2008 |
|-------------|------------------------------|

**Priority Three** – All other eligible clients with significant disabilities:

|                   |               |       |
|-------------------|---------------|-------|
| Program Year 2008 | Service Goal: | 1,717 |
|                   | Outcome Goal: | 345   |

|             |                              |
|-------------|------------------------------|
| Time Frame: | July 1, 2007 - June 30, 2008 |
|-------------|------------------------------|

|       |               |        |
|-------|---------------|--------|
| TOTAL | Service Goal: | 30,100 |
|       | Outcome Goal: | 4,380  |

|             |                              |
|-------------|------------------------------|
| Time Frame: | July 1, 2007 - June 30, 2008 |
|-------------|------------------------------|

If all eligible clients within a designated priority category cannot be served with funds available, they will be provided services in the order in which they applied for services.

**The Order of Selection shall not preclude:**

- diagnostic services necessary to establish a client's eligibility
- post-employment services
- information and referral services

### **Community Services Block Grant (CSBG)**

The State of New Jersey has traditionally utilized limited discretionary funds made available from the remainder of the CSBG grant or allotment described in Section 675 (b) to fill gaps in community programming and to fund special projects that are complimentary of community-based programming implemented by the 27 designated Community Action Agencies (CAAs) and reach other low-income populations that may not be completely served by the agencies. Types of programs funded include summer and after-school youth initiatives; literacy programs; food pantry and nutrition programs; and job/entrepreneurial training programs.

### **G. Activities To Be Funded**

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

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

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

One of the aspects of the Workforce Investment Act of 1998 that the State of New Jersey has been implementing is the collocation of workforce partner agencies under one roof. We have found that the collocation of State and County agencies has had a beneficial result for customers since they do not have to visit many different sites to find the services that they need. With the collation of programs, the customer does not have to travel across the city or county but rather just across the hall. The agencies which are being consolidated under one roof are Workforce New Jersey, Unemployment Insurance, the Division of Vocational Rehabilitation Services, County Employment and Training agencies, County Boards of Social Services, and some Veterans agencies.

The partner agencies have someone familiar with their programs and services in the front of the One-Stop Center at a reception desk, and the individual is referred to the appropriate agency. If they are meeting with a counselor and it is deemed that another agency may be of assistance to the customer, the original agency that the customer meets with explains all the customer's options, and then schedules an appointment for the customer to meet with a counselor from the partner agency. This insures that the customer always has access to the best services available, and since all these agencies are under one roof, the customer does not get lost in the system.

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

New Jersey coordinates the services provided by the partner agencies through the establishment of comprehensive One-Stop Career Centers in each of the WIB areas and the use of AOSOS. The partners are primarily located at the same comprehensive One-Stop Career Centers in each of the WIB areas and utilize AOSOS for case management and tracking of participants. Additionally, the use of the scan card and common assessment tools provides more comprehensive information on all of the participants in the system.

In 2004, the Governor signed a new State law, P.L. 2004, Chapter 39 (S1452 SCS) which reorganized and consolidated the State's workforce system. This law effectively changes how workforce services are provided within New Jersey. Workforce programs for participants in the welfare system were transferred from the Department of Human Services to the newly named Department of Labor and Workforce Development (LWD). These programs include career guidance, employability assessment, development of employability plans, employment directed case management, employment placement, job search and readiness programs, community work programs, on-the job-training programs, vocational education, basic skills and literacy programs. Programmatic, administrative and support staff of the New Jersey Youth Corps were transferred to the Department of Labor and Workforce Development. Staff and programs including the WIA Title B Adult Education and Literacy and the Private School Approval Unit were transferred from New Jersey Department of Education to LWD.

New Jersey is implementing the One-Stop Process Improvement Project (OSPIP) in each of the local areas to create a mechanism to deliver services in a seamless manner to benefit the customers. The overall purpose of OSPIP is to fully integrate welfare-to-work and literacy programs into the One-Stop Career Center. OSPIP creates detailed customer service process maps, identifies problems and proposes low or no cost solutions. The project outcomes are to add value to the process of customer flow between the partners, focus on the customers, improve collaboration among the partners, energize the staff and improve accountability. The team approach begins with the formation of a One-Stop Process Improvement Team which is composed of a Team Sponsor, Steering Council, Core Process Improvement Team and representatives of a private consultant who function as a team leader and facilitator. The Team Sponsor represents the local WIB to establish project objectives and schedules.

The Steering Council provides guidance for the project and provides the expertise for the various programs to be incorporated into the One-Stop Career Center for the public and business customers. The Core Process Team develops flow charts to physically show all of the services available at each of the One-Stops. The Project Facilitator guides the process. Team members include the WIB Director and One-Stop Operator, and representatives from many different agencies including the LWD, SETC, County Welfare Office, local Human Services, Wagner-Peyser, Unemployment, Vocational Rehabilitation, public schools, literacy, county college, county vocational school, private sector, transit, business association, unions, and family emergency services. OSPIP was most recently implemented at the City of Newark One-Stop Career Center. On the State level, OSPIP establishes the same branding for the One-Stop Career Centers services including agreed upon signage.

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

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

It is anticipated that the information regarding the services available through the One-Stop Centers will be incorporated into a broader marketing plan in order to encourage a greater number of youth to take advantage of available services. This plan, in concert with a focused youth-driven professional development plan, may increase the number of youth who will access services. Additionally, the further development of career awareness components and content-specific employability skills instruction is being undertaken at several One-Stop sites.

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

New Jersey has developed the following One-Stop protocols and minimum One-Stop criteria:

## **ONE- STOP PROTOCOLS**

### Introduction

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

The charts that follow detail a sequence of services, not a customer flow. This allows for optimal flexibility in the delivery of services to meet the individual needs of all customers. The charts show the inter-relationship between services and also between the customer and the system. Value-added benefits from the initial interaction with the individual ensure the overall success and use of the system.

Incorporated into this flow of services are activities funded through all One-Stop partners. Services have been organized according to the terms core, intensive and training services, as defined by the Workforce Investment Act.

### Employer and Training Provider Outreach

The development of a marketing plan targeted to employers will create awareness that the One-Stop Career Center system is the “One-Stop Center for employers seeking employees.” In addition, employers will obtain information about the system and available services through interaction with their local Workforce Investment Boards (WIBs). Ideally, employers will be able to access the system electronically, (placing job orders, updating information regarding employment and training opportunities and making matches), through Workforce New Jersey Public Information Network (WNJPIN), and America’s Job Bank (AJB). Performance data on training providers is available to employers, as well as customers through the Consumer Report Card at [www.njtrainingsystems.org](http://www.njtrainingsystems.org).

One-Stop staff assist employers in the development of specific job orders that will provide the One-Stop staff with the necessary information required to appropriately match a job-seeker to a job. The staff is responsible for reviewing orders and following up with employers to determine if their needs were met. If the job order continues to be vacant, the staff will aid in further searches. Ideally, the employer will obtain employees and continue to use the system.

As noted by the service flow chart for employers which follows, New Jersey is designing a comprehensive approach to meet the needs of businesses as well as individuals.

### Job-Seeker Outreach

The potential job-seeker may become acquainted with One-Stop services through a variety of ways. Advertisements are in diverse locations and venues in high traffic areas, such as billboards, at sports arenas, and on highways. Commercials on local television stations and advertisements on New Jersey Transit and in local newspapers, magazines and newsletters

are utilized. Brochures detailing One-Stop services are available in libraries, supermarkets and other public locations.

The Department of Labor and Workforce Development is taking the lead in the marketing of the One-Stop system. It is currently in the process of redesigning the web page, making it more user-friendly. An advertising firm has been hired to create and oversee all marketing activities, ensuring consistency.

### Self-Service

The One-Stop offices will be directly linked to the Internet via WNJPIN making it virtually a 24-hour, self-service system from any personal computer. Job-seekers and employers using the Internet will have access to employment statistics, program performance, availability of support services, UI claims information, labor market information, and AJB. Employers may search resumes of qualified job-seekers for available positions. Job-seekers may directly register for career counseling to determine eligibility for intensive services or training. If the customer does not have a computer at home, they are available at a number of sites in each county for self-service activities.

### **Core Services**

- Orientation and intake to One-Stop system
- Eligibility, career assessment
- Outreach and programs for special populations
- Job search and placement
- Support services
- Referral to training
- Filing for unemployment, welfare and food stamps and student aid.

### Registration and Orientation (Triaging)

Customers may enter the One-Stop Career system through a number of avenues. The customer may access through a personal computer, or may walk into a One-Stop site looking for basic information or may be referred from a community-based organization, a Vocational Technical Careers and Innovative Program, the Rapid Response Team, or the Reemployment Call-In Center (RCC). TANF recipients are also referred to the One-Stop System. Initial orientation to the One-Stop system will take place by providing general information and distributing a customer Bill of Rights to every individual. This will clearly state the levels and quality of service that the customer can expect from the One-Stop system. Scheduling of other services may also occur at this level.

The registration process will eventually be through a common intake system that is shared by all One-Stop programs. General information will be asked of the customers to first assess their needs and then direct them to the most appropriate service. Due to the level of information provided and the importance of this initial stage of assessment, the person performing the registration and orientation tasks must be highly trained and possess superior communication and assessment skills. Assistance, as necessary and by appropriate staff, will also be given in filing claims for Unemployment Insurance, explaining rights, obligations and other services.

Group or individual orientation sessions are available and will provide for any special needs populations, such as the visually or hearing impaired. They are offered frequently, so as to minimize the waiting period and prevent the creation of lines. These sessions include a menu and overview of all services and are presented either by a facilitator or in video format.

### Career Assessment

Individuals may choose to take advantage of career assessment services in the One-Stop. At this point, more detailed information about the customer is gathered including: a review of skill levels, apparent barriers to employment, job history, and overall qualifications. This information is used to better direct the individual to placement assistance, career counseling, and/or referral to support services. Assistance with accessing career information Internet sites, such as NJNext Stop and WNJPIN, with resume writing, in addition to workshops on job search skills, is available. Resumes can be posted on America's Job Bank, if desired by the customer.

The system allows for much flexibility needed to meet the needs of every customer. If it is apparent early in the interview that the customer is in need of intensive or training services, he or she will be directed to those services. This ensures that the individual receives the most beneficial services as soon as possible. Initial eligibility determination is made at this level.

### Placement Assistance

If the customer requires assistance in searching for a job and obtaining employment, the individual may benefit from placement assistance. One-Stop Staff match job-seekers to job orders. The One-Stop system serves as an initial screening process for the employer, recommending qualified candidates for each job order. In other instances, all the necessary information is provided to the job-seeker about jobs that match the person's skills and goals, and assistance is given to arrange interviews. As part of the overall evaluation of the System's effectiveness, a follow-up survey or interview is conducted.

### Career Counseling

More in-depth career counseling is available to all customers seeking employment or training assistance. Examples of individuals who might require this type of counseling include, but are not limited to, those in the process of a job change, those desiring additional skills, those recently laid off, or those who have been historically unable to sustain employment. This process assesses customer needs and how to address specific barriers to employment goals. Any individual who enters any funded training must receive comprehensive career counseling. Counseling is strongly recommended for any individual receiving any intensive service.

### Support Services

These services refer to specific activities needed to address additional barriers to employment that may be impeding the customer from obtaining or sustaining employment. Examples of such barriers are care-giving responsibilities or physical disabilities. The One-

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Stop staff assist customers contact agencies that provide additional services, such as rehabilitative services, childcare, transportation assistance, or mental health services.

### Follow-up

One of the main components of the One-Stop system is continual improvement through customer feedback. This is as equally important as any of the core or intensive services. Following up on all delivered services involves the coordination of System staff as a whole, from the local to State level. This is done through a variety of customer satisfaction surveys and data collection methods, requiring a statewide approach.

### **Intensive Services**

- Case management
- Comprehensive specialized assessment
- Individual counseling and career planning
- Individual employment plans (IEP)
- Short-term pre-vocational services and group counseling.

### Case Management

Case management in its broadest sense ensures the comprehensive transmission of information at every stage of interaction with the One-Stop system. Ideally, this process begins with the individual's initial one-on-one contact at career assessment during which a client profile is created. The determination to refer someone to intensive services must be made with careful consideration of the person's needs. Case management in intensive services may involve linking a customer with a specific organization that provides case management, where appropriate.

Case management may also include the development of a plan for long-term intensive services or a reassessment of employment strategies. This includes an action plan with any counseling and additional services that are required to meet barriers. The individual may be recommended to other core or intensive services as decided with the assistance of a trained staff member.

### Comprehensive Specialized Assessment

The comprehensive specialized assessment reviews the information in the career development folder and all previous employment efforts. Assessment tools will include academic testing, such as basic skills tests, an inventory of interests, evaluations of learning disabilities and medical tests and other specialized procedures. Test results will be interpreted in a one-on-one meeting with the customer and the staff member. They will then decide how to continue to meet the needs of the customer by recommending one, all, or any combination of the following: participating in a training program; returning to any of the core services; developing an Individual Employment Plan (IEP), or obtaining individual counseling and/or career counseling.

### Referral to Training



The primary goal is to find a job for every customer. However, if the customer has a career goal or is interested in entering a new labor demand field that requires additional education and training, the individual may be referred to a training program pending an eligibility determination. Eligibility for State and federal tuition programs will also be determined. The customer will then be able to choose a training program most appropriate to meet her or his needs. The One-Stop staff will continually monitor the individual once placed in training to ensure progress in the program. The training providers will be evaluated to ensure that they are meeting set standards. Customer satisfaction surveys will assess the success of the One-Stop counseling, training program, and overall satisfaction of provided services.

#### Individual Counseling and Career Planning

Individual counseling and career planning will be available to assist the individual in making occupational choices, career changes or adjustments. If necessary, an Individual Employment Plan (IEP) will be created in a one-on-one meeting, assessing and measuring interests, aptitudes, labor market skills and other barriers to employment. Administration of any required tests aiding the process will be done by appropriately certified staff. It will identify goals, objectives, time frames and funding sources. The customer may be monitored to see that he or she is progressing according to the agreed upon plan. Ideally, this is to help focus the customer on the best way to obtain and retain a job that will lead to economic self-sufficiency.

#### Short-Term Pre-Vocational Services /Group Counseling

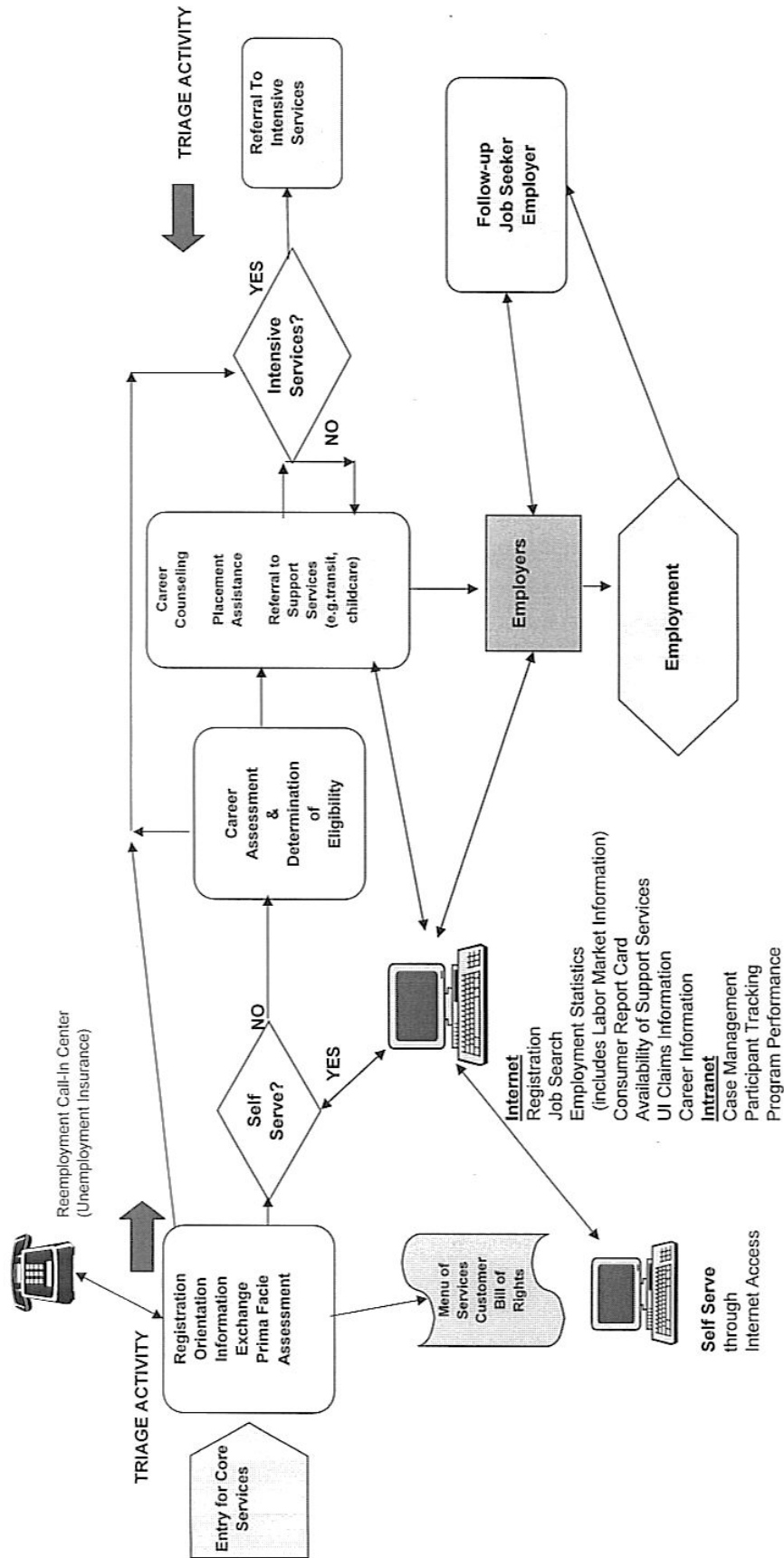
The customer may also require short-term pre-vocational services, which are defined as the skills required to prepare the customer for the work environment. This includes work-ready skills such as punctuality, adjusting for travel time, proper attire, communicating with supervisors and colleagues, and basic customer service.

The person may also require specialized group counseling, such as drug and alcohol rehabilitation and workshops on employability skills. Support groups reinforcing work-readiness skills will be available for the customer. These groups will provide opportunities to react and reflect on their new work experiences with those in similar situations.

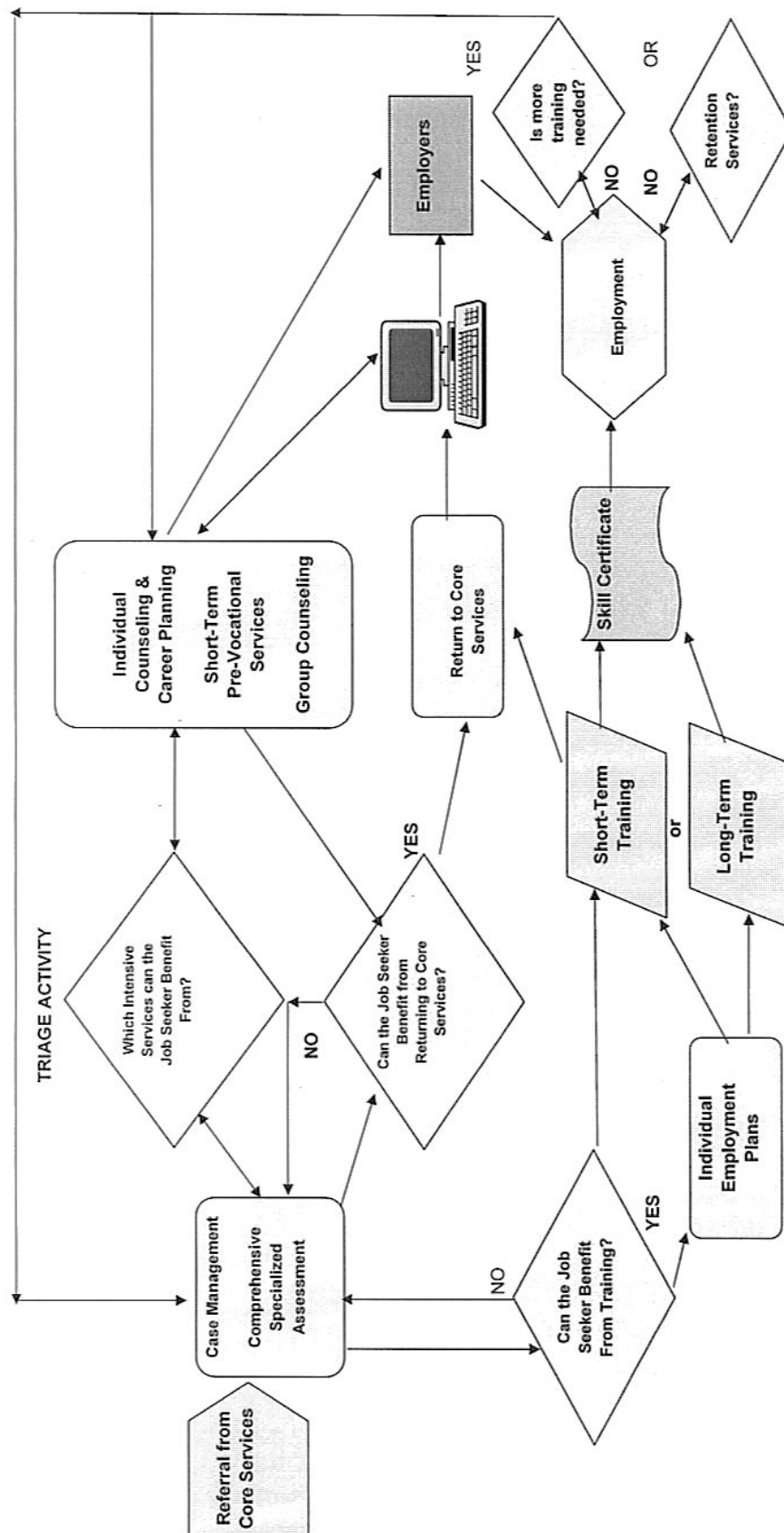
#### **Return to Core Services**

When a job seeker has completed any of the intensive services, the individual may return to any one of the core services. When the individual has acquired necessary skills and/or written an appropriate resume, it should be posted on WNJPIN/AJB. This will link the customer to employers in order to make a job match to attain employment as soon as possible, whether they are obtaining core or intensive services. The goal is sustainable employment and economic self-sufficiency for all customers.

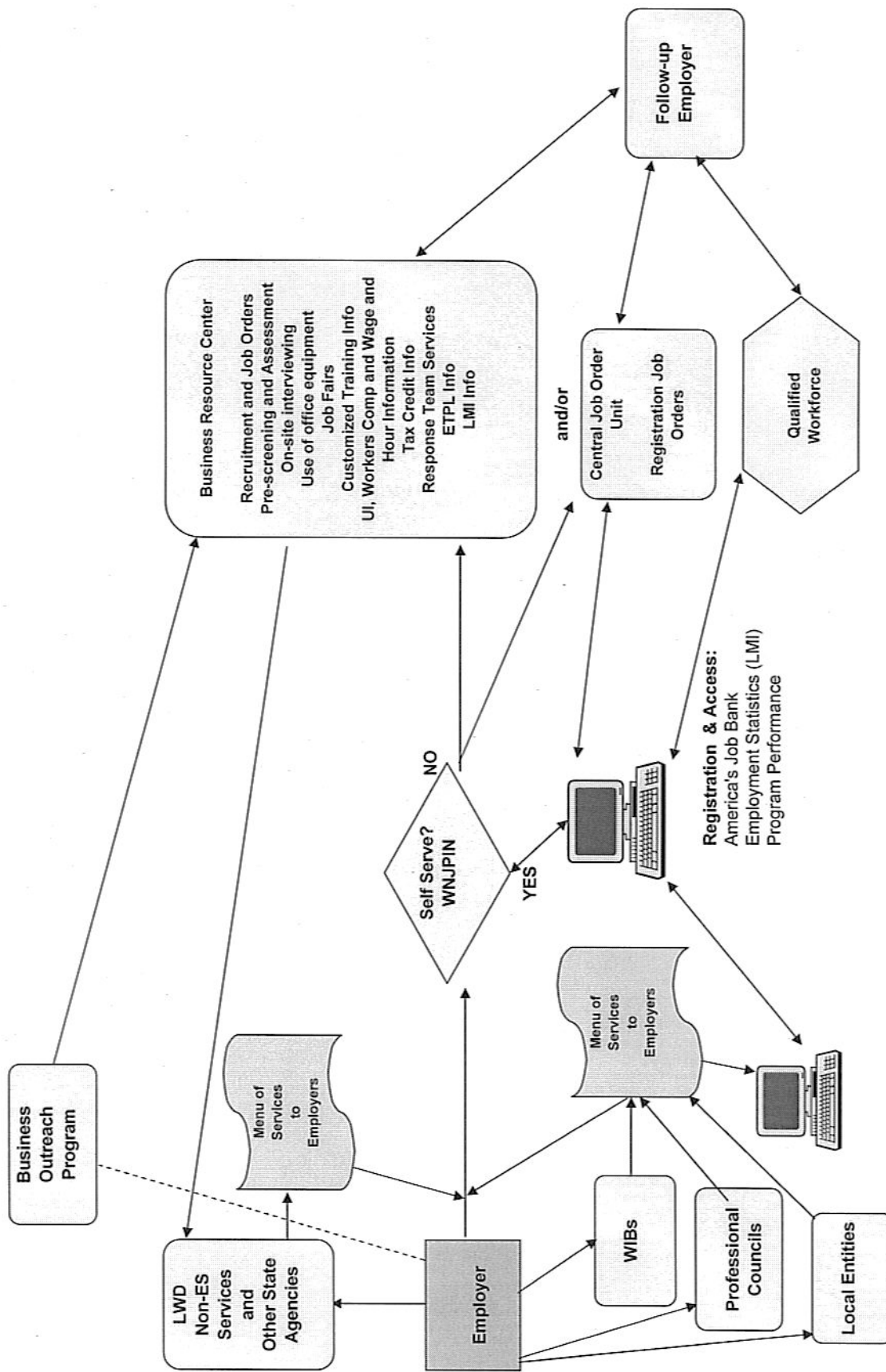
# ONE-STOP CORE SERVICES



# ONE-STOP INTENSIVE AND TRAINING SERVICES



# ONE-STOP SERVICES FOR EMPLOYERS



## **ONE-STOP CRITERIA**

### **Establishment of the One-Stop System**

New Jersey has established the following criteria:

1. Any entity desiring to participate in the delivery of services in the One-Stop system can be a member of the system if the entity agrees to enter into a MOU to provide services in accordance with the established minimum service criteria for job seeking and employer customers and the established State standard operating procedures for delivery of core and intensive services.
2. Members of the system must agree to provide customers with access to New Jersey's Internet site (WNJPIN) and must agree to use America's Job Bank.
3. Members of the system must be able to provide information about the system and demonstrate connectivity within the system to implement New Jersey's "no wrong door" policy.
4. Partners identified as "additional partners" in the law and regulations must be considered as required partners if they operate in the area.
5. Entities representing more than one required partner count as a single entity for purposes of selecting a One-Stop Operator.
6. One-Stops must agree to provide the following minimum services to job-seeking customers:
  - The system must be accessible to all job-seeking customers throughout the workforce investment area in a manner consistent with State and Federal Equal Employment Opportunity requirements. This may include electronic or automated methods of accessibility.
  - Information and services must be easily accessible to all job-seeking customers in a manner consistent with State and Federal Equal Employment Opportunity requirements.
  - The system must be organized to address the individual needs of job-seeking customers on a case by case basis.
  - Services shall be tailored to meet the job-seeking customer's employment needs, including labor market information, common intake and eligibility determination for workforce training and services, assessment of needs, continuous and centralized case management, individual referral to education and skill training and supportive services, including child care, with the objective of job placement.
  - Each job-seeking customer is provided access to information about current employment prospects for the occupation being considered, the wage level for

those that have completed training programs for that occupation, and recent performance information on training providers in the area. Written information provided on request.

- Multiple methods are in place to provide information that is explained to and understood by the job- seeking customer about access to all services included in the customer's Bill of Rights.
  - The system has available staff with knowledge of all required programs and services with the combined expertise to deliver all required programs and services.
  - The system has tiered service capability (levels of increased intensity of service) tailored to the individual job-seeking customer's needs. The system's design and customer flow facilitates customer choice.
  - The system has standard operating procedures in place to assure timely and efficient movement within the system.
  - The system has a resource area that offers access to the WNJPIN web site and other information on occupational choices, demand occupations, jobs, and on other services available in the community.
  - The system has adequate staff and has developed clear lines of responsibility and authority.
7. One-Stops must agree to provide the following minimum services to employer customers:
- Labor market information, including information about people looking for jobs, is made available to employer customers in a variety of formats, such as New Jersey's Internet site (WNJPIN or NJ NextStop).
  - The system offers recruitment, testing, screening, and referral to qualified applicants via America's Job Bank (AJB) for the employer customer's current or anticipated job openings.
  - With the focus of improving the quality of the workforce, saving jobs and improving the productivity of companies, information is available about and access may be provided to:
    - Skill and aptitude testing for current employees.
    - Referral to task analysis and job restructuring/upgrading assistance.
    - Referral to education and training services for new and incumbent workers.
    - Assistance in making reasonable accommodations to meet State and Federal Equal Opportunity requirements.
  - The system assists employer customers with Federal and State employment laws.

- Employer customers will be provided with and understand information detailing available services, and will receive an employer Bill of Rights.
- Information and assistance is provided to employer customers in designing and providing employer-operated work and family support programs, e.g., dependent care and flexible work scheduling.

Additionally, the minimum specific services required are Reemployment Orientation and Career Beacon Workshops. The Reemployment Orientation provides individuals with a perspective on the various services made available through the partnership designed to move people back into the economy.

Career Beacon is a series of workshops that can be taken individually or as a whole. The series includes subjects like resume preparation, job search and interviewing. Based upon skills and needs, a qualified counselor or the client may decide upon taking any or all of these offerings.

The program is intended to increase the skills required to return to the labor market. The Career Beacon workshops offer a series of reemployment workshops consisting of Self-Management Skills, Labor Market Information, Effective Job Search, Marketing/Resume, Interviewing, and Training to all participants. Participants are informed of the Career Beacon Workshops while attending a Reemployment Orientation, mandatory for all UI recipients. The attendees are given a Job Readiness Inventory Quiz to assist them to identify their reemployment skill(s) deficiencies. The participants are provided a brochure describing the workshops, along with a schedule at the location. This will allow the individual to select the appropriate workshop. The workshops are also part of the core services provided in the Workers Profiling and Reemployment Services Program (PROS). Individuals selected for the PROS Program are mandated to attend a predetermined number of workshops. Volunteers can select from that schedule.

### **Career Beacon Modules**

Self-Management Skills – You learn about skills you didn't know you had and how to present your skills to employers. Through interactive exercises this module will help you focus on your "transferable skills" and learn to present your "self-worth" to the employer.

Labor Market Information – You will learn the most successful method for obtaining work is a planned, coordinated approach that involves knowing what your skills are; being aware of what fields of work utilize those skills; and researching organizations that hire people with those skills.

Effective Job Search – New technology has changed the rules of job hunting. The techniques you used to find your last job may be of little value now. This module covers finding job leads through networking and organizing your work history into a "one-minute" commercial.

Marketing/Resume – Illustrates the importance of filling out a job application. Through interactive exercises you will learn the critical components of employment applications and

resumes in a successful job search. A resume places the emphasis on who you are, what you know and what you have to offer.

Interviewing – Demonstrates the concepts and strategies involved in preparation for job interviews. The employer point of view is examined. You will learn how to prepare for hard questions, soften negative events in your work history and increase your chances of getting a job.

Training – This module discusses the importance of being aware of your skills and their relationship to the job market. How would training benefit you? Is it appropriate? What Training programs would meet your needs?

#### **d. What tools and products has the State developed to support service delivery in all One-Stop Centers Statewide?**

The America's One-Stop Operating System (AOSOS) case management, tracking and reporting system was developed by a consortium of federal, State and local workforce professionals to meet core WIA and One-Stop business needs common to all states. Implemented first in New Jersey in January 2001, the Internet browser-based system provides the tools and integration capabilities necessary to maximize the One-Stop experience. Consistent with the Consortium's strategic plan and commitment to delivery of value-added tools that support the One-Stop workforce development system, AOSOS Version 3.3 includes major enhancements that position member states to more easily address rapidly changing workforce program and reporting requirements. To facilitate services to One-Stop customers capable of helping themselves, AOSOS' self-service module has been upgraded to make the site more user-friendly and the resume builder more flexible and easy to navigate. This module will be linked with an AOSOS compatible One-Stop self-registration module that will facilitate customer access to workforce delivery system services. Workforce staff from One-Stop partner agencies will benefit from Version 3.3's inter-agency referral capabilities, improved security features, and upgrades in virtually every system module.

When initially launched in the mid-1990s, the Workforce New Jersey Public Information Network (WNJPIN) represented the state-of-the-art in online workforce development system services and gained national recognition. The online resource has continued to evolve over the years delivering employment and training program and labor market information, providing job seekers and employers access to resume and job bank tools, and links to other valuable resources to workforce system constituents. The State is currently involved in a major initiative to improve access to workforce services, enhance the web site tools and make WNJPIN a more valuable tool for the customer regardless of whether they are in a One-Stop office or visiting the One-Stop virtually.

Workforce information products and services are being delivered by means of printed materials, "out-stationing" of expert labor market analysts in local One-Stop Career Centers and the Labor Planning and Analysis (LPA) Web site. The Employer Database provided by the ALMIS consortium was installed in each One-Stop Career Center to be used for job development and job solicitation.

Printed products used to support service delivery include *New Jersey's Hot 50*,  
May 2007



[www.wnjin.net/OneStopCareerCenter/LaborMarketInformation/lmi26/JERSEYHOT50.pdf](http://www.wnjin.net/OneStopCareerCenter/LaborMarketInformation/lmi26/JERSEYHOT50.pdf), a publication designed for One-Stop Career Center customers to identify jobs in demand, the skills required for the job and wage paid. Customized for Workforce Investment Board (WIB) demand labor areas, the brochure *Jobs in Demand* allows One-Stop Career Center customers to obtain a basic understanding of the labor market, including an industry and occupational outlook. Quarterly economic newsletters and annual economic updates are provided to One-Stop Career Center staff for customer counseling purposes.

New or updated products and services are announced via e-mail alerts to data users. Also, hundreds of e-mails and other types of requests for information and technical assistance are answered by field labor market analysts and by staff of LPA (via e-mail, telephone, in person and fax).

The Labor Planning and Analysis (LPA) Web site, [www.nj.gov/labor/lra](http://www.nj.gov/labor/lra), is constantly being updated and is heavily used. (The LPA and LWD web sites are being redesigned and a more streamlined and user friendly version will be tested and implemented.)

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

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

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

The Demand-side Skill Assessment Project research provides current workforce information on the demand skill needs of employers in the State. See section B. 1.a.iii for a detailed description. The information provided from this research both in the key industry sectors and occupations, along with emerging industries, has been integrated with current labor market information on industry growth and demand and placed in a user-friendly format on an easily accessible web site, [www.NJNextStop.org](http://www.NJNextStop.org) (described earlier in this plan). This demand-side

information compliments existing labor market information products such as occupational projections, the LPA website and COEI's Career Information Delivery System (CIDS).

Information and services applicable to all One-Stop partners will be available throughout the system. Universal access is also achieved through self-service use of New Jersey's Public Information Network (WNJPIN) web site, [www.wnjp.state.nj.us](http://www.wnjp.state.nj.us). WNJPIN brings together various sources of labor market information, including America's Job Bank. Information will be provided through Internet sites and in hard copy. In addition, New Jersey will be implementing the self-service module of Workforce Investment System (WINS), America's One Stop Operating System (AOSOS), that will allow self-registration and collect information from customers related to the services they request or require. This information on the job-seeker customer will be useful to counselors in assisting the job-seeker and to program managers and WIBs in determining what services are needed by the customer base.

To provide services to persons with disabilities, information will be provided using the appropriate media type or through the use of trained interpreters. Information on services may also be provided in multiple languages to meet the needs of specific segments of the population. Access to bilingual interpreters to assist customers may be available where appropriate.

While the present Labor Planning and Analysis website successfully serves a large constituency each month, its current design is dated. As a part of a Department wide effort to revamp its website, a new labor market information site will be designed to improve the ability of the public to find, use and understand labor market and career making information.

Outreach efforts will be intensified to further develop data, products and services suited to the needs of the One-Stop community, particularly at the local level. In the consultation process, labor market analysts will reach out to employers, members of Workforce Investment Boards, educators and other participants of the system. This will be an ongoing process, which will result in continuous improvements to the employment statistics system.

With an aim towards ease of use and readability, labor market information products have been revised. For example, the *Labor Market Review*, which gives readers a comprehensive economic analysis of a region, has been redesigned to better meet the needs of WIB planners and One-Stop customers. Field labor market analysts consulted with WIBs to determine actual needs. The revised publication, to be called *Community Fact Book*, will make maximum use of charts and graphs for easy use. In the coming year, the quarterly *Employment and the Economy* newsletter will be updated to better meet the needs of the One-Stop community.

Field labor market analysts will continue to bring better service to the One-Stop community through its circuit rider program. When fully operational, all field analysts will be out stationed at least one day per week at One-Stop offices.

While on location, analysts will continue to provide training in the use of employment statistics in planning along with Internet instruction. They will also serve as employment statistics consultants to One-Stop staff, customers and customers of the Business Resource Centers. Continuing their role as WIB advisors, field staff will seek to play a more active role in the local planning process.

**a. Describe how the State will integrate workforce information into its planning and decision-making at the State and local level, including State and Local Boards, One-Stop operations, and case manager guidance.**

The SETC, local WIBs, One-Stop Operators and case managers, as well as others in the workforce investment system and the business and job seeking customers of the system are encouraged to use workforce information in their decision making processes by using printed materials and web-based products. These will be distributed and demonstrated by labor market information staff via presentations to WIB Directors, planners and others.

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

Workforce and labor market information is disseminated through the Labor Planning and Analysis (LPA) web site, <http://www.nj.gov/labor/lra/>; printed materials and presentations by labor market analysts for One-Stop Career Center staff, Workforce Investment Boards and Professional Service Groups. In addition, field labor market analysts meet with One-Stop staff, local economic development persons and other data users to help them with their data needs. Efforts to improve marketing expand mailing lists, and initiate e-alerts have also been undertaken.

Also, see the answer to Question 1 d above.

**c. Describe how the State's Workforce Information Core Products and Services Plan is aligned with the WIA State Plan to ensure that the investments in core products and services support the State's overall strategic direction for workforce investment.**

State Workforce Information Core Products and Services are aligned with the Unified State Plan. As a requirement of the One-Stop Labor Market Information Grant from the Employment and Training Administration (ETA), LPA is mandated to consult and receive approval for all core products and service activities. For PY 2004, core products and services include the following:

1. Production and disseminate of industry and occupational employment projections.
2. Provide occupation and career information for public use.
3. Provide workforce information and support to State and local Workforce Investment Boards.
4. Maintain and enhance electronic State workforce information.
5. Populate and update the ALMIS database with State data.
6. Make field visits and outstation labor market analysts at One-Stop Career Centers, including the Business Resource Centers.

7. Support workforce training activities.
8. Conduct consumer satisfaction surveys and use feedback to improve products and services.

**d. Describe how State workforce information products and tools are coordinated with the national electronic workforce information tools including America's Career Information Network and Career Voyages.**

America's Career InfoNet and Career Voyages are recognized by New Jersey as invaluable resources to assist all workforce stakeholders make informed career decisions that support a demand-driven workforce investment system. In addition to the NJNextStop web site, discussed earlier, the State's "virtual" One-Stop, the Workforce New Jersey Public Information Network (WNJPIN), is an online resource delivering employment and training program information and labor market information, providing job seekers and employers access to resume and job bank tools, and links to other valuable resources to workforce system constituents. Included in the linked resources are America's Career Information Network and Career Voyages.

The America's Career InfoNet tool is valued by the State's workforce professionals. A direct link to the resource has been embedded within the AOSOS case management system's Comprehensive Assessment Module. Counselors' use the resources to assist in assessment of the marketability of a customer's skills and development of an employability plan.

The information contained in America's Career InfoNet and Career Voyages is reviewed and incorporated into the New Jersey Occupational Outlook Handbook and online career information delivered through the Workforce New Jersey Public Information Network. In addition, the career assessment tools that are part of America's Career InfoNet are being incorporated into the State's revised Career Information Delivery Internet program.

The Center for Occupational Employment Information works closely with both America's Career InfoNet and Career Voyages in the delivery of career videos to support individual decision making. New Jersey is the lead State in the development of career videos to support the One-Stop Career Center System through a grant from ETA. The videos developed are incorporated into the information available through America's Career InfoNet and Career Voyages and additional videos are being developed to support Career Voyages.

**3. Adults and Dislocated Workers**

**a. Core Services. (Sec. 112(b)(17)(a)(i).)**

**(i) Describe State strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as described in Sec. 134(d)(2).**

As discussed under a prior section, all UI recipients, with the exception of those out of their job temporarily, receive a Scan/Membership Card in the mail inviting them to the One-Stop. This ensures access for this population. With our integration effort, New Jersey has instituted policies which are included in all local plans requiring that the One-Stop is the focal point of all "to work" services and programs.

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

All One-Stop Centers have a public self help area, and provide staff to assist individuals upon request or when noticed having problems obtaining services. All customers may at any time request one-on-one assistance from staff. The first intensive service provided to a job seeking customer will be counseling and development of a career plan. No training will be provided unless it is consistent with an individual/s career plan.

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

**Note that this Question does not have a letter (a).**

New Jersey implemented the One Stop Progress Improvement Program (OSPIP), which focuses on the integration of services in the local One-Stop Offices. It identifies where resources are shared, along with who is responsible for services to all customers. The after effect of OSPIP has aided in the development of better customer flow and client services where the responsibility to assist the customer was developed by the partners of the One-Stop Center. Sharing of information, skill levels and employee development plans assists in providing comprehensive services.

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

In their local plans, the local areas describe the full array of available services and include a flow chart for how customers will move between the activities. The local areas have integrated welfare and basic skill programs into the menu of WIA and other partner services at the One-Stop Career Centers.

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

Intensive services are available to the dislocated workers through the Response Team activities. Early intervention strategies are developed as a result of the Response Team's vast information network and the LWD Division of Business Services Layoff Aversion Unit's ability to meet with employers, management, and human resource executives before a need  
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for rapid response has been established. If it is possible to save jobs through early intervention, that becomes the primary goal. The Layoff Aversion Unit shares information about services available at the One-Stop Career Centers. Each representative serves as a primary, direct source of contact for programs and services to efficiently deliver personal attention, customized solutions, and professional results to business customers to help them prosper and grow.

Workforce development services include recruitment, training, free workplace safety inspections, labor market information, and One-Stop Center System access. Information is available regarding available government business services, labor exchange function, State and federal employment incentives, Business retention and expansion services of all State agencies, specifically the Commission on Commerce, Economic Growth and Tourism, the Economic Development Authority, and LWD's Customized Training program. Each representative is assigned to a local geographic area, typically defined by county boundaries, and out-stationed within that territory. These unique field offices are established within county or local business or trade advocacy organizations, such as Chambers of Commerce and Urban Enterprise Zone offices to ensure the local business community easy access to this resource. If a layoff or closing cannot be prevented, the Response Team then plans services in partnership with the company and union, if applicable.

The rapid response assistance available to employers and affected employees as an early intervention and continuing strategy include the following:

- A survey of employee needs
- Conducting effective initial orientation meetings providing an explanation of One-Stop programs and services
- On-site group employee presentations
- Unemployment Insurance claims completion
- Job Service registration
- Training certification
- Development and operation of career centers
- Job Search Workshops
- Resume Writing Workshops
- Career Counseling
- Testing and Assessment
- Help in forming and operating Workforce Reduction Committees
- Computer access to job listings
- Resume listing service (America's Job Bank)
- Employer names and addresses for job solicitation campaigns
- USDOL Grant Application Development
- Working with private outplacement agencies engaged by the employer
- Serving multi-lingual (other than English) worker populations
- Effecting a smooth transition to local One-Stop services
- Developing effective working relationships with union representatives

All of these combined efforts ensure that adult and dislocated workers receive the intensive services that are needed.



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

New Jersey's vision for increasing training access and opportunities for individuals, as stressed in the Guidelines for the Local Planning Process, is inherent in the goal of creating a unified workforce investment system that maximizes the opportunity for individuals, students, workers, and those seeking employment, to be more productive and achieve economic self-sufficiency. Other outcomes of this goal include: meeting the needs of the employer community; portraying a clear vision and implementation strategy for a fully integrated One-Stop Career Center System; to consolidate and fully integrate the "to work" components of the Work First New Jersey program; and, to consolidate and fully integrate Adult Basic Education and English as a Second Language programs into the One-Stop delivery system.

The vision of comprehensive workforce program integration was enunciated in the October 2001 State Employment and Training Commission White Paper, *New Jersey in Transition: The Crisis of the Workforce*. This document strongly urged New Jersey to transform the Department of Labor by adding critical new functions and consolidating programs. Specifically, the White Paper recommended that all "to work" programs be transferred to the revamped Department. According to the White Paper, "A sweeping transformation of this Department will make it possible to spend money more effectively, develop future strategies for the workforce and tie workforce readiness more closely to economic development". New Jersey has thus defined its vision of a unified workforce system. As stated in the instructions for *New Jersey's Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System* issued in 2000, "New Jersey envisions a future where the employment, training, and education systems are finely adapted to the demands of the labor market as defined by the present and evolving human resource needs of the business sector."

Furthermore, the State is committed to ensuring that the opportunity to be productive is extended to those members of society such as school drop-outs, welfare recipients, older workers, racial and ethnic minorities, veterans, individuals with disabilities, and women, who are too often prevented from reaching their full potential. Achievement of these goals requires a sustained effort to transform the workforce investment system into one that has as its core mission the needs of employers and employees. It is to this end that New Jersey is committed to a Unified State Plan for New Jersey's Workforce Investment System.

The White Paper, *Strategies for Strengthening One-Stop Partnerships and Service Delivery in New Jersey*, states "Under the new organization, workforce services for all job seekers, financed through a variety of funding sources, as shown below, would be administered through the local Workforce Investment Boards and One-Stop career center systems. This new integration effort would place greater demands on the new Department of Labor and Workforce Development to efficiently and effectively connect to the workplace a large and diverse group of job seekers...In all likelihood, a new consolidated system would be expected to perform at a higher level of service in order to justify the shift in the way that State government is currently organized."

New Jersey is using funding from non-ETA sources to fund numerous One-Stop Career Center functions. At this time, additional integration of workforce development and county welfare programs are located at ETA sites which offer both workforce and welfare programs

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to the participants. In New Jersey, programs provided by Vocational Rehabilitation are offered at One-Stop Career Centers.

New Jersey provides the State's Workforce Development Program (WDP) for the training of dislocated workers and disadvantaged individuals. This State program also provides funds for literacy and basic skill programs that are offered at the *Workforce Learning Links* located at the One-Stop Career Centers. The WDP program provides over \$12 million each year.

Using State funds, the One-Stop Centers have provided employment and training services to the TANF population. Since the 1990's, Labor has administered the Food Stamp Employment and Training Program that is funded by the US Department of Agriculture through the US Department of Health and Human Services. New Jersey has a General Assistance Program for eligible individuals without dependents. Both programs are offered through the local One-Stop Career Centers.

The local plan instructions to the local areas issued August of 2003 (See Attachment #3) are very specific about the need to integrate programs including the WIA Title II Adult Basic Skills, from Education, as well as the "to work" functions from the welfare programs for TANF, Food Stamp Employment and Training, and for the State's General Assistance Program. Additionally, the State Youth Corps program is now part of the consolidated effort.

Furthermore, by passage of State law, P.L. 2004, Chapter 39 (S1452) in June of 2004, New Jersey has a strong foundation for the workforce activities between the Department of Labor and Workforce Development, the Department of Education and the Department of Human Services. This law enables New Jersey to effectively carry out the work of the integration of workforce programs and achieve the vision of creating a unified workforce investment system that maximizes the opportunity for individuals, students, workers, and those seeking employment, to be more productive and achieve economic self-sufficiency.

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

To receive funding through any State or local governmental source, a training provider and program must be approved for inclusion on the State's Eligible Training Provider List (ETPL).

The State Employment and Training Commission, the Department of Labor and Workforce Development and the Center for Occupational Employment Information partner in the management of the ETPL. The Heldrich Center at Rutgers University manages the performance measurement system. The Heldrich Center calculates performance measures each quarter for instructional programs for New Jersey community colleges, State universities, independent colleges, adult vocational and literacy training providers, and proprietary schools that have been approved for inclusion on the ETPL.

By directive, all Workforce Investment Boards and One-Stop Career Center Operators are required to use the ETPL when making referrals to training and only providers on the ETPL are eligible to receive referrals with public funds. The listing of eligible training providers and



information on their performance is available to the public via the Consumer Report Card, an Internet-based system for information delivery.

**e. On-the-Job (OJT) and Customized Training (Sec. 112(b)(17)(A)(i) and 134(b).)  
Based on the outline below, describe the State's major directions, policies and requirements related to OJT and customized training.**

Training new employees at their place of employment through on-the-job training (OJT) is considered one of the best training methods because of the relatively high employment and completion rates. The training is part of the normal work routine and therefore does not require the establishment of training staffs and procedures. This probably accounts for the reason why OJT is the primary method in which most workers acquire their skills. Workers prefer this method of training for adults because they can see its relevance to the job.

The State has OJT Specialists in the One-Stop Career Center areas to provide a coordinated and comprehensive marketing program in conjunction with local employer services. Coordination will provide One-Stop direction for employer outreach and marketing services provided through the Business Services Representatives and OJT Specialists, as well as local economic development authorities and One-Stop employer services.

**(i) Describe the Governor's vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.**

The State's policy regarding OJT and Customized Training is determined by assessing what best fits the needs of the worker and employer. Within New Jersey's incumbent worker program, its Customized Training program, training in the workplace occurs in three ways: 1) on-the-job, in which up to 50% of the worker's wages are reimbursed during a fixed period time that is no longer than six months. This learning arrangement is determined after assessing the skills to be acquired, the availability of a trained mentor, and the demands of the company. The length of the OJT is determined by the current skill of the trainee to the complexity and skills needed to learn new job responsibilities. 2) Classroom instruction in the workplace delivered by subject matter experts from the higher education community or private training vendors based on an assessment made collaboratively between the training organization and the employer. 3) e-learning environments for those organizations that demand the greatest flexibility in ensuring that curriculum and content is developed and delivered in a way that is the least intrusive to the workplace environment.

**(ii) Describe how the State:**

- (a.) Identifies OJT and customized training opportunities;**
- (b.) Markets OJT and customized training as incentives to untapped employer pools including new business to the State and employer groups;**
- (c.) Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies;**
- (d.) Taps business partners to help drive the strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training, and**
- (e.) Leverages other resources through education, economic development and industry associations to support OJT and customized training ventures.**

The expansion of Customized Training resources occurs through increased marketing, principally through Business Resource Centers, strong interagency relationships within the State and local economic development community, advanced web site development, and most importantly, through a written "compact" with New Jersey's community colleges.

Ongoing marketing of New Jersey's Customized Training program has been enhanced through the establishment of its web-based online application system. Now, any employer can access Customized Training resources through the State's "portal," MY NJ, and log on to apply for Customized Training in a secure web site. Frequent presentations to business groups, business consultants, State and local Chambers of Commerce, relocation specialists, and a large network of training organizations ensures that Customized Training resources are widely known throughout the State. Customized Training resources have been used to support the establishment of a Manufacturing Extension Program (MEP). It has been pledged as matching funds on numerous occasions to leverage external resources, such as foundation support for specific projects. Collaborative relationships are consistently being pursued so that state-of-the-art curriculum and content can be developed and delivered in the most appropriate environment. New Jersey remains one of the few states in the country that assists businesses, especially the manufacturing sector, with matching funds to pursue ISO-9000 certification and related upgrades.

As a financial incentive for companies to retain locations in New Jersey or attract new facilities, the Customized Training program is a major inducement for business retention and attraction in the State.

**f. What policies and strategies does the State have in place to ensure that, pursuant to the Jobs for Veterans Act (Pub. L. 107-288)(38 U.S.C. 4215), that priority of service is provided to veterans and certain spouses who otherwise meet the eligibility requirements for all employment and training programs funded by the U.S. Department of Labor, in accordance with the provisions of TEGL 5-03 (9/16/03)?**

The provisions of the DVOP/LVER grant continue to be adhered to by the State. Preference employment and related services to veterans are adhered to under the Wagner-Peyser, Workforce Investment Act and Trade Adjustment Act, with priority given to the needs of Vietnam ERA and Disabled Veterans.

**g. Rapid Response. Describe how your State provides Rapid Response services with the funds reserved under Section 133(a)(2).**

**(i) Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve Local Boards and Chief Elected Officials. If Rapid Response activities are shared between the State and local areas, describe the functions of each and how funds are allocated to the local areas.**

The Response Team, located within the LWD Division of Business Services, functions as the lead agency in all plant closings and mass layoffs.

The Response Team coordinates its activities with WIBs, local Chief Elected officials, Employment Security Divisions, Trade Act, Customized Training and other job training entities as deemed necessary depending upon the circumstances. Local areas are expected to participate in Rapid Response activities with formula funds established by State laws.

The involvement and participation of State and local areas is structured according to individual company needs, time considerations and the service plans developed in cooperation with employers, employees and, when appropriate, organized labor bargaining representatives.

Although local areas do not provide rapid response, State Response Team funds are set aside for special areas where large layoffs might occur and the need for training and reemployment services may become necessary on a case-by-case basis.

**(ii) Describe the process involved in carrying out Rapid Response activities.**

**(a.) What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?**

Rapid response activities commence when news of a plant closure or mass layoff is received by the Dislocated Worker Unit (Response Team office) through phone calls or letters from affected companies, workers, organized labor, the Worker Adjustment and Retraining Notification Act (WARN) notices, or any other source. Subsequently, the Response Team contacts the company within 48 hours to ascertain the validity of the information received and to offer readjustment services. Pertinent information is obtained about the company, including the type of business; the reasons for the layoff, the number of workers affected, and organized labor affiliations. Services are provided at the employer's convenience to accommodate all shift-working hours of the employees.

Notification may come through a variety of sources including WARN notices, Business Services Representatives, the New Jersey Commerce, Economic Growth and Tourism Commission, local Unions, NJAFL-CIO, employees of companies, Unemployment Insurance offices, and Labor Planning and Analysis.

**(b.) What efforts does the Rapid Response team make to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company, and on company time?**

The Response Team makes contact with a company within 48 hours of receiving layoff or plant closing information to explain the rapid response services that are available. Employers are reminded that Congress's intent for requiring WARN notification to the State dislocated worker unit is to provide rapid response services for the workforce. Response Team services are made available seven days a week, twenty-fours a day, in multiple languages, and in multiple groups, if necessary, to insure that workers receive rapid response assistance. Union involvement is, where appropriate, encouraged to assure the provision of appropriate rapid response services.

**(c.) What services are included in Rapid Response activities? Does the Rapid Response team provide workshops or other activities in addition to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?**

In addition to informational sessions, the Response Team provides a variety of services, such as Job Search Workshops, Resume Writing Workshops, Career Counseling, Job Fairs, and

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Direct Referrals to Job Openings. Services provided depend on the circumstances of the layoff, employer/employees' feedback, make-up of the workforce, and private outplacement services that may be provided by the company. In trade-affected layoffs, the Response Team coordinates its efforts with the Trade Act staff to ensure that trade petitions are filed and the appropriate benefit information is provided to the workforce.

**(d.) How does the State ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?**

The LWD Division of One-Stop Services works closely with the Response Team. Direct referrals are made to the One-Stop centers during informational sessions on-site. Services after meeting with the Response Team may include the PROS Orientations, Career Link Workshops, training orientations, Professional Service Group and Self-Employment Assistance Program enrollments.

**(e.) Describe how Rapid Response functions as a business service? Include whether Rapid Response partners with economic development agencies to connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers? How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the State promote Rapid Response as a positive, proactive, business-friendly service, not only a negative, reactive service?**

The Response Team fosters a close relationship with the New Jersey Commerce, Economic Growth Commission. Weekly reports of significant Response Team activities are reported to the Commission along with all other routine activities. Events are also coordinated with the Business Services Representatives with the goal of finding growing companies looking to fill open positions so workers facing dislocation can be directed to those jobs promptly and the UI application process can be averted.

**(f.) What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?**

Layoff aversion meetings with the New Jersey Commerce, Economic Growth and Tourism Commission and labor unions, including local unions and the State AFL-CIO, are the primary partnerships developed by the Response Team to build effective early layoff warning networks. Linkages with the Office of Customized Training for grant development also may help companies stay competitive and avoid layoffs.

**(g.) What systems does the Rapid Response team use to track its activities? Does the State have a comprehensive, integrated Management Information System that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?**

The web-based America's One-Stop Operating System (AOSOS) described in more detail above in this plan is the State's official case management, tracking and reporting system for its workforce employment and training programs. Trade Act, National Emergency Grant and one-stop activities are all captured using this single system. While workforce activities and

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services are captured within AOSOS, the State is in the process of enhancing its data collection capabilities and procedures to more easily distinguish those services provided to “rapid response” customers.

**(h.) Are Rapid Response funds used for other activities not described above; e.g., the provision of additional assistance to local areas that experience increased workers or unemployed individuals due to dislocation events?**

Some Rapid Response funds are held in reserve for funding local area dislocation activities and are allocated by the One-Stop Coordination and Support Unit on a case-by-case basis. Rapid Response funds are also used for funding Trade Act activities.

These funds are used to provide additional assistance to local areas that experience increased unemployment, as well as an increased number of workers. It should be noted that Rapid Response funds are not used for activities not prescribed by the WIA Regulations. Rapid Response receives 25% of the annual Dislocated Worker (D/W) allocation. If not used, these funds are to go back to the local areas as D/W funds. Therefore, when the State gives out additional D/W funds from the Rapid Response allocation, it is actually giving out funds that initially came from the State’s original D/W allocation.

**4. Veterans Programs. For the grant period FY 2005--FY 2009, States submitted a five year strategic plans to operate the Local Veterans' Employment Representative (LVER) and Disabled Veterans' Outreach Programs (DVOP) Specialist programs under the Jobs for Veterans Act. These plans may be incorporated by reference as part of a state's Unified Plan. Modifications to these five year Jobs for Veterans Act plans will be managed in accordance with policy guidance from the Veterans' Employment and Training Service.**

Priority of Service will be given to all veterans who are eligible for services and training as defined by Title 38 of the US Code; Disabled Veterans, Recently Separated Veterans, Veterans, other eligible persons and eligible spouses.

The priority of service is provided through utilization of the One-Stop Career Centers. All staff is trained to identify and assist veterans in securing employment. Job orders from employers are given to the staff for priority referrals. The local office and partners promote to employers the availability of qualified veteran employees. The Division of Business Services targets local industry to determine need so that we can match business skill needs with the skills of veterans in the veteran pool.

Marketing to the local military bases, through base publications as well as the TAP programs, is conducted throughout the year.

**5. Youth. ETA's strategic vision identifies youth most in need, such as out of school youth and those at risk, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and migrant and seasonal farmworker youth as those most in need of service.**

**State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED,**



**post-secondary vocational training, apprenticeships and enrollment in community and four-year colleges. (Sec. 112(b)(18).)**

**a. Describe your State's strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any State requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Include how the State will coordinate across State agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy. (Sec. 112(b)(18).)**

In addition to the ongoing collaborative efforts of the Governor's Cabinet for Children, we have created a Memorandum of Understanding among State agencies to encourage cooperation in utilizing "best practices" to:

- Increase the number of comprehensive programs to serve those most in need;
- Ensure that services are of the highest quality and effective for youth; and
- Ensure that services are coordinated.

The process includes the following:

- A review of all programs and local demographics to determine gaps in services and any restrictions by funding source;
- The development of imbedded language in Requests for Proposals, Applications, contract language, and programmatic requirements to ensure that special populations are served;
- The development of a mechanism to ensure the delivery of the highest level of services;
- The implementation of a review process that will evaluate quality of programming;
- A review of the most effective use of current resources to meet the need;
- A review of staff training needs and the development of a training plan; and,
- Implementation of minimum criteria based on best practices for operating youth programs.

### **Selected Comprehensive and Integrated Model Programs within New Jersey**

New Jersey Youth Corps: The State will also seek to increase the number of comprehensive programs to serve out-of-school youth, by providing support to New Jersey Youth Corps with the ultimate goal of establishing at least one in every county. The State's Youth Corps program provides a comprehensive year round program which includes areas of special focus such as pregnancy prevention and infant protection through supportive activities of the Safe Haven Infant Protection Act. New Jersey Youth Corps will continue to serve as the model program for out-of-school youth and will provide expertise and technical assistance to other programs seeking to broaden services to this population. The current website, <http://www.state.nj.us/humanservices/ooe/njcorp.html>, will be updated shortly.

New Jersey School-Based Youth Services Program: This program helps high school students combat violence, substance abuse and other adolescent problems. The goal is for students

to graduate with skills for employment or continuing education. The program is available to all high school students and former high school students who have dropped out of school at 45 sites, with at least one in every county in the State. The services include individual and family substance abuse and employment counseling; primary and preventive health care; pregnancy prevention; learning supports such as after-school tutoring and computer literacy classes for youths and families; after-school recreation programs; and linkages of families to community-based services.

Camden Young Offender Demonstration Program: In partnership with the Camden County Prosecutor's Office, the Camden County WIB implemented a program, incorporating the USDOL youth development principles to provide education and employment services under a Young Offender Demonstration Grant from the US Department of Labor (2002). The delivery involves connecting youth to an aggressive set of services anchored in a faith-based location. The project exceeded its goal to serve 230 youth - 150 in a prevention/diversion component and 80 in the probation/aftercare component by 10% by the end of the 3<sup>rd</sup> quarter 2004 and demonstrated effectiveness on key performance indicators, including enrollment, participation rates, employment and job retention, and academic progress.

Youth Opportunities Programs (JJC): The Office of Education, New Jersey Juvenile Justice Commission (JJC), designed and implemented a number of programs in partnership with local area WIBs, its community-based residential programs, an alternative high school and community programs such as the Atlantic City Boys and Girls Club to provide occupational/basic skills training, job/entrepreneurial experiences, and job placement and retention services to court-involved and at-risk youth. WIA funds were used to support these programs partially in the past. JJC is prepared to submit project proposals for similar programs in the upcoming program year.

One-Stop Career Center for Foster Care Youth: Under the leadership of the Essex County WIB, an inter-agency Work Group was formed in March 2005 to explore designing, developing and implementing an employment and training service program for foster care youth in Essex County. The Work Group will consider developing a comprehensive, collocated One-Stop Career Center model in Essex County, specifically for foster care youth and other out-of-home placement youth between the ages of 14 and 21. New Jersey will use the Achieving Independence Center (AIC) in Philadelphia as a model in this endeavor.

**b. Describe how coordination with Job Corps and other youth programs will occur. (Sec. 112(b)(18)(C).)**

It is essential that processes for communication and exchange of ideas be fostered between agencies. This is accomplished through a variety of methods including site visits, seminars, conferences, peer review, and a review of the literature concerning the education and training of young adults. The most effective means for coordination of efforts between Job Corps and other youth programs include the following:

1. Promoting an exchange of techniques and ideas by encouraging staff to visit other programs, speak directly with staff on site and discuss teaching methods, best practices, and program designs which have been proven to produce results;

2. Collaborating on joint ventures such as community service projects designed to assist local non-profits or government agencies improve conditions in their community;
3. Developing a process for referral of clients from one program to another based upon the needs of the client and the services offered by the cooperating programs; and,
4. Tracking program improvement.

In February, 2005 New Jersey was represented at a meeting convened in Washington, DC by the National Association of Service and Conservation Corps and Job Corps staff. The purpose was to build partnership opportunities with member programs. Based upon a common emphasis on vocational and educational training, a strong community service component, statewide locations, and unique services provided to similar youth, the development of partnerships between Job Corps and the local New Jersey Youth Corps are being explored. There are currently three partnerships nationwide that are assisting young adults with increased opportunities. These partnerships are being explored for replication in New Jersey.

**c. How does the State Plan to utilize the funds reserved for Statewide activities to support the State's vision for serving youth?**

There are several critical areas that will be addressed statewide. These areas are key to the continued provision of high quality services for those youth most in need and include the following:

1. The replication and strengthening of successful models for serving youth, such as New Jersey Youth Corps;
2. Intensive training of key staff and/or new staff to successfully work with youth;
3. The development of strength-based comprehensive programs to fill current gaps in service; and,
4. Ongoing training and technical assistance to ensure quality program practices and evaluation.

**d. Describe in general, how your State will meet the Act's provisions regarding youth program design. (Sec. Sec. 112(b)(18) and 129(c).)**

Critical to the success of all youth programs and the young adults they serve is a unified policy for youth. New Jersey seeks to address this issue by developing a framework to establish a partnership across all State agencies, to review and redirect services and resources where necessary to meet those youth most in need, and to serve this population more adequately and efficiently. Successful programs within the State will be strengthened and replicated; strength-based comprehensive programs will be developed to fill current gaps in service; high-quality services statewide will be ensured by a commitment for continuous improvement, training, and technical assistance for those working with young adults, and, a meaningful, non-duplicative system of linking or transitioning an individual from one set of services to the next will be developed.



New Jersey has developed a comprehensive plan for serving the needs of eligible youth. Key to this strategy will be the engagement of Youth Councils in updating and revising their local strategic plans to meet the needs of the young people in each of their respective areas. Please refer to Attachment #1 for local youth plan guidelines.

While New Jersey has many excellent youth programs, it must continue to expand and strengthen them and, more importantly, integrate them into a system to assist youth that have special needs or barriers to employment. As is noted in this plan, New Jersey has made youth most in need, e.g., out-of-school youth, pregnant teens, foster care and homeless youth a priority. By expanding, strengthening and integrating a system for youth services, New Jersey will become more effective, and ultimately more proactive, in addressing the needs of its young citizens. Clearly, strong programs such as the New Jersey Youth Corps must be factored into any local and statewide strategy.

It continues to be New Jersey's goal to work with the Job Corps and other youth programs, including faith-based organizations, to make them part of an overall system that addresses the needs of youth. One major priority in this area will be to create the equivalent of a One-Stop, at the local level, for youth where young people who drop out of school or who are not part of any formal institution can have their needs, in the broadest sense, met. While policy has not been fully formulated in this area, we anticipate a strong link with the One-Stop Career Centers.

It is also important that schools become a full partner in this process as well as a major partner in the continuum of services that will serve the needs of youth. A key to this link is the Department of Human Services School-based Youth Services Program which offers counseling, both personal and drug, and health services to at-risk students while they still attend school. By creating a strong partnership with this national award-winning program, a system will be created for serving youth where no young person is ignored.

Each WIB has submitted a plan that addresses how it proposes to meet the needs of youth in its local area. The plan links local, State, and federal initiatives. To the extent possible, the plan incorporates not only WIA directed activities, but a broader configuration of programs and services to youth most in need.

WIBs, through their Youth Councils, and based on State guidelines, have included in their plans how linkages between One-Stops, schools, and school-based programs occur. It is envisioned that, within each WIB area, hub(s) (homeroom) be established to serve as entry points for youth most in need to link to the One-Stop system and the appropriate services. At a minimum, local New Jersey Youth Corps programs can serve as the hub. Local plans may include community-based and faith-based organizations and other youth providers. It is essential that these points of entry be linked to the One-Stop Career Center System electronically as well as in other ways that WIBs/Youth Councils deem appropriate. In addition, local youth-developed homepages, through which youth are linked to State and local services through the One-Stop, are encouraged.

These hubs are especially important for out-of-school youth who are not connected to a system of services through the school. The hubs provide a One-Stop "youth friendly" location.

New Jersey meets the Act's provisions regarding youth program design by expanding and replicating existing exemplary programs, e.g., New Jersey Youth Corps and School-based Youth Services, and building and maintaining strong linkages with youth-servicing agencies and coalitions. The State has integrated youth planning, programs, and activities into its State-based, locally delivered workforce investment system. At the local level, WIBs have established Youth Councils that serve as subcommittees of the WIBs. Youth Councils play an integral role in youth planning, program development, and funding allocation. Youth Council membership reflects representation from key stakeholder groups, e.g., Youth Services Commissions, the State Juvenile Justice Commission, school districts (including Abbott districts) School-based Youth Services Programs, business, higher education, and youth service providers. (See Attachment #1 Chapter 9.)

Schools, which currently serve as a hub for students, are a logical "homeroom" to connect eligible in-school youth to services and programs through the One-Stop environment. A strategy for serving in-school pregnant teens is a priority. For out-of-school youth, the State works with local areas to create a network of sites, which include community and faith-based organizations and juvenile justice centers, to serve as the "homeroom" for this population, connecting them to a full array of resources through a One-Stop environment.

In New Jersey an increasing number of innovative educational models such as Career Academies provide youth with school-based, work-based contextualized learning experiences, help make education more relevant and provide links to move into job and post-secondary opportunities. For out-of-school youth, the State, in consultation with WIBs, identifies required elements of successful youth programs, e.g., creative learning experiences; transferable occupational skills; exposure to positive adult role models, including mentors; leadership development; strong linkages with the community, secondary and post-secondary education and corporations; and other "best practices."

These elements serve as the basis for the development of out-of-school youth programs, which require partnerships with local community and faith-based organizations and strong linkages with local school districts, vocational education, post-secondary education, and the juvenile justice system. When appropriate and possible, a strategy for integrating out-of-school youth back into the regular school track is explored. However, for those youth for whom this is not an appropriate option, local out-of-school youth programs provide or link with the One-Stop system to offer a full array of services, e.g., academic, occupational or vocational, counseling, job search, drug treatment.

Since preparation for post-secondary opportunities is a major emphasis for in-school youth and similarly for out-of-school youth, post-secondary providers are required partners of the local Youth Councils. New Jersey's Vocational-Technical, Career and Innovative Programs system requires strong linkages with post-secondary education. Programs for out-of-school youth require similarly strong post-secondary linkages. The State encourages community colleges and interested four-year institutions throughout the State to collaborate with administrative entities and service as providers to operate summer and year round programs for youth most in need.

Colleges must be partners in any youth effort. As such, they can operate summer or year round programs. On-campus experiences can be a key element of a summer program. A

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college or another entity in partnership with a college can operate the program. Community colleges or four-year institutions are acceptable partners.

On-campus experiences during summer for youth, starting at age 14 and 15, affirm that college is not out of their reach. At a minimum, on-campus summer programs for youth most in need include “campus field trips,” seminars geared toward the needs of urban youth, and community and/or work-based learning experiences that incorporate academic and social learning. Most importantly, workshops are presented by successful youth with whom the participants can relate.

The State’s Vocational-Technical, Career and Innovative Programs system promotes strong linkages between academic and occupational learning for in-school youth. The proposed system for out-of-school youth places an equal emphasis in this area. Programs are expected to integrate components such as work-based learning, school-based learning, and activities that connect students with employers and work and community service activities. Opportunities for entrepreneurial learning experiences that integrate academic and work learning and link to real enterprises are also provided. These programs offer an opportunity for youth to be exposed to a variety of vocations and the academic and vocational skills necessary to be employed in those areas will help link academic and occupational learning.

Youth most in need not only must see that there is a strong link between academics and the “real world” of work, but also must be exposed to what “real work” entails and what employers require. In order for youth to experience this first hand, employers need to be directly involved with the occupational components of the WIA youth programs. This is accomplished through their participation on local Youth Councils, as part of Vocational- Technical, Careers and Innovative Programs, and in partnerships with the State’s colleges and universities and with out-of-school youth programs. It is encouraged that this involvement reflect a variety of employers including small and medium sized businesses and large corporations, and especially businesses that are representative of the cultural and business diversity of the community and, of course, representative of high growth/high industries.

The Department of Education, through local school districts, operates alternative schools. School-based Youth Services administered by the Department of Human services are also an alternate service structure, although operated within the traditional school. The New Jersey Youth Corps is an effective alternative in addition to GED and adult high school programs for older youth (17 and above, though some 16 year olds with permission).

Through continual strong linkages with Department of Education and alternative educational opportunities, the State encourages the placement of youth in alternative secondary schools, when appropriate. This option is encouraged especially in cases where the traditional high school is no longer an optimum learning environment for the at-risk youth. Local Youth Councils include representation from school guidance counselors and/or child study teams to ensure that the appropriate educational choices for youth are being explored and chosen.

The State encourages local areas to provide real work opportunities during the summer and also during the school year for youth ready to obtain transferable vocational skills. Local areas are also encouraged not only to work with the traditional providers of paid and unpaid work experiences that have proved successful in the past but also to collaborate with other entities that have may have best practices or innovative programs as well. The young people

that may not be ready for vocational skills training are introduced to work maturity essentials, such as reporting to work on time, dressing appropriately and working well with others, which at the same time introduce them to entry level job skills. Local area employers will be strongly encouraged to provide job opportunities in a variety of capacities and locations through their involvement with the Youth Councils and with the workforce investment system. Where appropriate, internships, job shadowing and corporate mentoring are provided by the private sector.

Learning environments which are not interpreted as “traditional” are promoted to encourage leadership development. A strong long-term relationship with an adult mentor has proven effective in this area. Peer mentoring in which an at-risk teenager is a mentor to an at-risk young child (ages 7-9) is another example of a means to promoting leadership development. Activities that directly affect and improve the community are also effective in improving leadership qualities. The State encourages local areas to include program components that improve and beautify the communities’ parks, schools, playgrounds, buildings, and neighborhoods and renovate and build structures that improve the community.

## **6. Business Services.**

### **a. Describe how the needs of employers will be determined in the local areas and on a statewide basis.**

As discussed as part of responses to previously related questions, the State has concentrated the majority of its workforce development services to New Jersey’s business community in the LWD Division of Business Services. The State’s Customized Training program, Business Resource Center (BRC) network, Rapid Response functions, Apprenticeship, Work Opportunity Tax Credit program, Human Resource seminars for employers, and representation on all interagency economic development boards and commissions rests with this Division. The presence of BRCs within the local One-Stop environment allows Business Services staff to communicate quickly and effectively to One-Stop staff those workforce issues confronting local employers. The sales and marketing approach used by the BRCs, allows local One-Stop staff to concentrate on basic labor exchange activities while targeting worker recruitment efforts based on information provided by the BRC staff.

Labor Planning and Analysis (LPA) is planning to conduct a job vacancy survey with data collection to start in September. The survey results will contain information about job vacancies by labor area, wages offered, fringe benefits and characteristics of the vacancies, such as part- or full-time and whether year-round or seasonal.

The State Employment and Training Commission, through the Heldrich Center for Workforce Development has held focus group meetings with employers of selected industries regarding their needs for labor and the types of required skills. We have gone through two iterations of this project. The results of these focus groups are published in *Ready for the Job: Understanding Occupational and Skill Demand in New Jersey’s Key Industries* and are available on the <http://www.NJNextStop.org> website.

LPA staff regularly meets with One-Stop Career Center business resource staff who works with the business community. Through this interaction, LPA is better able to gauge the needs of the business community. In addition, through participation with the New Jersey Employer

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Council, LPA and other One-Stop partner agencies are able to provide better service to employers.

**b. Describe how integrated business services, including Wagner-Peyser Act services, will be delivered to employers through the One-Stop system.**

New Jersey has developed a system for business outreach that combines Business Resource Centers, Business Services, and Wagner-Peyser staff. Information flows through any of these avenues and is communicated between staff and with the comprehensive One-Stop Centers.

The AOSOS system allows for improved integration as it can case manage employers as well as indicate job openings. The openings are important, but we realize that establishing confidence with business requires more than just posting of vacancies. It requires the provision of comprehensive services. That is the philosophy behind the BRCs. As an example, New Jersey is providing employers with Human Resource training classes. BRCs also offer skills testing and various other opportunities designed to establish long and supportive relations with employers. With the Business Resources Centers located in the One-Stop Career Centers to focus on employer needs it ensures total cooperation in sharing resources and services.

**c. How will the system streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation (20 CFR 652.3(b), Sec. 112(b)(17)(A)(i).)**

The Department of Labor and Workforce Development has had an internal reorganization which resulted in the federal tax credit program (Work Opportunity Tax Credit or WOTC) being transferred to the LWD Division of Business Services. In doing so, the State will be able to dedicate sufficient management and oversight to conduct a complete review of current WOTC operations. The goal is to improve the processing of applications and enhance customer service so that New Jersey employers understand the value of the WOTC program and consider it to be an important factor in the recruitment and selection of workers.

**7. Innovative Service Delivery Strategies. (Sec. 112(b)(17)(A).) a. Describe innovative service delivery strategies the State has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key State goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., Title I formula, Statewide reserve, employer contributions, education funds, non-WIA State funds).**

**Career Development Programs**

Smart Steps Program – New Jersey has implemented a new program which will assist TANF recipients obtain 2-4 year college degrees. The program is funded under the State's Workforce Development Partnership Program and provides TANF clients with a monthly income, housing and other supportive services to allow the parent to attend full-time schooling. The goal of the program is to maximize the earning potential of welfare recipients to help them reach self-sufficiency. While some participants may attend institutions of higher

education under TANF, they still must work part time to meet the TANF participation rates. For TANF parents going to school, maintaining part-time employment and trying to be good parents is just not doable. Also, TANF is capped at 5 years. Since the current average amount of time students take to acquire a bachelor's degree is also 5 years, many TANF parents are unable to participate in a bachelor's program long enough to be granted a degree. Smart Steps utilizes State dollars to support services for TANF recipients, allowing the federal resources to be targeted to the services geared toward quickly preparing the person for employment. Through Smart Steps we have improved services for TANF recipients, maximized the limited federal funds and have improved the integration of TANF Services in the One-Stop Career Centers.

Workforce Readiness/Literacy – Responding to the Governor's call to make education and job training more readily available to workers and businesses in New Jersey, the Department of Labor was restructured to consolidate all employment-directed and workforce development program activities, which were divided between three Departments of State government under one State agency, the newly named Department of Labor and Workforce Development (LWD).

This led to a restructuring and consolidation of the State's workforce directed funding streams to a single Department with a unified focus of providing the education and skills necessary to anyone in New Jersey who is unemployed, underemployed, or laid-off, does not have a high school exit credential or who is unable to speak, read or write the English language. The Adult Basic Skills and Integrated English Literacy and Civics Education Grant Programs were a part of this consolidation. Departing from the usual multi-year contract period, the first year these grants were administered through the LWD was treated as a transition year. This transition year laid the foundation on which to further build a comprehensive coordinated network to provide the array of educational and work readiness skills which each citizen needs in order to participate and contribute to their self-sufficiency, well-being, and community and ultimately to New Jersey's economy.

In consolidating these two (2) companion grant programs under one Notice of Grant Opportunity (NGO) for WIA Title II, the State is expanding the Adult Basic Skills Grant Program to include a component that incorporates integrated English literacy and civics education as a part of its core program and services. For the 2005-2006 contract period, the State piloted the integrated English Literacy and Civics Education component in the Adult Basic Skills Grant Program on an optional basis. In the second year of this multi-year grant contract, all adult basic skills education grantees was required to include this component as a part of their core instructional programs and services. The FY 05 Integrated English Literacy and Civics Education (IELCE) grantees, if eligible at the end of the contract year, were offered a continuation award under the terms and conditions established in this NGO.

To help businesses improve the basic skills of their incumbent workers, for fiscal year 2007, the Department of Labor and Workforce Development released a Notice of Competitive Grant Opportunity for New Jersey's Literacy Skills Grants under the Supplemental Workforce Development Partnership Program. This competition opened February 13, 2007 and closed March 30, 2007. Grants are scheduled to be awarded in May 2007.

The primary objective of this competition for Literacy Skills Grants is to develop solutions to improve the basic literacy skills of incumbent workers in low wage, lower-skilled occupations in New Jersey. Grant awards will be made on a competitive basis with the strongest

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applications demonstrating training that will improve employed workers' basic communication skills, basic computer skills, basic math skills and English as a Second Language (ESL) skills along with the other work readiness skills as defined by the Work Readiness Profile. For fiscal year 2008, The Department will continue to competitively award Literacy Skills grants to train incumbent low wage workers, lower-skilled workers.

As a part of the grant development process to ensure the establishment of a comprehensive One-Stop system for the delivery of adult education and literacy services, all applicant agencies must attend and participate in a county-wide adult education and literacy needs assessment meeting(s) conducted by the WIB. The purpose of these meetings are to bring all adult education and literacy service providers together to identify and prioritize the basic skills education and literacy programs and services needed for their county's adult population. It is through this process that service providers collaboratively decide the agency who is best equipped to act as the lead agency for the coordination and implementation of the adult education and literacy programs and services required under this grant. As a part of these assessment meetings all potential consortium members are identified along with the programs, services, and resources each agency make available to the consortium and county adult population. These needs assessment meeting(s) are a requirement for agencies applying for adult education and literacy funds, and document the extent to which all adult education service providers in the area were included in the planning and development of the grant proposal. The needs assessment includes the consortium's strategies for customer assessment, referral, and service delivery across providers and the area. Consortium membership includes a broad base of agencies, reflective of the area. WIBs covering multi-county regions coordinate the needs assessment process across their area to ensure that all potential adult education and literacy service providers participate in the process.

**b. If your State is participating in the ETA Personal Reemployment Account (PRA) demonstration, describe your vision for integrating PRAs as a service delivery alternative as part of the State's overall strategy for workforce investment.**

New Jersey is not participating in the ETA Personal Reemployment Account (PRA) demonstration.

**8. Strategies for Faith-based and Community Organizations (Sec. 112(b)(17)(i).) Describe those activities to be undertaken to: (1) increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system; and (2) expand the access of faith-based and community organizations' clients and customers to the services offered by the One-Stops in the State. Outline those action steps designed to strengthen State collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system. Indicate how these resources can be strategically and effectively leveraged in the State's workforce investment areas to help meet the objectives of the Workforce Investment Act.**

New Jersey has made the inclusion of faith-based organizations in the workforce investment system a major priority. It is our belief that a strong partnership with faith-based organizations will allow us to dramatically expand the reach of our services and offer customers programs in an environment where they will feel more comfortable. Faith- and  
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community-based organizations (FBCO) offer the workforce investment system deep contacts into poorly served communities that need workforce services. This is particularly true for immigrants and those in poverty who have the most difficulty accessing services. Indeed, LWD has established an office with special attention given to FBCOs that serve our Africa-American and Latino populations. A major priority of this initiative is to establish partnerships between FBCOs and One-Stop Career Centers. The State plans to strengthen its collaborative effort in the following ways:

1. Build a statewide Internet-Based Resource Directory.  
The New Jersey Office of Faith-Based Community Initiatives will collaborate with the Center for Faith-Based and Community Initiatives to implement a “Best Practices” Internet-Based Resource Directory. This tool will provide universal access for services through the development of a web-based electronic referral system. This new initiative will be designed to educate FBCOs about the One-Stop Workforce Investment system; broaden the services offered by the One-Stop Career Centers; increase the number of FBCO partners; and, increase the understanding and knowledge One-Stop staff and FBCO staff have of each other. This effort will expand the array of services individuals will be able to access through the One-Stop Career Centers and through the FBCOs.
2. Encourage the establishment of virtual access points at One-Stop Career Centers.  
Develop a statewide system of virtual access points following the model created by the Cumberland/Salem Workforce Investment Board, [www.ccoel.org/index.html](http://www.ccoel.org/index.html), to make it easier for individuals and organizations to obtain the information they need. Simultaneously, the State is substantially upgrading its Workforce New Jersey Public Information Network, [www.wnjp.in.com](http://www.wnjp.in.com), to make it more customer-friendly.
3. Encourage continuous improvement to enable quality partnerships and improve the capacity of FBCOs.  
We have already begun to assist FBCOs by including them in statewide events like the annual conferences held by the State Employment and Training Commission and the Garden State Employment and Training Association. At both of these events special panels have been created where FBCOs participate as presenters and as recipients of information. We have paid special attention to assisting these organizations’ in developing their grant writing capacity to enable them to access vital resources.

**(d) Adult Education and Literacy Services, including workplace literacy services:**

**(i) Family literacy services.**

**(ii) English literacy programs.**

Through the efforts of the WIBs and the One-Stop System, local WIB literacy plans were developed. These plans identify the need for adult education and literacy. The Notice of Grant Opportunity requests that all potential partners participate in the planning process to ensure that the literacy needs identified in the plans are satisfied. Additionally, at the LWD there are two offices dealing specifically with faith-based initiatives and with outreach to the Hispanic Community. These professionals ensure that FBCOs are aware of funding opportunities.



- (e) Food Stamp Employment and Training:**
  - (i) Describe the components of the State's E&T program.**
  - (ii) Discuss the weekly/monthly hours of participation required of each program component.**
  - (iii) Describe planned combinations of components to meet the statutory requirement of 20 hours of participation per week to qualify as a work program for ABAWDS.**
- (f) TANF, outline how the State intends to:**
  - (i) Conduct a program, designed to serve all political subdivisions in the State (not necessarily in a uniform manner), that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program and become self-sufficient. (Sec. 402(a)(1)(A)(i).)**
  - (ii) Require a parent or caretaker receiving assistance under the program to engage in work (as defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once the parent or caretaker has received assistance under the program for 24 months (whether or not consecutive,) whichever is earlier, consistent with section 407(e)(2). (Sec. 402(a)(1)(A)(ii).)**
  - (iii) Ensure that parents and caretakers receiving assistance under the program engage in work activities in accordance with section 407. (Sec. 402(a)(1)(A)(iii).)**
  - (iv) Take such reasonable steps as deemed necessary to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal government. (Sec. 402(a)(1)(A)(iv).)**
  - (v) Describe the financial eligibility criteria and corresponding benefits and services covered with State Maintenance of Effort (MOE) funds. This description applies to State MOE funds that are used in the State's TANF program or used to fund a separate State program.**

The following responds to questions (e) and (f):

On July 1, 2004 the New Jersey Department of Human Services and the New Jersey Department of Labor and Workforce Development, in accordance with the Governor's Reorganization Plan, consolidated responsibility and authority for significant elements of the Work First New Jersey (WFNJ) Program's employment-directed and workforce development activities, and the Food Stamp Program's work-related activities.

The Reorganization Plan established a more effective and efficient organizational arrangement within State government to ensure New Jersey's workforce has the skills, knowledge and abilities to perform the jobs of today and those of the future.

To assist LWD and DHS in the transitioning of "to work" activities an interagency team was formed and began meeting on a regular basis in January 2003. The team, which included representatives from the LWD, DHS, Legal Services of New Jersey, the State Employment and Training Commission, local One-Stop Career Centers (OSCC) and County and Municipal Welfare Agencies (CWA) and (MWA), was charged with providing guidance to high-level officials in LWD and DHS. To fulfill its tasks the team formed three committees: Workflow, Contracting, and Reporting/Systems. The Workflow Committee was charged with the task of examining the flow of services within the OSCC system. After extensive research by the

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committee, a new workflow procedure was designed with guidelines to ensure a standard of quality service to the Work First population and provide the CWA, MWA and the OSCC the communication that would be necessary between the agencies.

The LWD and DHS “to work” team and its Workflow Committee met on a regular basis to ensure a smooth transition of services to the OSCC. The Workflow Committee recommendations were approved by both Departments and were established as operating protocols that were implemented within each OSCC, MWA, and CWA system for the transition of services.

One of the goals of the transition is to integrate the WFNJ population into the OSCC system to ensure that the maximum opportunities for self-sufficiency, employment retention and career advancement are made available. Although the majority of the adult population collecting public assistance will be referred to the OSCC, some individuals are not appropriate for immediate referral and some individuals may never be appropriate for referral. Some individuals who are mandatory work customers will first be referred to social service activities by the CWA/MWA such as the SAI and the MHI when appropriate. In these situations, the assigned activity shall be considered the individual’s “work activity” and shall be administered by the CWA/MWA. SAI and MHI are not considered a “to work” activity administered by the OSCC.

At WFNJ and/or FS application, the CWA or MWA will accept documentation that is necessary to determine financial eligibility for Temporary Assistance for Needy Families (TANF), General Assistance (GA) and Food Stamps (FS) and perform an initial eligibility determination. If the applicant appears to be eligible for WFNJ and/or FS services, the CWA or MWA will perform an assessment to determine which of the four following actions are appropriate for the customer: Early Employment Initiative (EEI) (for TANF only), deferral, other social service needs that must be addressed before “to work” activities (including SAI, MHI, and FVO), or immediate OSCC referral. All individuals that are deemed mandatory and appropriate for “to work” services shall be referred to the OSCC. When a potential reason for deferral is identified, the CWA/MWA shall verify the ground for deferral. Procedures for deferrals from the WFNJ work requirement are available in a separate instruction. The CWA/MWA will provide case management and additional services appropriate for customers who are deferred. Customers referred for DFD-administered activities such as SAI or MHI shall be monitored by the CWA/MWA and shall be referred to the OSCC for “to work” services when these activities are appropriate. In all cases, individuals will continue to receive social services from the CWA/MWA as needed.

All WFNJ customers deemed mandatory for participation shall be referred to their local OSCC by the CWA or MWA unless their social service needs (such as substance abuse or mental health) preclude participation in a “to work” activity. The CWA or MWA staff is responsible for ensuring all essential supports, such as childcare and transportation, are in place prior to the start of the customer’s first activity. The OSCC will have the responsibility of evaluating customers using the EPDT-Part B to determine who are immediately “work ready” and able to begin Job Search Assistance (JSA). A customer should be considered “work ready” if they possess the skills to obtain and maintain employment at the entry level or participate in JSA, further evaluation must be done to determine what additional services the customer needs to successfully gain employment. Those customers who are not “work ready” must be evaluated and placed in services to successfully advance them into “work ready”

activities. These “work ready” preparedness services include: social services, work experience, education and/or vocational training. All non-deferred non-voluntary TANF customers are mandatory and must participate for 35 hours per week in work preparedness activities. GA and FS customers must participate for 30 hours per week.

If an individual requests a deferral or a deferral is identified as possibly appropriate, the CWA/MWA or OSCC shall provide the individual with the form needed to document the need for a deferral (WFNJ/MED-1), if applicable. If the customer has difficulty obtaining documentation from his or her doctor, the CWA/MWA shall help the customer by contacting the doctor’s office in writing or by telephone. If the CWA/MWA/OSCC identifies a need for a temporary absence from work activities, the agencies should confer to arrange a temporary suspension of work activities. The OSCC may recommend to the CWA/MWA that an individual be deferred from the work activity requirement. The CWA/MWA has the final determination of whether a deferral shall be granted. If the CWA/MWA does not defer the individual from the work activity requirement, the CWA/MWA must discuss the issue with the OSCC and explain the decision. The OSCC shall schedule the individual in an appropriate work activity or request a case conference.

The sanctioning process will be implemented for those customers that do not attend their first or subsequent scheduled appointment(s) with the OSCC or a service provider, or who do not satisfactorily participate in required work activities without good cause. The goal is to successfully engage customers in work activities, not to sanction them. The sanction process can be complicated making communication and coordination between the OSCC and the CWA/MWA essential. The OSCC shall send a conciliation letter to individuals who do not attend follow- up OSCC appointments or OSCC scheduled activities and shall at the same time transmit this information to the CWA/MWA via AOSOS. (The CWA/MWA will send conciliation letters to customers referred to SAI or MHI). This documentation must be noted on AOSOS. When possible, it will be desirable to coordinate conciliation letters with outreach activities and to make every effort to contact the WFNJ participant in order to resolve the situation quickly. Currently, many counties have resources available to facilitate outreach to TANF customers who are in danger of being sanctioned. The resources include special initiatives funding, faith-based funding and Hispanic outreach funding. The CWA/MWA should work with the OSCC to ensure that the OSCC is aware of outreach resources. Every effort should be made to ensure that outreach resources are used to make contact with customers receiving conciliation letters.

The Notice of Intent to Sanction (WFNJ/FSP-1) identifies how a recipient can comply, indicates that the individual may not be sanctioned if they had good cause for noncompliance, and identifies the appropriate case manager to contact in order to resolve the issue before the imposition of a sanction.

If a participant contacts either the OSCC or the CWA/MWA regarding the sanction, the agency shall assist the customer in resolving the matter. If a good cause exists, the activity will be rescheduled, or an appropriate activity will be assigned, or a deferral shall be initiated as needed. Customers should not be “bounced” from one agency to another in an effort to resolve a sanction. Instead, the OSCC and the CWA/MWA must coordinate services and contact each other as necessary to resolve the issue.

If the customer does not respond to the conciliation letter, then the OSCC will notify the CWA/MWA case manager. It is the CWA/MWAs responsibility to review the case record before a sanction is applied to look at case notes and review any other barriers that may have been identified. If the individual has already received at least one sanction and has not completed a Community Service Assignment (CSA), the individual shall be scheduled for completion of the assessment. The CWA/MWA has the final determination of whether a sanction shall be applied. The OSCC can make recommendations with respect to sanctions. However, if the CA/MWA does not agree, then the CWA/MWA must discuss the issue with the OSCC and explain the decision. The CWA/MWA may feel that a sanction should not be imposed because there is good cause or some other issue that needs to be addressed before sanctioning. A case conference shall be scheduled when needed.

If a sanction is deemed necessary, the CWA/MWA shall send a notice of adverse action at least 10 days prior to the first day of the month when the sanction will be implemented.

Per N.J.A.C.10:90-4.12(a)3, "once a 10-day adverse action notice has been issued to implement a WFNJ sanction, the sanction shall be imposed unless the recipient provides good cause for failing to comply or demonstrates compliance by attending the assigned activity prior to sanction penalty imposition, which is effective as of the first day of the following month." This means that if a client begins participating between the time that the adverse action letter is sent and the time that the sanction is imposed, then the sanction will not go into effect.

In addition, there may be circumstances in which a client agrees to participate, but finds that the designated activity cannot be scheduled until after the first of the month in which the sanction is to be imposed. In these cases, current policy states that sanctions should also not be imposed. As stated in DFDI01-10-7:

Therefore, if the individual demonstrates such actions during the 10-day adverse action period, the CWAs are not to take action to impose the ... sanction. This also includes those situations in which the client indicates a willingness to comply, but due to scheduling requirements, an activity is not available until after the 10-day adverse action period has expired.

A Memorandum of Understanding between the New Jersey Department of Labor and Workforce Development and the New Jersey Department of Human Services has been entered into to cover the confidentiality of individuals and families receiving services through the Department of Labor and Workforce Development and its One-Stop Career Center system operators and vendor agencies.

**(g) SCSEP, provide a description of each project function or activity and how the State will implement the project. The following activities should be discussed separately: (title V of the Older Americans Act)**

**(i) Describe how the services proposed support the State Senior Employment Services Coordination Plan.**

As has already been discussed, the State Senior Employment Services Plan calls for the integration of the State Senior Community Services Employment Program (SCSEP),

Workforce 55+, into the One-Stop Career Center System. This integration provides older workers with job placement assistance, vocational counseling, career exploration, job search instruction, and if needed, basic educational skills development through New Jersey's Workforce Learning Link Program, occupational skills training through WIA and community work experience through the Workforce 55+ program. New Jersey's focus in the Workforce 55+ program is to develop community work experiences that support the older workers employment plan and utilize the other services of the One-Stop to fulfill the other needs of the older worker to obtain and sustain unsubsidized employment. There is a link to an online copy of the SCSEP plan in the table of contents.

**(ii) Describe how recruitment and selection of participants will be achieved under TEGL 13-04 and the regulations at 20 CFR 641.500 and 641.525. Include a description of the new recruitment strategies that will be used to reach the target population.**

Recruitment efforts will be ongoing in order to maintain full enrollment throughout the year that is representative of State and local demographics. These efforts include, notifying the OSCCs interviewers, counselors, and veteran's representatives as enrollment vacancies occur and community service opportunities exist. New Jersey also promotes the SCSEP program with participant recruitment posters and pamphlets, press releases to local newspapers, senior citizen newsletters, radio and television interviews, announcements, and speaking engagements. Classified advertising is used when eligible applicants cannot be located by the above means. To ensure recruitment from minority groups, appropriate faith- and community-based organizations and community leaders will be contacted.

From the eligible population pool, the following enrollment priorities are used to fill vacant positions:

- Veterans and qualified spouses at least 60 years old;
- Other individuals at least 60 years old;
- Veterans and qualified spouses aged 55-59; and then,
- Other individuals aged 55-59.

In selecting participants from among those individuals who are eligible, special consideration will be given, to the extent feasible, to the following individuals who:

- Have incomes below the poverty level;
- Have poor employment prospects;
- Have the greatest social and/or economic need; and,
- Eligible minorities, limited English speakers, or Indians.

Preference is given to individuals who seek reenrollment following termination of an unsubsidized job through no fault of their own or due to illness, provided that reenrollment is sought within one year of termination. However, statutory priorities are always applied first. A file of referrals/applicants interested in participating in the program is maintained in each Employment Resource Specialist's (ERS) office. This file is used as a waiting list. When an opening occurs, the ERS contacts the applicant to ascertain his/her present employment status and interest in the program. If the program is under enrolled, the recruitment efforts indicated above are intensified.

Eligibility is determined at the time of the initial intake. The criteria used are age, residency and income as mandated in the SCSEP rules and regulations. ERSs and ERS Assistants complete the application and verification process. The WF55+ administrative staff checks the accuracy and completion of information. ERSs and ERS Assistants receive training when they are hired related to initial intake procedures and accuracy. WF55+ administrative staff provide the training.

**(iii) Describe how participant income will be recertified each year, including where eligibility records will be maintained.**

Every participant is recertified yearly for continued eligibility in the areas of residency and income, as prescribed by the rules and regulations of the SCSEP Program and Older Worker Bulletin 95-5.

Recertification and yearly assessment are required during the participant's anniversary month. As per new regulations, the SCSEP WF55+ Program will not deduct \$500 from annual family income at the time of recertification. The SCSEP WF55+ Program will implement any new changes in computing annual family income, as effective in the new program year.

A list of participants to be recertified monthly is generated by the SCSEP WF55+ Program administrative staff utilizing the participants starting date to determine their anniversary due date for eligibility recertification. The administrative staff distributes the list to the local ERS with blank recertification packages to recertify the participants. The recertification package includes annual paperwork necessary for income eligibility and continued program involvement, i.e., Participant Data Form (PDF), Income Computation Sheet, Applicant's Confidential Statement, proof of income, Annual Assessment, Supervisor and Participant Annual Evaluations, and Public Employees Retirement System (PERS) Option Form. This process may be adjusted when the desk-top database is available.

Continued eligibility is determined during the anniversary month that marks the participant's entry date into the program. The accuracy of income is determined by the ERS, using income information provided by the applicant/participant and certified by the LWD Division of One-Stop Programs & Services, WF55+ Administrative Office. Ineligible participants are notified immediately, in writing, of their ineligibility because of failure to meet prescribed enrollment criteria and that termination from the program will occur thirty days after the date of notice.

**(iv) Describe the arrangements that will be made to offer physical examinations as a required fringe benefit.**

The SCSEP WF55+ Program will continue to offer the participant an annual physical examination as a fringe benefit. Both old and new physical exams will be kept in a separate file. The participant has the option of not providing physical results to the program. The proof of physical examination package is given to the participant upon acceptance of the initial enrollment application. The method is in compliance with 641-311(b)(3)(ii) that states a participant must be offered a physical examination within 60 days of enrollment date. All efforts will be made to promote the physical exam fringe benefit, although it will not be used



as a criterion for enrollment. If the participant refuses the exam a signed waiver will be required stating their refusal. However, if a participant was recently seen by a doctor this would be acceptable assurance that the participant is receiving some healthcare.

**(v) Describe the orientation procedures for participants and host agencies.**

A pre-enrollment orientation is provided to new participants by the ERS before they are placed at the CSA worksite. Once they go on the payroll they are paid for the pre-enrollment program orientation. The pre-enrollment orientation is designed to ensure that applicants for enrollment into the SCSEP WF55+ Program are fully aware of the SCSEP goals and objectives. Participants are told that the SCSEP WF55+ Program enrollment is not employment nor is it permanent membership. Once the participant acknowledges they are looking for a job, the SCSEP WF55+ Program staff will use its resources to assist them. The understanding the participants ascertain from the orientation determines how willing they will be to participate in their own employability and goals of SCSEP-WF55+ Program. The applicants are given a Pre-Enrollment Orientation Packet to review and to make their enrollment decision. The participant is presented the mission, goals and objectives of SCSEP WF55+, terms of enrollment, and the role and authority of program staff at the Pre-Enrollment Orientation. Some of the key components covered at the Orientation are:

- Explanation of the participant Individual Employability Plan (IEP);
- Explanation of IEP-related termination;
- Explanation of “reasonable length of time” enrollment;
- Limitation on duration at CSA;
- Initial and Annual Assessment;
- Supervisor’s participant performance evaluations;
- CSA/ Participant monitoring visits;
- Participant responsibilities, e.g., job search, IEP goals;
- Fringe benefits, as well as what benefits do not apply ;
- Payroll policies, e.g., hours worked, leaves of absence, volunteer hours;
- Conflict resolution and Grievance procedure;
- Hatch Act – refrain from political and religious activities;
- History of SCSEP and WF55+ relationship to the LWD; and,
- Safe Work Practices at CSA and program and grantee drug & alcohol policy

Follow-up participant group orientations are held quarterly by the local program staff, to ensure the participants continue to focus on their employment and training goals, as well as the purpose of the SCSEP WF55+ program.

CSA Supervisor and Host Agency Orientation is provided to all new CSA supervisors of program participants prior to the first day of work for the participant assigned to the agency. The orientation emphasizes the need for the host agency to provide meaningful and relevant training, to support the participant’s IEP goals and objectives, and to consider hiring the participant and otherwise support the program’s effort to place the participant in an unsubsidized job. Some of the key topics covered at the supervisor’s orientation are:

- Terms of SCSEP and Host Agency Letter of Agreement;
- Training & advancement opportunities for participants;

- Workplace safety;
- On-site supervision of participants;
- SCSEP payroll and hours worked policy;
- Non-Federal In-kind Contribution;
- Maintenance of Effort;
- Organizational Structure; and,
- Conflict Resolution and Grievance Procedure.

At the end of the orientation, the CSA supervisor receives a Supervisor's Information Packet that contains all the required information.

**(vi) Describe the procedures for assessing job aptitudes, job readiness, and job preferences of participants and their potential for transition into unsubsidized employment.**

Any older worker seeking employment will enter the One-Stop Career Center and will follow the client flow of any other job seeker. If, after receiving core services, individuals can not obtain employment they will be referred to a counselor for assessment. An initial assessment of participants' interests, job aptitude, work history, as well as immediate barriers to employment, is made in order to determine job readiness of the individuals. Through the assessment process, which may include basic skills or vocational testing, the counselor will determine which of the following options is best suited for an individual participant: adult basic education, occupational training or an initial placement at a SCSEP WF55+ CSA for work-based training. An Individual Employment Plan (IEP) will be developed at this time. The formal assessment will be made in partnership with the participant and will consider the individual's preference of occupational category, work history, skills, interests, talents, physical capabilities, need for supportive services, aptitudes, and potential for transitioning into unsubsidized employment.

Within 60 days of the starting date (initial community service placement) each participant will be reassessed at the job site. The reassessment will be used as the basis for amending the participant IEP, if necessary, and to establish specific work site training goals and timetable for completion of those goals. Each CSA will be required to monitor the participant's performance and submit progress reports to the ERS. The CSA will also notify the ERS when a participant has attained the worksite goals and is ready for unsubsidized placement.

**(vii) Describe how the assessment will be used to develop the participant's Individual Employment Plan (IEP).**

The participant's IEP is mutually developed with the participant, by vocational counselors in the One-Stop Career Centers based on the assessment process described previously. The IEP is written with both short-term achievable goals and long-term goals with action steps and timeframes for completion. This will reflect some measurable success towards the goal as well as enhanced employability. Some components of the IEP are:

- Participant goals;
- Steps to overcome barriers;
- Training services;



- Specialized skill development;
- Education services (as needed); and,
- Supportive services.

When updating the participant's IEP, program staff utilizes the information gathered from the participant's assessment, quarterly monitoring reports, and annual participant and supervisor evaluations to address the progress made toward achieving the goals established by the IEP, the degree of commitment to the plan, any necessary revisions and the views of the participant regarding any aspect of the plan. From this analysis, the IEP is updated to identify additional individual training needs, potential for transition into unsubsidized employment, and candidates for reassignment. The ERS monitors this plan quarterly and updates it when appropriate. The completed IEP must be signed by the CSA supervisor. The CSA supervisor's participation is crucial to assist the participant reach his or her employment goals. The IEP is reviewed and analyzed by the SCSEP WF55+ Program Manager or the Employment Service Specialist II. The SCSEP WF55+ Employment Service Specialist II will also provide hands-on technical assistance to the ERS and participant, as needed when developing a participant's IEP.

The services of other local agencies, such as community colleges, the New Jersey Department of Personnel, the New Jersey Division of Vocational Rehabilitation Services, other OSCC partners, Social Service Agencies and the Area Agency on Aging are utilized as referral sources for needed IEP-related participant supportive services.

**(viii) Describe how the participant will be assigned to community service including: The types of community service activity that will be emphasized and how they were chosen; methods used to match participants with community service training; the extent to which participants will be placed in the administration of the project itself; the types of host agencies used and the procedures and criteria for selecting the assignments; the average number of hours in a participant's training week; the average wage paid during training; the fringe benefits offered (if any); procedures for ensuring adequate supervision.**

### **Community Service Assignment (CSA) Criteria**

After the completion of a participant's orientation and initial training, the participant is assigned to a useful part-time CSA. The CSA must contribute to the general welfare of the community and provide services related to publicly owned and operated facilities and projects, or projects sponsored by organizations other than political parties, exempt from taxation, with 501(c)(3) status. The LWD Division of One-Stop Programs and Services will also provide participants with the opportunity to assist in the administration of the SCSEP-WF55+ Program. The ERS will not assign participants to work involving the operation or maintenance of any facility used as a place for sectarian religious instruction or worship, or work that primarily benefits private, profit making organizations.

### **Methods Used to Match Participants with Subsidized Jobs**

Methods used to match participants with subsidized employment situations center on the development of training/employment opportunities, where required tasks are reasonably

compatible with the physical ability of the participant. Participants are matched with appropriate CSAs according to their skills, potential and unsubsidized employment goals. Participants are sent for an interview with the CSA supervisor and Host Agency Director to establish the suitability of the assignment. The participant's CSA is formalized by arranging orientation and agreement on a starting date. All CSAs are required to sign the Standard CSA Letter of Agreement, which places greater emphasis on the role and authority of all parties working towards a common goal—the participant's training and employability.

The procedure and criteria for developing participant job descriptions are developed according to the participants' abilities and CSA needs. New and existing job descriptions are tailored according to each participant's ability. CSAs demonstrating a particularly high potential for unsubsidized employment and/or for providing training closely related to the local job market are identified and utilized.

### **Participants with Work Assignments Involving the Administration**

Participants may be offered a CSA assignment with the LWD Division of One-Stop Programs and Services to assist in office tasks for the SCSEP WF55+ program. Through these assignments participants will be provided with the opportunity to learn computers and the operation of general office equipment. They also will be exposed to training offered by the One-Stop System.

### **Types of Host Agencies and Criteria for Selections**

The types of agencies to be utilized as work experience sites include hospitals, educational facilities, libraries, nutrition sites, Area Agencies on Aging, senior centers, outreach programs, transportation providers, senior citizen housing projects, social service agencies, public works facilities and State, county and municipal government agencies.

The procedure and criteria for the selection or rejection of existing CSAs are based on the quality of the work assignment, the potential for permanent unsubsidized employment, the compatibility of the CSA with the potential participant's skills and interests, the potential relevance of the assignment to the local job market, and the CSA's willingness to provide the training outlined in the participant's IEP. The agency interested in participating as a CSA is assisted in the completion of the CSA Training Site Request Form. The request is forwarded to the Program Manager of the SCSEP WF55+ Program for approval. The agency must also submit a job description for the position requested. Waiting lists of eligible CSAs are utilized in each county and CSA approval books are maintained, by county, by the SCSEP-WF55+ staff.

### **Average Number of Hours in Participant Work Weeks**

Each participant's CSA shall not exceed 1,300 hours during a 12-month period. Participants are ensured a minimum of 20 hours of paid participation a week, to the extent possible, work during normal business hours, work in or near the community in which the participant lives, and safe working conditions.

### **Average Participant Wage Rate**

Each participant shall receive wages at a rate no less than New Jersey's minimum wage of \$7.15 /hour.

### **Participant Fringe Benefits**

All SCSEP WF55+ Program participants are entitled to the following benefits:

- Wages at the federal and State minimum wage per hour, presently at \$7.15 per hour;
- Observance of all holidays that are approved for WF55+ Administrative Office employees, which is State of New Jersey administered;
- Workers' Compensation; and,
- Optional Public Employees' Retirement System (PERS) participation. (On December 20, 1996 the Governor signed into law Chapter 139, Public Law of 1996. This bill makes membership in the Public Employees' Retirement System (PERS) optional for a special service employee who is currently employed under the federal Older Americans Act Title V WF55+ SCSEP after one year of continuous service.)

The SCSEP WF55+ Program Manager works with the LWD's Human Resource Manager and prepares an option form for participants to sign indicating whether or not they choose to enroll in the PERS. This document is forwarded to the New Jersey Department of Treasury, Division of Pension and Benefits. A copy of the completed option form is maintained by the SCSEP WF55+ administrative staff.

### **Procedures for Adequate Participant CSA Supervision**

On a quarterly basis, ERSs, ERS Assistants, and the Employment Service Specialist II monitor CSAs. The goals of the program and the participant's employment goals on the IEP are emphasized and reinforced during visits. The purpose is to report on the participant's training status, understanding of program goals, problems and concerns and the CSA's efforts to provide employment for the participant, and to ensure adequate on-site training and supervision by the CSA worksite supervisor. These are documented on a Participant Monitoring Report and forwarded to the Program Manager for each participant. Each Participant Monitoring Report is reviewed and retained in the participant's permanent file. Any immediate problems or concerns of the participant or CSA supervisors are resolved by telephone or through on-site visits by the ERS, ERS Assistant, Employment Service Specialist II or Program Manager.

**(ix) Describe the training that will be provided during community service training and any other types of training provided, including linkages with local One-Stop Career Centers, the Registered Apprenticeship Program, and the Disability Program Navigators.**

The CSA Supervisor is responsible for worksite training of the participants assigned to their agency with regard to job duties and work performance. Participant training is based on the goals they selected on the IEP. All training is meant to enable the participants to achieve some level of success toward unsubsidized employment. The ERS provides job search training to participants at quarterly meetings. The program's other training efforts for participants will be coordinated through the One-Stop Career Center partner programs, WIA

training for adults and dislocated workers, Workforce Learning Link basic skills program, Vocational Rehabilitation, etc.

Older Workers accessing the program through the One-Stop Career Centers will be able to participate in the Career Beacon Workshop Series, which is customized to customer need. Many modules are designed to enable the participant to become self-sufficient in today's labor market. The following are some of the modules offered:

- How to explore the resources at the OSCC;
- Effective job search;
- Interviewing techniques; and,
- How to determine what skills are needed for the job you want.

By integrating the Workforce 55+ program into the One-Stop Career Center the State is able to provide participants with a broad range of employment and training services.

**(x) Describe the supportive services that will be offered to help participants obtain and retain an unsubsidized job.**

Each local One-Stop Career Center provides eligible individuals with training and employment counseling based on the level necessary to reach the employment objective. The OSCC system is a comprehensive system for the referral of various types of supportive services. Supportive service needs such as vision and dental care, transportation assistance, food stamps, work shoes, uniforms, and other incidentals are determined during the initial assessment interview and as a part of regular monitoring. At a minimum, knowledgeable referral assistance to capable service agencies, including the Area Agency on Aging, is provided and documentation maintained. The OSCC will seek funding for these services from outside sources, to the extent feasible.

For the SCSEP WF55+ targeted population, supportive services are often needed before job search can begin. Enhanced support services are provided to participants during the job search and during the six months following the unsubsidized placement.

**(xi) Describe arrangements that will be made to provide transportation assistance to participants.**

The SCSEP WF55+ Program will authorize pay for necessary transportation costs to participants when the travel is performed to accomplish project activities or with prior approval in hardship cases where public transportation is inadequate. At no time will the Program allow transportation reimbursement for duties performed by the participant for services which are the responsibility of the host agency. Every effort will be made to obtain job-related transportation services for the participants from local resources at no cost to the program. Travel reimbursements will be based on the State of New Jersey authorized rate per mile for participants and program staff using personal automobiles for essential job duties. Sufficient documentation and justification must be provided before payment is authorized.

**(xii) Describe the steps that will be taken to move or place participants into unsubsidized employment, including cooperative measures that will be taken with the One-Stop Delivery System, and that support the Administration's focus on high-growth industries. Any grantee that failed to meet at least 20 percent unsubsidized placements in program year 2004 must submit a Corrective Action Plan.**

As stated previously, the SCSEP program is fully integrated in the One-Stop Career Center System. A participant's progress toward meeting the goals stated in the IEP will be closely monitored by the WF 55+ staff. When a participant has attained the skill levels needed and is not being employed in an unsubsidized job with the host agency, he or she will be referred back to the One-Stop Career Center's employment interviewers for job placement services.

To increase the unsubsidized employment rate, New Jersey will be strengthening the relationship between the LWD Division of Business Services and the WF55+ program. The LWD Division of Business Services Business Services Representatives will actively solicit job openings for older workers. The focus will be on high demand, high growth industries that would provide suitable employment for older workers. Currently, the retail trades provide excellent jobs for older workers and are actively recruiting the same. Large retail chains such as Home Depot, Lowe's and Wal-Mart, have all increased their recruitment of older workers. The Business Services Representatives will work closely with the WF55+ staff and the One-Stop Career Center interviewers to increase unsubsidized placement of our WF55+ participants.

We will strengthen our relationship with host agencies. Meetings and/or orientations will be developed with the CSA Supervisors to discuss the participant's employment goals and IEP. We will continue the one-year limitation on the length of time a participant serves at a CSA without a commitment of hire or some type of training directly related to the participant's employment goal on his or her IEP. Host agencies will also be encouraged to assist in obtaining employment opportunities for their participants.

**(xiii) Describe any policy for maximum duration of enrollment or maximum time in community service.**

The SCSEP WF55+ Program will continue the Maximum Duration of Enrollment Provision of the regulations with its three-year employability plan. The three-year maximum enrollment has built-in provisions that will provide the participant ongoing program orientation, comprehensive assessment, a mutually developed IEP, reassignments, aggressive job search techniques, skill and vocational testing, formalized skill training, work-based training and employment opportunities.

The orientation process will ensure that SCSEP WF55+ Program applicants understand what is expected of them before and after enrollment. The goal and purpose of the program will be understood before enrollment. Participants will be told that their enrollment is based on a three-year employability plan to get a job.

If the participant has not found employment at the end of a three-year enrollment, a determination is made on whether the participant has acquired the necessary skills to find employment before a termination of enrollment is given. It must be determined that the WF55+ Program has provided adequate training opportunities to increase marketability of the

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participant. If the participant, through no fault of his or her own, has not acquired the necessary skills to find employment, enrollment is extended according to another IEP.

With the Maximum Duration for Enrollment Provision, the three-year employability plan requires formal assessment and vocational testing. During the participant's first year of enrollment, he or she is assessed for job readiness or aptitude for formal skills training, if needed to obtain an unsubsidized job. If not hired by an outside employer or a commitment from the host agency to hire, a minimum of one reassignment and a minimum of six unsubsidized job interviews during the second year of enrollment is required.

During the first six months of the third year of enrollment, if the present site has not made a commitment to hire or the participant has not secured employment elsewhere, the participant will be reassigned to increase skills and marketability. The three-year enrollment employability plan will be monitored and evaluated by the local ERS under the direction of the Program Manager. A participant may appeal the decision to terminate.

**(xiv) Describe procedures for terminating a participant, including Individual Employment Plan terminations and the grievance procedures that will address termination from the program.**

The SCSEP WF55+ Program will use IEP-related terminations as a last option. Removal from the program occurs only after all options have been exhausted and the participant has been provided written notice. To avoid this option, it may be appropriate to modify the IEP and offer the participant an alternative community service training position.

When a participant refuses to accept a minimum of three job referrals, in combination with job interviews, refuses a training interview, job service registration, supportive service recommendations, grantee developed or arranged job search workshops, resume development, or otherwise refuses to cooperate, a corrective action notice or letter is sent, which could result in termination from the WF55+ Program.

**(xv) Describe the procedures for addressing and resolving participant complaints.**

The New Jersey SCSEP WF55+ Program has established policies and procedures on participant guidelines, including due process for adverse actions. These policies and benefits are administered uniformly to all participants or applicants within the program. Participants are placed in approved CSAs conforming to limitations on CSA assignments, including maintenance of effort and political patronage or political activities limitations provisions. Information concerning the Hatch Act and the Age Discrimination in Employment Act has been included in the participant and supervisor orientation packages. These issues are discussed at initial participant and supervisor orientations, at formal participant and supervisor Program Orientation Meetings, and at Job Search and Readiness Sessions and Workshops.

Each participant is provided with a copy of the approved grievance procedures during the initial orientation. Participants terminated because of administrative adverse action, i.e., IEP-related termination, etc., are provided with a copy of the approved grievance procedures at the time of termination.



The grievance procedure consists of an informal hearing process and a formal hearing process. To initiate the informal grievance process, the participant must notify and present the problem to the ERS. The ERS and ERS Assistant must then meet informally with the participant and/or CSA supervisor within five working days of the reported grievance to attempt to reach an acceptable solution. If an acceptable solution is not reached during the initial meeting, the participant must contact the Program Manager immediately. The Program Manager and the Employment Service Specialist II will immediately discuss the concern by telephone or in a personal interview to determine whether an acceptable solution can be reached. The Program Manager will resolve the problem or concern within twenty working days after review.

To initiate the formal ten working days of the Program Manager's interview, under the informal grievance period, the ERS or ERS Assistant must conduct a hearing between the CSA supervisor and the participant within five working days after the informal hearing. The ERS and/or ERS Assistant must forward the completed grievance forms to the SCSEP WF55+ Program Administrative Office within five working days after the hearing. If dissatisfied with the resolution of the grievance, the participant must file a written appeal to the Program Manager within five working days of the hearing.

The Program Manager must hold a hearing and make a decision within five working days of the receipt of the appeal. If dissatisfied with the Program Manager's decision, the participant must file a written appeal to the Assistant Commissioner, New Jersey Department of Labor and Workforce Development, through the Deputy Assistant Commissioner, Division of One-Stop Programs and Services within five working days after the second decision. The Hearing Officer appointed by the Assistant Commissioner must conduct a hearing within ten working days of the receipt of the appeal. The Hearing Officer shall render a decision within ten working days of the hearing.

**(xvi) Describe procedures for over enrolling participants, including how over enrollments will be balanced with Equitable Distribution requirements.**

Over enrollment is only considered when it is determined that there is a significant amount of un-obligated program funds that can be moved to the participant wages and fringe category of the budget structure to pay for the additional enrollment. Temporary or short-term enrollments are identified on all inter-office enrollment files. Their status is monitored monthly or quarterly as appropriate. The participants are kept apprised of their ongoing short-term enrollment and are notified in writing thirty days before termination is necessary. Over enrollment is administered in the following manner, according to the particular time it occurs in the program year:

- Attrition – through the process of not replacing participants after they terminate for subsidized employment or other reasons;
- Temporary enrollments – where participant's enrollment time is based on the availability of funds. Participant signs an addendum statement on LWD letterhead acknowledging the temporary status of their SCSEP WF55+ Program enrollment; and,
- Before the time expires on the temporary enrollment, local program staff utilizes all job placement resources available to the program and that of the OSCC system, in an effort to obtain unsubsidized employment for the individual.

Over enrollment will only occur in geographical areas that have significantly fewer slots than their equitable share. In this way over enrollments can be used to ensure equity throughout the State.

**(xvii) Describe steps that will be taken to ensure compliance with the Maintenance of Effort provision of section 501(b)(1)(F).**

Before the SCSEP WF55+ Program assigns a participant to work at an agency, that agency must submit a request to become a SCSEP WF55+ Program CSA or worksite. The CSA worksite request form states that the participant would not be used to replace laid off or fired personnel, nor would the participant position mean a reduction of hours for an agency worker. The CSA request form also states that the SCSEP WF55+ Program participant would only be used to supplement existing services. Also, the ERS provides SCSEP WF55+ Program orientation to each participant and/or supervisor before the ERS reiterates that the participant cannot replace a budgeted employee and cannot perform the duties of laid off employees. If this does occur, and the program is made aware, the participant would be reassigned and the agency would not be used as an eligible CSA.

**(xviii) Describe payroll procedures and how workers' compensation premiums are paid.**

Processing of the SCSEP WF55+ Program participants' payroll and workers' compensation costs are initiated by the SCSEP WF55+ Administrative Office and transmitted via the existing LWD Payroll Office. This system is approved by the New Jersey Department of Treasury, Bureau of Risk Management, and the New Jersey Department of Personnel.

New Jersey is self-insured for Workers' Compensation purposes. Therefore, no premiums are paid for any employees, including the SCSEP WF55+ Program participants. Currently, Workers' Compensation benefits are paid out of a centralized fund and no charges back to the program area are made for these benefits. The LWD does not maintain figures broken out by the individual program area on individual claims.

**(xix) Describe collaboration efforts with the One-Stop System and with other partner programs under the Workforce Investment Act to maximize opportunities for SCSEP participants.**

As stated previously, the Workforce 55+ program is integrated into the One-Stop Career Center system. WF55+ staff are stationed at the One-Stop, which facilitates communication with other partner programs, such as the WIA training programs. As a mandated partner in the One-Stop system, the local partner agreements include the SCSEP. All older workers have access to the core WIA services. In addition, New Jersey is moving toward having generic or functional One-Stop counseling units which will provide the career assessment and employability planning for any workforce program including WIA, New Jersey's Workforce Development Partnership Program, Trade Act Assistance, TANF and Food Stamp Employment and Training programs, and the SCSEP program. Through this functional system that operates without regard to funding source, a client can be easily matched to the most appropriate service. This full collaboration maximizes the resources available to job seekers while minimizing the duplication that a categorical approach creates.



**(xx) Describe efforts to work with local economic development offices in rural locations.**

As stated previously, the WF55+ program will work closely with the LWD Division of Business Resources, which serves as the link between One-Stop Programs and the business community. The Business Services Representatives work closely with economic development offices, Chambers of Commerce and other business associations to promote One-Stop programs including the SCSEP. Business Services Representatives are in every county.

**(xxi) Describe current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.**

According to the Equitable Distribution report for 2006/2007, New Jersey's SCSEP positions are equitably distributed, as per the distribution factor and determined equitable share for each county. We have worked with the national SCSEP sponsors to achieve balance in areas previously significantly over-served or under-served.

The State SCSEP Manager monitors the slot distribution to ensure an equitable balance of slots in New Jersey.

**(xxii) List the cities and counties where the project and subprojects will be conducted. Include the number of SCSEP authorized positions and indicate where the positions changed from the prior year.**

LWD operates the SCSEP WF55+ Program in all 21 counties of the State. The allocation of training positions shown below is based on the following formula: population 55 years of age and older and low-income population of 55 years of age and older and current ED of SCSEP Resources Report.

Only minor changes were made in the distribution, except for Ocean County which received an increase because they were under-served in PY 2005.

| <b>County</b> | <b>Authorized Positions<br/>PY 2005 (7/1/05-6/30/06)</b> | <b>Authorized Positions<br/>PY 2006 (7/1/06-6/30/07)</b> |
|---------------|--|--|
| Atlantic      | 10   | 8  |
| Bergen        | 13   | 11   |
| Burlington    | 20   | 16   |
| Camden        | 6  | 6  |
| Cape May      | 8  | 6  |
| Cumberland    | 10   | 10   |
| Essex         | 50   | 51   |
| Gloucester    | 10   | 9  |
| Hudson        | 40   | 39   |
| Hunterdon     | 4  | 04   |
| Mercer        | 3  | 03   |
| Middlesex     | 16   | 15   |
| Monmouth      | 27   | 28   |
| Morris        | 10   | 11   |
| Ocean         | 36   | 39   |
| Passaic       | 22   | 23   |

|              |            |            |
|--------------|------------|------------|
| Salem        | 9          | 09         |
| Somerset     | 8          | 7          |
| Sussex       | 10         | 10         |
| Union        | 22         | 26         |
| Warren       | <u>10</u>  | <u>10</u>  |
| <b>TOTAL</b> | <b>344</b> | <b>341</b> |

**(xxiii) Describe the organizational structure of the project and how subprojects will be managed, including assurances that adequate resources for administrative costs will be provided. Also describe the training that will be provided to local staff and describe how projects will be monitored for program and financial compliance, including audit plans.**

The SCSEP WF55+ Program is part of the LWD Division of One-Stop Programs and Services, under the supervision of the Assistant Director, Programs. The Program's Administrative Office is staffed as follows:

Full-time State of New Jersey personnel:

- 1 - SCSEP WF55+ Program Manager
- 1 - Employment Service Specialist II (assists the Program Manager)
- 1 - Head Clerk (Payroll)

Part-Time (Hourly) Mature Workers:

- 1 – Administrative Assistant
- 5 – Program Support Specialists
- 2 – Program Participants

Local Field Staff:

- 6 – Employment Resource Specialists (Administrative)
- 12 – Employment Resource Specialists
- 3 – Employment Resource Specialist Assistants

The field staff is located in the local OSCCs along with partner agencies. Clerical support is provided by the LWD Division of One-Stop Programs and Services and is not funded by SCSEP WF55+.

Program Manager, SCSEP WF55+

- Responsible for the total administration of New Jersey's SCSEP WF55+ Program and facilitates the coordination of older worker services throughout the OSCC system;
- Takes the lead in developing the State Senior Employment Services Coordination Plan (State Plan) and ensures the coordinated collaboration of stakeholders involved in enhancing the quality of life of older adults;
- Oversees the Program's \$2.5 million dollar budget;
- Directs and reports the Equitable Distribution of New Jersey's 1,699 older worker positions funded by the USDOL administered by State and National Sponsors of the SCSEP; and,
- Develops programmatic work plans, interprets Federal Regulations and the impact on Older Worker Policy and Issues.

Employment Service Specialist II

- Assists the Program Manager in the administration of the SCSEP WF55+ Program and in the absence of the Program Manager will carry out the program's objectives;
- Monitors the development of ERS staff;
- Develops training materials for staff development;
- Compiles factual statistical data, as required;
- Responsible for the supervision and monitoring of the programs in each of the 21 counties;
- Responsible for the development and supervision of twelve (12) ERSs and ERS Assistants;
- Develops special initiatives to enhance participant unsubsidized placements in both non-profit and private sectors, job development and/or unsubsidized placement of approximately 350 participants; and,
- Provides technical assistance to the ERSs in developing mutual participant individual employment plans.

#### Head Clerk

- Responsible for the daily payroll functions and procedures involved in processing an approximate \$85,000 bi-weekly payroll, consisting of approximately 350 eligible program participants and 27 non-participant staff;
- Performs clerical work assignments for the Program Manager;
- Responsible for the job development and supervision of the program's older worker project support specialists and program participants working for the administration of the Program;
- Directs and supervises the project support specialists in completing clerical work assignments in payroll, data entry, mail procedures, mass mailings, wage requests, disability and workers' compensation claims, travel reimbursements, processing of participant physical exam notifications, processing medical invoices for payment, and filing; and,
- Directly processes participant termination records, and records in-kind supervision hours.

#### Administrative Assistant

Under the direction of the Program Manager

- Responsible for effective WF55+ Program office procedures and ensures compliance with procedures and regulations;
- Supports operations in the Administrative Office and field staff;
- Manages the ordering of supplies, maintains forms, and adheres to the storage record and retention policy for personnel files and payroll records;
- Facilitates monthly program training meetings;
- Prepares quarterly unsubsidized placement success stories; and,
- Initiates the inter-office process for pension enrollment of program participants into the PERS.

#### ERS and ERS Assistants

- Responsible for recruitment and enrollment of eligible adults of the greatest economic need in their assigned counties, while adhering to new enrollment priorities;

- Responsible for Annual Recertifications, Assessments, and mutually developed participant Individual Employment Plans (IEP);
- Establishes partnerships with the participants' CSA Supervisor and develops quality CSAs;
- Develops skill training for participants, to increase their marketability for transition into unsubsidized employment; and,
- In addition:
  - The ERS are part-time paraprofessionals from various professional backgrounds, 55 years old or older and are outstanding role models for older job seekers.
  - The ERS must be familiar with the local area and employer community.
  - The ERS must also form partnerships with various partners for support services referrals, and other available WIA services for older worker customers.

#### Accounting Support

Accounting support will be provided by the Division of Accounting in LWD with input and direction from the Program Manager, SCSEP WF55+. The Division of Accounting will be responsible for the timely submission of the Program's Quarterly Financial Reports, Grant Budget and Program Closeout Package.

#### **(xxiv) Describe how the State will manage its providers and how it will transfer participants if new providers are selected to serve in the State.**

The Department of Labor and Workforce Development directly provides its SCSEP services. The State does not subcontract any part of the program.

#### **(xxv) Include a proposed level for each performance measure for each of the program years covered by the Plan. While the Plan is under review or through a subsequent modification, the State will negotiate with the Division of Older Worker Programs to set the appropriate levels for the next two years. At a minimum, States must identify the performance indicators required under 20 CFR 641.710, and, for each indicator, the State must develop an objective and quantifiable performance goal for two program years. The performance measures include: placement rate; service level; service to most in need; community service; employment retention; customer satisfaction of employers, participants, and host agencies; and earning increase. The requirements for reporting are outlined in Older Worker Bulletin 04-06 dated September 7, 2004.**

New Jersey proposes the following quantifiable performance goals:

|                                |               |
|--------------------------------|---------------|
| Placement Rate                 | 25%           |
| Service Level                  | 160%          |
| Services to Most in Need       | 75%           |
| Community Service Provided     | 328,700       |
| Employment Retention           | 50% @180 days |
| Combined Customer Satisfaction | 80%           |
| Earning Increase 1             | 25% higher    |

**(xxvi) Describe any request for an increase in administrative costs consistent with section 502(c)(3) of the Older Americans Act.**

In order to ensure proper monitoring to increase the New Jersey's placement rate, we are planning to request additional administrative dollars in an amount to equal 15% of the costs of the program.

**(xxvii) Describe plans to provide a copy of this section to Area Agencies on Aging consistent with section 502(d) of the Older American Act.**

The State SCSEP Program Manager will forward copies of this section of the plan to the 21 County Offices on Aging as well as each of the National SCSEP Providers in New Jersey for their review.

**(h) CSBG, explain how the activities funded will:**

**(i) Remove obstacles and solve problems that block the achievement of self-sufficiency, including those families and individuals who are attempting to transition off a State program carried out under part A of title IV of the Social Security Act.**

**(ii) Secure and retain meaningful employment.**

**(iii) Attain an adequate education, with particular attention toward improving literacy skills of the low-income families in the communities involved, which may include carrying out family literacy initiatives.**

**(iv) Make better use of available income.**

**(v) Obtain and maintain adequate housing and a suitable living environment.**

**(vi) Obtain emergency assistance through loans, grants, or other means to meet immediate and urgent family and individual needs.**

**(vii) Achieve greater participation in the affairs of the communities involved, including the development of public and private grassroots partnerships with local law enforcement agencies, local housing authorities, private foundation, and other public and private partners.**

**(viii) Create youth development programs that support the primary role of the family, give priority to the prevention of youth problems and crime, and promote increased community coordination and collaboration in meeting the needs of youth, and support development and expansion of innovative community-based youth development programs that have demonstrated success in preventing or reducing youth crime.**

**(ix) Provide supplies, services, nutritious foods, and related services, as may be necessary to counteract conditions of starvation and malnutrition among low-income individuals.**

New Jersey's Community Services Block Grant (CSBG) plays a major role in the State's effort to address the diverse causes and effects of poverty and to create change. CSBG funds the anti-poverty efforts of New Jersey's 27 designated Community Action Agencies that create, coordinate, and deliver a broad array of programs and services to low-income populations. The activities of the network emphasize quick and compassionate responses to the crises of poverty as well as integrated service delivery to help poor people rise above the condition.

Though a substantial portion of CSBG revenues fund direct services to people in need, a portion is used for the kinds of coordinating, referral, and planning activities that provide families with comprehensive approaches to their problems. These activities are the primary vehicles for unifying and coordinating services in a multidisciplinary approach to poverty, family by family.

New Jersey's CSBG program is designed to provide a range of services that assist low-income people to attain the skills, knowledge and motivation necessary to achieve self-sufficiency. The program also provides low-income people immediate life necessities such as food, shelter, nutrition, etc. The New Jersey Department of Community Affairs administers the program and places an equal emphasis on self-sufficiency efforts and providing relief for the immediate needs of low-income people. The State receives approximately \$17.5 million annually in federal funding to provide employment, education, housing and emergency services to the eligible population.

In accordance with the federal guidelines, eight primary programs are funded utilizing CSBG funds, including: Employment Services, Education Services, Income Management, Housing Services, Emergency Services, Nutrition Services, Health, and Case Management, and a category that includes other activities that do not fit within the aforementioned eight areas, including advocacy, community garden projects, community and neighborhood organization, and agency strategic planning.

## **H. Coordination and Non-Duplication**

**1. Describe how your State will coordinate and integrate the services provided through all of the programs identified in the Unified Plan in order to meet the needs of its customers, ensure there is no overlap or duplication among the programs, and ensure collaboration with key partners and continuous improvement of the workforce investment system. (States are encouraged to address several coordination requirements in a single narrative, if possible.)**

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

In response to the White Paper, *New Jersey in Transition: The Crisis of the Workforce* prepared by the State Employment and Training Commission, New Jersey has consolidated its employment and training "to work" programs from various State Departments to the Department of Labor and Workforce Development. Federal and State funding streams are coordinated as part of this consolidation process. WIA Title I, Wagner-Peyser, Temporary Assistance to Needy Families, Food Stamp Employment and Training, Trade Act, and Older American programs are just some of the "to work" activities that have been integrated at the local level under this consolidation.

At the local level, the State has coordinated with the local areas for the location of at least one comprehensive One-Stop Career Center in each area. In addition to the comprehensive

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centers, the local area Plans include Memoranda of Understanding that outline program services and responsibilities of each of the partners. The Local One-Stop Operator delivers the funded programs under the guidance of the local WIB. Collocation of the “to work” staff at the One-Stop offices, use of AOSOS as the case management and information sharing tool, use of scan cards for participant tracking and assessment through a common employability plan are effective methods to improve the operational collaboration of workforce activities. In addition, New Jersey has implemented the One-Stop Process Improvement Project (OSPIP) which is a vehicle for the improvement of the delivery of services in a seamless manner through a local team of partner agencies.

**(b.) Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between the State agencies/State Board and local workforce investment areas and Local Boards. Include types of regularly issued guidance and how Federal guidance is disseminated to Local Boards and One-Stop Career Centers. (Sec. 112(b)(1).)**

As already stated, New Jersey has established multiple lines of communication to ensure timely and effective sharing of information between workforce investment system stakeholders. Communication is facilitated by:

- Monthly State Employment and Training Commission (SETC) meetings with WIB Directors and One-Stop Operators;
- Bi-monthly meetings that include Department of Labor and Workforce Development service managers, One-Stop Operators and program administration;
- Establishment of a new LWD Procedures Unit that:
  - Develops and publishes directives communicating system policies and procedures; and,
  - Develops and publishes data system changes that document changes, special features and data-entry requirements for capturing information regarding case management, tracking and reporting
- The New Jersey “To-Work” Consolidation Portal Online Resource Library web site, which was built with the goal to provide a single, easy-to-access online repository for all workforce stakeholders and partners to find critical and timely workforce delivery system information. The site is populated with information including, but not limited to, relevant new items, workforce planning and guidance information, capacity building session schedules and materials, AOSOS bulletins, and One-Stop directives; and,
- As required, special capacity building sessions, such as a series held during late 2003 and 2004 to assist the WIBs and their partners develop their local consolidated workforce plans.

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

See response to Question E 2 (iv) above.

**(c) Adult Education and Family Literacy, describe how the Adult Education and Family Literacy activities that will be carried out with any funds received under AEFLA will be integrated with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency. (Sec. 224(b)(11).)**

Through the consolidation of workforce readiness and literacy programs at the New Jersey Department of Labor and Workforce Development, a unit was formed to address the integration of programming and funding of all workforce readiness and adult education and literacy programs. The planning guidance for the integration of funding and service delivery is provided through the leadership of the SETC and the individually developed WIB literacy plans. The implementation of the plans and the coordination rest with the One-Stop Programs and Services Unit. There is also a plan to enhance Title II funding and services through the literacy funds provided to the State-funded *Workforce Learning Links*.

**(d) Vocational Rehabilitation:**

**(i) Describe the State agency's plans policies, and procedures for coordination with the following agencies or programs:**

**(a.) Federal, State and local agencies and programs, including programs carried out by the Under Secretary for Rural Development of the Department of Agriculture and State use contracting programs to the extent that such agencies and programs are not carrying out activities through the statewide workforce investment system. (Sec. 101(a)(11)(C).)**

The Division of Vocational Rehabilitation Services (NJDVRS) has Memoranda of Understanding with affiliated State agencies, Community Rehabilitation Programs and Workforce Investment Boards in order to facilitate the collaboration between and among State Agencies.

**(b.) Education officials responsible for the public education of students with disabilities, including a formal interagency agreement with the State educational agency. (Sec. 101(a)(11)(D).)**

The Division of Vocational Rehabilitation Services has an interagency agreement with the New Jersey Department of Education, Office of Special Education Programs to ensure that all of the issues outlined in the Individuals with Disabilities Education Act (IDEA) are addressed.

The Agencies have a reciprocal arrangement and hold a place on each of their respective Advisory Councils.

**(c.) Private, non-profit vocational rehabilitation service providers through the establishment of cooperative agreements. (Sec. 101(a)(24)(B).)**

The State of New Jersey has an approved vendor list and the Division of Vocational Rehabilitation Services (NJDVRS) has also encouraged these entities to become

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Employment Networks under the Ticket To Work Program. There are currently six such agreements.

**(d.) Other State agencies and appropriate entities to assist in the provision of supported employment services. (Sec. 625(b)(4).)**

There are 86 supported employment programs providing a myriad of services to all disability categories, 21 of which are under contract between the New Jersey Department of Human Services, Division of Mental Health and Hospitals, and NJDVRS.

**(e.) Other public or nonprofit agencies or organizations within the State, employers, natural supports, and other entities with respect to the provision of extended services. (Sec. 625(b)(5).)**

In the Agency's traditional Community Rehabilitation Program there are State monies allotted to fund up to 2,699 slots for Extended Employment, which are reserved for those individuals who cannot engage in competitive employment.

**(e) Unemployment Insurance, summarize requests for any Federal partner assistance (primarily non-financial) that would help the SWA attain its goal.**

The Department of Labor and Workforce Development recommends the institution of Region-wide meetings conducted by USDOL for the purpose of sharing Best Practices and providing guidance in the areas of, but not limited to, Benefit Payment Control, Interstate Claims, Appeals, IT, and Employer Tax.

The Department also recommends that annual training be provided to the SWAs relating to Federal-State Unemployment Insurance Legislation, Benefits Accuracy Measurement, and Nonmonetary Quality.

## **I. Special Populations and Other Groups**

**1. Describe how your State will develop program strategies, to target and serve special populations. States may present information about their service strategies for those special populations that are identified by multiple Federal programs as they deem most appropriate and useful for planning purposes, including by special population or on a program by program basis.**

**(i) Service to Specific Populations. (Sec. 112(b)(17)(A)(iv).)**

**(a.) Describe the State's strategies to ensure that the full range of employment and training programs and services delivered through the State's One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities.) (Sec. 112(b)(17)(iv).)**

**(b.) Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified**

**as most likely to exhaust their unemployment insurance benefits in accordance with section 3(c)(3) of the Wagner-Peyser Act.**

The following responds to questions 1(i)(a) and (b):

New Jersey's One-Stop Career Centers are designed to ensure that the full range of employment and training programs and services are accessible to all populations. Local areas are expected to identify specific populations in their local plans.

### **Individuals in State Correctional Institutions**

Through participation in the National Governor's Association Prisoner Reentry Policy Academy, specifically as part of the Subcommittee on Education and Labor, the State adopted goals and realized several significant accomplishments as outlined below. The State's vision is to establish a fully integrated model for offenders that incorporates educational, vocational and workforce services.

#### **Goals:**

- Coordinate institution and community education and labor services for offender release planning;
- Effectively manage State resources;
- Establish advocacy for offender workforce programs and funding streams;
- Develop interfacing IT systems for educational, vocational and labor-related entities; and,
- Increase the percentage (to at least 50%) of adult offenders who complete GED or ESL programs prior to release.

#### **Accomplishment:**

- Established LWD *Workplace Literacy Links* with LWD WFNJ supplemental funding for two facilities (Mid-State Correctional Facility and Edna Mahan Women's Correctional Facility) and 2 half-way houses (Kintock North and South). Plans were formulated to expand to other facilities.

Also, New Jersey has encouraged all State correctional institutions to work closely with their local vocational technical schools. These schools are partnering to provide instruction in a wide variety of trades that provide inmates with marketable skills upon release.

Reemployment services are provided to Unemployment Insurance and Worker Profiling claimants (PROS). PROS claimants, after an orientation, are required to participate in a series of workshops called Career Beacon. These workshops include Self Assessment Skills, Interviewing, Job Search, Resume Preparation, and Marketing Your Resume. All are designed to provide the tools to pursue a job hunt with confidence and success. The claimants continue with the program until they are employed or exhaust their UI claim. Once their UI claim is exhausted, they can still continue to receive services and attend as a volunteer.

Reemployment orientations are scheduled for UI claimants within the third and fifth week of their claims. The purpose is to provide information about the programs available at the One-Stop Center, including labor market information, job referrals, career counseling, veterans'

services, State and federal training programs, and entrepreneurial programs. Reemployment orientations are followed by an opportunity to enroll in Career Beacon workshops.

**(c.) Describe how the State administers the unemployment insurance work test and how feedback requirements (under Sec. 7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.**

The New Jersey Unemployment Compensation Law [at 43:21-4(c)] requires that a claimant for unemployment insurance (UI) benefits be able to work, available for work and actively seeking work. Generally, the Division of Unemployment Insurance considers a minimum of three (3) employer contacts for each week a reasonable search for work. Telephone and in-person contacts, as well as sending resumes, are all acceptable work search methods. Work search assistance, monitoring, and feedback are achieved in the following ways:

- The State automatically pre-registers reemployment service-eligible UI claimants into the America's One-Stop Operating System (AOSOS). This pre-registration is accomplished through a daily electronic batch data transfer from the UI mainframe system to New Jersey's AOSOS database. Almost all UI claimants are pre-registered in AOSOS; only those claimants who are coded as temporarily laid off and those who are attached to a union hiring hall are exempt from this pre-registration. This electronic data transfer enables all One-Stop partners to access identifying information on UI claimants in order to offer Reemployment Services.
- New UI claimants are mailed a letter regarding New Jersey's Resume Bank, a flyer describing the variety of workforce services available at the One-Stop Career Centers, and a "scan card" for use if the individual desires in-person services at the One-Stop Career Center.
- At the beginning of their initial claim, Unemployment Insurance claimants are scheduled to attend Reemployment Orientations where reemployment and job search assistance opportunities, offered by the One-Stop Career Centers, are discussed. These orientation sessions are also open to any claimant seeking assistance who is not specifically targeted for attendance. The Managers of the One-Stop Career Centers control the frequency of the reemployment orientations and the number of claimants scheduled per session.
- Federal legislation requires all states to provide reemployment assistance to those claimants who are permanently laid off and are identified as most likely to benefit from them. Selected claimants are required to participate in this mandatory program of reemployment services. Unemployment claimants who are identified and referred to reemployment services through the profiling system, Project Reemployment Opportunities System (PROS), must participate in reemployment services as a condition of continued UI benefit eligibility. Statistics are gathered on claimants who are required to participate in this program and monthly reports are generated to assess the program's effectiveness. These reports have proven that the program is very successful.
- The State prints promotional messages on all Unemployment Insurance benefit checks and biweekly certification forms in order to make claimants aware of the toll-free information number for the local One-Stop Career Center's Job Search program.

As a result of these messages, monthly calls from New Jersey citizens to the U.S. Department of Labor's national One-Stop Call Center have increased dramatically.

- Starting this spring, the New Jersey Department of Labor and Workforce Development will implement an enhanced Job Search Assistance and Assessment program for claimants who have received between nine and 12 weeks of unemployment insurance benefits. This new service was made possible by a U.S. Department of Labor grant for Reemployment and Eligibility Assessment. Information will be captured on participants until the individuals are either referred to training or become employed. The information captured will help determine the program's success in assisting claimants to obtain employment in a timelier manner and reducing the total average UI benefit duration.
- The Division of Unemployment Insurance recently installed new automated informational scripts available to UI claimants over the telephone through an interactive voice response system. These scripts provide in-depth information about reemployment services.
- Data regarding Reemployment Rates for UI claimants is captured and reported quarterly. The comparison of the reemployment reports for different quarters can be used to assess the success of new reemployment programs and incentives.
- Workforce New Jersey has contracted with a Connecticut vendor (CSRA) to develop a customer service feedback process to obtain information on customer satisfaction. The process will use claimant and employer interviews to obtain information.

**(d.) Describe the State's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the State have a policy supporting co-enrollment for WIA and TAA? (Sec. 112(b)(17)(A)(ii and iv).)**

New Jersey has a high level of collaboration between all One-Stop partners. The Rapid Response process includes the integration and alignment of WIA and TAA. In initial presentations to employers and their employees a thorough explanation of the various dislocated worker programs is discussed. The point of first contact is the One-Stop Career Center. It is there that individuals are assessed and processed for One-Stop services where counseling and reemployment services, including training, are available. The State supports co-enrollment of individuals with both WIA and TAA resources.

**(e.) How is the State's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed above in section (b)(i)(a.) of this section and to ensure they are being identified as a critical pipeline of workers?**

The State Rehabilitation Council (SRC) membership includes representatives of the New Jersey business community and the Department of Education. Several members of the SRC are members of the SETC's Disability Issues Committee. These steps assure that the employment needs of persons with disabilities are brought to the attention of and are

addressed by those responsible for the employment and training of New Jersey citizens. In addition, Business Services Representatives, who represent the LWD to the business community, identify people with disabilities as an important source of employees. Finally, all NJDVRs local managers are members of their respective County WIB. All of this represents a significant collaborative effort to develop strategies to overcome employment barriers for persons with disabilities who want to take their rightful place in the State's workforce.

**(f.) Describe how the State will ensure that the full array of One-Stop services are available to individuals with disabilities and that the services are fully accessible?**

New Jersey has implemented an initiative called Project Access, ensuring accessibility in all areas of the One-Stop Career Center, e.g., accessible doors, wide hallways, ramps, and Braille signs. Each One-Stop has designated a Disabilities Navigator who has been trained to deal with customers that have disabilities. The State is also purchasing JAWS and ZoomText software for public access areas which will assist the visually handicapped individual use the computer network to access job, training and labor market information. Each Comprehensive One-Stop also has a State initiated program called Workforce Learning Links which uses computer software to facilitate basic educational skill attainment. These classes are equipped with software for the visually impaired and have spaces and desks that can accommodate people in wheelchairs.

**(g.) Describe the role LVER/DVOP staff have in the One-Stop Delivery System? How will the State ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the State regarding veterans' employment programs? (Sec. Sec. 112(b)(7), 322, 38 U.S.C. chapter 41 and 20 CFR 1001.120.)**

All One-Stop staff, including veteran dedicated staff, are instructed to give veterans priority regarding job openings both at One-Stop Centers and outstations. Veteran dedicated staff will be represented in One-Stop Centers to ensure priority services to applicants who are veterans. If veteran dedicated staff are not available, all One-Stop staff are trained to give veterans' preference regarding job openings. Veteran dedicated staff will be monitored, reviewed, and evaluated by the Director of Veterans' Employment and Training.

All persons who served in the military will be encouraged to identify themselves as veterans when they apply for services in the One-Stop Career Center. LWD will continue to emphasize the utilization of a case management approach when providing services to target veteran groups. The goal of case management is to achieve maximum entry of veterans into significant and sustained employment.

A statewide agreement exists between the Department of Veterans' Affairs (DAV), Vocational Rehabilitation and Counseling (VR&C) program, United States Department of Labor Veterans Employment and Training Services (USDOLVETS) and LWD. This agreement formalizes requirements under Title 38 USC Chapter 41 that requires Disabled Veterans Outreach Program (DVOP) and Local Veterans Employment Representatives (LVER) to provide employment-related services to veterans who are participating in the VR&C programs. Statewide agreements also exist between this Department and the Department of Military & Veteran Affairs (DMVA) to coordinate services to veterans through DVOP/LVER and Veteran Services at the local level. The provisions of the DVOP/LVER



grant continue to be adhered to by the New Jersey Department of Labor and Workforce Development.

The One-Stops provide preference in employment and related services to veterans pursuant to the Wagner-Peyser Act with priority given to the needs of Vietnam Era and Disabled Veterans. The major objective is to provide job placement, job search training, job counseling, labor market information, referrals to supportive services, job development, and case management services.

**(h.) Department of Labor regulations at 29 CFR part 37, require all recipients of Federal financial assistance from DOL to provide meaningful access to limited English proficient (LEP) persons. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. Sub-recipients are also covered when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the State will ensure access to services through the State's One-Stop delivery system by persons with limited English proficiency and how the State will meet the requirements of ETA Training and Employment Guidance Letter (TEGL) 26-02, (May 29, 2003) which provides guidance on methods of complying with the Federal rule.**

The State created a Limited English Proficiency (LEP) work group in 2001. The work group participated in the development of a Bulletin, *Guidance on Serving Individuals with Limited English Proficiency*. Their efforts included an analysis of New Jersey, specifically Census 2000 data (Language spoken at home-ability to speak English) and discussions, and surveys conducted with One-Stop Career Center Managers about the services provided to LEP individuals, as well as statistical data provided by the America's One Stop Operating System (AOSOS). As a result, the State drafted a Language Assistance Plan to be used by One-Stop staff who serve the public in order to ensure compliance with regulations at 29 CFR part 37. The plan addresses what type of oral and written services are utilized at One-Stop Career Centers, training of direct service staff, provision of notices to LEP persons, and monitoring. All workplace literacy classrooms are in operation to assist customers with limited English language skills. WIB literacy committees have identified county partners who can work with this population.

**(i.) Describe the State's strategies to enhance and integrate service delivery through the One-Stop delivery system for migrant and seasonal farm workers and agricultural employers. How will the State ensure that migrant and seasonal farm workers have equal access to employment opportunities through the State's One-Stop delivery system? Include the number of Migrant and Seasonal Farmworkers (MSFWs) the State anticipates reaching annually through outreach to increase their ability to access core, intensive, and training services in the One-Stop Career Center System.**

The New Jersey One-Stop System will continue to provide services to Migrant and Seasonal Farm Workers (MSFW). Geographically, the primary focus will in the Cumberland and Atlantic Counties One-Stop Centers, which include Vineland and Hammonton. MSFW's will receive services wherever it is appropriate with attention to employment counseling and support services to assist them secure and retain employment. Outreach workers will provide clients information on the One-Stop services and how to access them. The State Monitor Advocate will ensure that there is continued oversight. All concerns raised by the

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Monitor will be addressed. All requirements of the complaint system will be implemented in the One-Stop System. It is anticipated to reach 6,000 MSFW annually.

**(c) Adult Education and Family Literacy:**

**(i) Low income students (Sec. 224(b)(10)(A).)**

**(ii) Individuals with disabilities (Sec. 224(b)(10)(B).)**

**(iii) Single parents and displaced homemakers (Sec. 224(b)(10)(C).)**

**(iv) Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency (Sec. 224(b)(10)(D).)**

**(v) Criminal offenders in correctional institutions and other institutionalized individuals (Sec. 225).)**

The individual WIB literacy plans developed in partnership between the WIBs and providers of adult education and literacy services addresses the identification and services to be provided to: low income students; adults with disabilities; single parents and homemakers; and, individuals with multiple barriers to educational and personal self-sufficiency. The State also sets aside a portion of the WIA Title II allocation to serve incarcerated individuals providing them with the array of adult education, literacy and GED services.

**(d) TAA and NAFTA-TAA, describe how rapid response and basic readjustment services authorized under other Federal laws will be provided to trade-impacted workers.**

The Rapid Response Team is notified when a plant is closing usually before the workers are Trade Act certified. If the company is filing for Trade Act, the Trade Act staff accompany the Response Team for the initial orientation. Affected workers are provided information on all One-Stop Career Center Services, including services they can obtain if they are certified for the Trade Act.

The Rapid Response Team provides detailed information on Unemployment Insurance, job search assistance, training and educational opportunities available under WIA, the State Workforce Development Partnership Program, the Workforce Learning Links, etc. Workers are encouraged to begin utilizing the services of the One-Stop Career Centers prior to their Trade Act certification so they can utilize services of other programs in addition to services provided through the Trade Act.

**(e) Vocational Rehabilitation:**

**(i) Minorities with most significant disabilities. (Sec. 21(c).)**

In order to reach out to non-English speaking individuals with the most significant disabilities, bilingual Spanish and English counselors are in each local area, with additional bilingual Spanish and English support staff. Each local area is charged with participating in community-based activities that will yield participation from minorities with the most significant disabilities in the vocational rehabilitation program. Section 21 of the Rehabilitation Act mandates that the agency seek out members of unserved and underserved minority groups.

**(f) TANF, indicate whether the State intends to:**

**(i) Treat families moving into the State from another State differently than other families under the program, and if so, how the State intends to treat such families under the program;**

New Jersey treats families who move into New Jersey from another State no differently than families who have been residing in New Jersey.

**(ii) Provide assistance under the program to individuals who are not citizens of the United States, and if so, shall include an overview of such assistance. (Sec. 402(a)(1)(B) (i) and (ii).); and**

Certain non-citizens are eligible for WFNJ TANF benefits to the maximum extent permitted by Federal law depending on the time of entry into the United States. Additionally, certain non-citizens who are victims of family violence are considered eligible for WFNJ TANF benefits.

**(iii) Outline how the State intends to conduct a program designed to reach State and local law enforcement officials, the education system, and relevant counseling services, that provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include men. (Sec. 401(a)(1)(A)(vi).)**

The WFNJ Interdepartmental Work Group on Adolescent Pregnancy has committed itself to support the efforts by the Division on Women and New Jersey law enforcement agencies to provide education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include men.

**(g) SCSEP (Sec. 3(a)(1).): Indicate how the State will serve individuals age 60 and older as a priority (Sec. 516(2)), and the following "preference" groups (Sec. 502(b)(1)(M)):**

- (i) Minorities.**
- (ii) Limited English-speakers.**
- (iii) Indian eligible individuals.**
- (iv) Individuals with the greatest economic need.**
- (h) CSBG:**
  - (i) Low-income families.**
  - (ii) Families and individuals receiving assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.).**
  - (iii) Homeless families and individuals.**
  - (iv) Migrant or seasonal farmworkers.**
  - (v) Elderly low-income individuals and families.**
  - (vi) Youth in low-income communities.**

In developing the State Senior Employment Services Coordination Plan, LWD works with other partners and stakeholders in initiating effective outreach and recruitment campaigns that will insure the participation of services by the preference groups mentioned above. Such representation as:

- The State and area agencies on aging;
- State and Local Boards;



- Public and private non-profit agencies and organizations providing employment services, including each grantee operating an SCSEP project within the State
- Social service organizations providing services to older individuals;
- Grantees under Title III of the OAA;
- Affected communities;
- Underserved older individuals;
- Community-based organizations serving older individuals;
- Business organizations;
- Labor organizations; and,
- SCSEP program participants.

Recruitment will be done following the procedures outlined in section (g) (ii). From the eligible population pool, the following enrollment priorities are used to fill vacant positions:

#### First Enrollment Priorities – Persons 60 or Older

- Veterans and qualified spouses who meet special consideration criteria (if feasible);
- Veterans & qualified spouses who do not meet criteria;
- Non-veterans who meet criteria (if feasible); and,
- Non-veterans who do not meet criteria.

#### Next Enrollment Priorities – Persons 55-59

- Veterans and qualified spouses who meet the special consideration criteria (if feasible);
- Veterans and qualified spouses who do not meet the criteria;
- Non-veterans who meet the criteria (if feasible); and,
- Non-veterans who do not meet the criteria.

In selecting participants from among those individuals who are eligible, special consideration will be given, to the extent feasible, to the following individuals who:

- Have incomes below the poverty level;
- Have poor employment prospects;
- Have the greatest social and/or economic need; and,
- Eligible minorities, limited English speakers, or Indians.

## **2. Identify the methods of collecting data and reporting progress on the special populations described in Question 1 of this section.**

For WIA Title II programs, eligible recipients of grant funds comply with the reporting requirements of the National Reporting System for Adult Education (NRS) and also with the State reporting requirements for the New Jersey Consumer Report Card (CRC).

The Division of Vocational Rehabilitation Services utilizes the U.S. Department of Education, Rehabilitation Services Administration RSA 911 Case Service Report to report data with regard to significance of disability, racial background and other pertinent information on each customer.

## **J. Professional Development and System Improvement**

**1. How will your State develop personnel to achieve the performance indicators for the programs included in your Plan?**

**(ii) Local Planning Process--Describe the State mandated requirements for local workforce areas' strategic planning. What assistance does the State provide to local areas to facilitate this process, (Sec. 112(b)(2) and 20 CFR 661.350(a)(13)), including:**

**What oversight of the local planning process is provided, including receipt and review of Plans and negotiation of performance agreements? and How does the local plan approval process ensure that local plans are consistent with State performance goals and State strategic direction?**

Initial plan instructions for the implementation of WIA are included as Attachment #2. The version of local plan instructions to consolidate workforce investment activities is included as Attachment #3.

Local areas were consulted during the plan instruction process to ensure that the plans considered their needs. Plan instructions required responses that are consistent with State performance goals and strategic direction. Plan review teams, composed of representatives of each of the One-Stop partners reviewed plans in draft and final form to help the local area meet expectations. The State and the SETC provided technical assistance to the local WIB and local planning committees to prepare the best plans possible for each area.

After State targets are negotiated with USDOL, those targets are shared with the local areas and identified as the benchmark. The local areas are required to submit in writing their recommendation for local performance targets within the benchmark, and if lower than the State's negotiated levels, a justification and valid data supporting local levels lower than the State benchmark.

LWD Labor Planning and Analysis and One-Stop Coordination and Support Divisions review the local proposals either accepting or rejecting each requested level based on the merit of the local case presented. Proposals are reviewed within the context of local conditions and potential impact on State outcomes. Where no agreement exists, a conference call meeting is conducted that includes representation from the State, the local WIB and the One-Stop Operator for the purpose of discussing and finalizing the local negotiated numbers. A letter is sent from the State confirming the negotiated figures.

The State's web-based decision support and trend analysis system, described in detail elsewhere in this document, provides administrators and One-Stop Operators a tool necessary to manage their operations, monitor performance against standards, identify best practices and areas requiring corrective action, and ensure continuous improvement. This system allows for critical performance analysis while developing targets.

As described in the preceding section, New Jersey ensures local plans are consistent with the State performance goals and strategic direction through early and clear communication of the planning process, description of performance measures and related State strategic plans. A consultant has been engaged to assist the State and local areas understand and analyze program performance and the impact of changing measure definitions on outcomes.

Negotiating local performance after the establishment of State targets allows for the negotiations to take place within a realistic context. Throughout the year, local areas are constantly reminded to continuously update their performance information and to inform the State of any situation that could have an impact on performance. The approach is designed to ensure the linkage to State expectations is realistic.

**(iii) Oversight/Monitoring Process--Describe the monitoring and oversight criteria and procedures the State utilizes to move the system toward the State's vision and achieve the goals identified above, such as the use of mystery shoppers, performance agreements. (Sec. 112(b)(14).)**

New Jersey has established a system to ensure the quality of services being provided by the One-Stop Career Centers. This system relies on a review of their operations and a two-phase process of Certification and Chartering.

In January, 2005, the State implemented a Comprehensive One-Stop Management System Review that examines the operation of all One-Stops throughout the State to ensure that each local area is operating in an integrated and coordinated manner and that the customers are being served in a thorough and efficient manner.

Under the auspices of the Division of One-Stop Coordination and Support, the review encompasses the areas of Coordination and Partnerships, One-Stop Operations and Management, System Management and Contracting, Performance and Oversight, and Customer Management. The purpose of this review is to determine the level of coordination among the One-Stop partners with respect to the development and implementation of the overall blueprint of the One-Stop's operations and decision-making process, and the One-Stop's management of customer flow. The Comprehensive Review determines if each respective One-Stop is meeting, at a minimum, certain criteria, namely that:

1. Planning and implementation of services are conducted by coordinated efforts of the partners.
2. The One-Stop has established clear policies for co-managed functions.
3. There is a grievance procedure in place that addresses system-wide issues.
4. One-Stops have established an effective system for directing the flow of customers through the One-Stop system, in particular, from one level of service to the next.
5. Adequate cross-training of One-Stop staff is being provided.

One-Stop Career Centers that fail to meet any of these criteria based on the results of the review are required to submit a Corrective Action Plan and, where appropriate, the State will provide continual technical assistance until such time that these criteria have been met.

Following the completion of this review, the State plans to develop guidelines for operating comprehensive One-Stops by utilizing the best practices identified.

In early 2004, the State selected three local areas, Cumberland, Middlesex and Ocean to receive approval as having Certified One-Stops. This decision was made based on the results of the multi-agency task force visits that were conducted in 2001-2002. Since then, four additional local areas, Burlington, Camden, Monmouth and Morris/Sussex/Warren were selected to be reviewed to determine their eligibility for Certification. Utilizing a State developed Certification Review Guide, reviews were conducted and reports with recommendations were submitted.

The State intends to incorporate the findings of its recent One-Stop Comprehensive Review as the initial phase for completing the Certification process for the remaining 11 local areas. Those areas that pass this review are then eligible for Chartering by the SETC.

The Garden State Employment and Training Association has established a subcommittee dedicated to the coordination of monitoring activities between the State Monitoring and Compliance Unit and the local area monitors. The subcommittee meets on a monthly basis, and has been instrumental in facilitating the sharing of best practices regarding monitoring of programs and vendors between the local areas.

The State is planning a technical assistance workshop on monitoring practices for all eighteen local areas. This training will focus on federal and State monitoring policies, compliance, program requirements and developing and utilizing evaluation tools.

**(c) Vocational Rehabilitation, describe the designated State agency's policies, procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit pursuant to section 101(a)(7) of the Act. (Sec. 101(a)(7).)**

The New Jersey Division of Vocational Rehabilitation Services (NJDVRS) Comprehensive System of Personnel Development (CSPD) establishes and supports a highly qualified staff dedicated to offering vocational rehabilitation services to eligible individuals with disabilities.

The mission of the NJDVRS is to enable eligible individuals with disabilities to achieve employment outcomes consistent with their strengths, priorities, needs, abilities and capabilities. In keeping with the goals set forth by the mission the CSPD focuses on the following areas:

- Pre-service training;
- Recruitment of qualified personnel;
- Training needs of current employees;
- Continuing education;
- Development of Vocational Rehabilitation personnel; and,
- Retention of qualified VR personnel.

Guidelines have been provided by the Rehabilitation Act of 1973, as amended, and the New Jersey Department of Personnel hiring policies and terms of employment. Projections were made based on the current number of employees with regard to their age, length of service, education and availability of training resources.

## **Pre-service Training and Recruitment Background**

In New Jersey, the University of Medicine and Dentistry, School of Health Related Professions, is the one graduate level program that prepares students in Rehabilitation Counseling. This 51 credit program is CORE (Council on Rehabilitation Education) accredited. Other graduate programs in the State offer related degrees in Social Work and Student Personnel Services. Within Region 2, there are six CORE approved Rehabilitation Counseling Programs. Within commuting distance for our employees there are two in New York City at Hunter College and Hofstra University.

The New Jersey Department of Personnel (DOP) recruits potential employees with a Masters in VR Counseling or a closely related field. Due to their specific nature, the Rehabilitation Counselor for the Deaf and the Spanish/English Counselor positions can also be recruited directly.

At the request of the New Jersey Department of Labor and Workforce Development, Division of Human Resources and Labor Relations, DOP has revised the education and experience sections of the job specifications for VR Counselor 1 and 2 titles along with those of the Supervising Rehabilitation Counselor title. The intent is to ensure that the recruitment practices are compatible with federal requirements and that the standards or qualifications are based on the highest requirements in the State for the rehabilitation counseling profession. As defined in the Code of Federal Regulations [34 CFR 361.18(c)(2)(i)], “highest requirements in the state applicable to that profession or discipline means the highest entry-level academic degree needed for any national or state approved or recognized certification, licensing, registration, or other comparable requirements that apply to that profession or discipline.” In the State of New Jersey, the recently amended Professional Counselor Licensure Law identifies a combination of education and experience as standards for the designation of Licensed Rehabilitation Counselor (LRC). Recognizing a possible shortage of potential candidates to fill entry-level Vocational Rehabilitation Counselor positions, NJDVRS also recognizes a Certified Rehabilitation Counselor (CRC) as a qualifying standard. Using this national standard will increase the pool of candidates as an expanded recruitment effort evolves throughout the country. As recruitment needs begin to level, NJDVRS will revisit this issue and evaluate the merits of using the State license requirements exclusively.

**Goal 1:** To recruit qualified applicants for entry level NJDVRS Counselor positions.

### Action Steps:

- Maintain relationships with CORE accredited schools throughout Region 2 through CSAVR Regional Education Forums and by expanding the Intern Program with NJDVRS;
- Support the efforts of the University of Medicine and Dentistry of New Jersey – School of Health Related Professions (UMDNJ SHRP) to ensure that the Rehabilitation Counseling Program maintains CORE accreditation;
- Explore testing and recruitment options within the structure of DOP and graduate programs;
- Continue to work with DOP to maintain the automatic hiring cycle that evaluates

education and experience and establishes a pool of candidates for open positions by area;

- Work with DOP recruitment staff to feature careers in vocational rehabilitation and to participate in college recruitment days;
- Encourage staff to participate in Career Days and other similar events in high schools;
- Use of State sponsored tuition refund program for current State employees to gain the needed educational requirements to transfer to NJDVRS;
- Target school districts and community colleges in Urban Enterprise Zones for career development; and,
- Identify potential students for the Vocational Rehabilitation Counseling programs from NJDVRS consumers.

With the cooperation and funding from RSA through the Initiative on Recruitment and Retention, outreach efforts have included marketing to the various graduate programs that offer degrees in related counseling areas. Information on career opportunities was shared at various disability events such as conferences, workshops and exhibitions. NJDVRS staff solicited and processed 52 resumes for entry-level VR positions. Similar activity from the prior year has yielded 23 new hires and the establishment of a list of available candidates who have satisfied the Department of Personnel requirements.

### **Training Needs of Current Employees/Continuing Education Background**

The Rehabilitation Act recognizes the need for an ongoing and progressive In-Service Training Program to upgrade the skills, increase the knowledge and maximize the performance of personnel employed by the Designated State Unit (DSU) who provide vocational rehabilitation services to individuals with disabilities.

NJDVRS offers a complete selection of training for all levels of VR personnel through:

- The NJDVRS Institute (Subject matter experts from the program staff);
- The Region 2 Rehabilitation Continuing Education Program - RRCEP-II;
- The New Jersey Department of Personnel Human Resource Development Institute;
- The New Jersey Department of Labor and Workforce Development Office of Training and Staff Development;
- Selected Consultants and RSA Short-Term Training Grants; and
- Selected conferences, workshops and seminars.

**Goal 2:** To enhance the knowledge, skills and abilities of NJDVRS employees.

Action Steps:

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- Implement the In-Service Training Plan;
- Coordinate all training offered through other resources;
- Increase staff awareness of emerging trends, changing demographics and statewide economic development, including:
  - computerization of case recording
  - state population issues in regard to aging and identified minority groups
  - labor market information
  - incentives and funding streams following State empowerment zones
  - Welfare-to-Work initiatives
  - transition from school to work best practices
  - familiarity with revised Individualized Education Program (IEP) requirements
  - Ticket to Work and other SSA initiatives.
- Continue awareness of individuals with disabilities from traditionally underserved minority groups through the adherence to a cultural competency model, and the development of outreach programs for groups identified as members of underserved minority groups and people with disabilities;
- Encourage RRCEP II to explore service needs of New Jersey's growing Asian and Latino populations; and,
- Provide specific medical and or psychological disability-related training to meet emerging trends in the practice of vocational rehabilitation.

Each year a survey is conducted by the Training Unit in order to determine the education and training needs of staff at all levels. As in past years, the training needs assessment was conducted with the cooperation of SUNY at Buffalo's RRCEP and with advice from the State Rehabilitation Council. Based on the Regulations of the Rehabilitation Act Amendments of 1992 and the issues that were further stated in the Rehabilitation Act Amendments of 1998 pertaining to "qualified rehabilitation personnel," the Rehabilitation Services Administration (RSA) has determined that a Master's Degree and eligibility for the highest certification requirement in the State will be necessary for all staff in counseling titles.

All of the following information is based on the status of the agency's personnel as of February 7, 2005. NJDVRS has identified those counselors in need of educational upgrading. The analysis of the current information reveals that of the 172 employees in counseling titles, there are 55 individuals (31%) in need of further education to comply with the law. With 7 expected to graduate in May 2005, 11 currently enrolled in the program and 1 individual participating in the Tuition Refund Program to earn the necessary credentials.

In FY 04 the In-Service Training Program provided 38 programs reaching 654 participants. The RRCEP delivered programs that were geared toward professional development and skill building, while the DOP HRDI courses were largely focused on operational and management issues. The Department of Labor and Workforce Development placed emphasis on three specific areas and established mandatory training for all employees in the following areas: Prevention of Sexual Harassment, Valuing Diversity, and Customer Service.

**Goal 3:** To ensure that qualified rehabilitation personnel serve the individuals with disabilities who participate in the Public Vocational Rehabilitation Program.

Action Steps:

- Continue to support the In-State Masters Degree Program for NJDVRS personnel;
- Complete the contract with UMDNJ SHRP to fund tuition for 44 employees to achieve a Master's Degree in Rehabilitation Counseling;
- Continue to supplement the funding of the Tuition Refund Program with resources from the In-Service Training Grant;
- Explore a distance learning program with schools within the Region;
- Explore a program of CAGS (Certificate of Advanced Graduate Studies) to bring those employees with Masters Degrees that are lacking some of the necessary coursework for CRC eligibility into compliance;
- Encourage involvement with Thomas Edison College under LWD Tuition Refund Program; and,
- Maintain training offerings that grant Continuing Education Units (CEU's).

Since the initiation of the NJDVRS Masters Degree Program in 1999, there have been 31 graduates who have remained employed within the agency and two who have left the agency but continue to work with individuals with disabilities. Several of these employees have been promoted to higher titles. Currently, there are 11 employees enrolled in the program with 7 participants projected to graduate in May 2005.

**Goal 4:** To enable VR Counselors to obtain and maintain the CRC and/or the New Jersey Licensed Rehabilitation Counselor (LRC) through In-Service Training.

Action Steps:

- Continue to offer credits for all NJDVRS sponsored programs;
- Offer opportunities to attend approved programs through the In-Service Training Grant resources;
- Offer a study guide for eligible candidates to take the CRC exam;
- Establish a match between CRC supervisors and candidates for mentoring; and
- Offer up-to-date information on application procedures for LRC.

NJDVRS certified 14 training programs and collaborated with the sponsors of an additional 12 to qualify them for CRC credits. The agency also certified and processed CEU's for the New Jersey Department of Education and the Bureau of Marriage and Family Counseling Certification Board, which oversees the State Licensure Program. There are currently 50 NJDVRS professionals holding CRC's and designated as Licensed Rehabilitation



Counselors.

**Goal 5:** To expand outreach to individuals with disabilities who are from traditionally underserved minority backgrounds as identified in the Act by offering opportunities to employees of similar backgrounds.

Action Steps:

- Expand promotional opportunities for paraprofessional and support staff;
- Emphasize career track in collaboration with the LWD Career Development Counselor;
- Promote Tuition Refund Program in collaboration with Thomas Edison State College;
- Collaborate with RRCEP-II to increase awareness of cultural diversity;
- Recruit through an information program to clients attending college;
- Continue a relationship with the nation's network of Historical Black Colleges and Universities (HBCUs) in order to expand the agency's recruitment efforts;
- Provide information on career opportunities to community college liaisons; and,
- Expand outreach efforts to target diverse community and faith-based organizations.

Currently, 25% of those employees participating in In-Service Training Programs were either from minority backgrounds or disclosed that they were individuals with disabilities.

**Retention of Qualified VR Personnel Background**

An analysis of the VR personnel records reveals that there are a significant number of employees with over 20 years experience. In addition, these staff members are nearing an age where they will be considering retirement within the next 5 years. Therefore, plans must be made to maintain a management structure as well as the staffing patterns to operate a full service VR agency. In all likelihood, there will not be an expansion of the positions dedicated to the program so projections will be based on the current levels.

**Goal 6:** To prepare staff to assume new roles as a part of the succession plan.

Action Steps:

- Continue to offer training opportunities for advanced degrees at all levels;
- Offer a mentoring program to groom new management and counseling staff;
- Continue support of the National Executive Leadership Program; and,
- Expand support of the Certified Public Management Program.

Operating within the New Jersey Department of Personnel (DOP) Civil Service guidelines, the LWD continues to develop staff to expand their knowledge base to assume increased job

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responsibility. NJDVRS has partnered with the LWD, RSA, and RRCEP-II in an initiative to promote succession planning.

**Goal 7:** To evaluate the progress of these training efforts to ensure improved services to individuals with disabilities.

Action Steps:

- Staff will meet established standards for qualified rehabilitation personnel;
- Future SRC consumer satisfaction surveys will reflect improved level of counselor competency;
- Internal NJDVRS practices, such as the Performance Evaluation System (PES), will address educational achievement in the developmental plans; and
- A recognition program will be continued for those achieving the Masters Degree in Rehabilitation Counseling.

In addition to the need to employ qualified personnel, the agency recognizes the need for service providers with whom it does business to employ qualified rehabilitation personnel. Through collaborative efforts, we hope to assure that appropriate graduate level training programs will be available within the State of New Jersey to Community Rehabilitation Program personnel, as well as to NJDVRS staff. The grant received by the University of Medicine and Dentistry of New Jersey (UMDNJ) from the US Department of Education will enable UMDNJ to offer stipends to students from Community Rehabilitation Programs (CRP).

An analysis of the collected evaluations reveals that all of the agency-sponsored training sessions were well received, averaging a rating of average or better. This indicates that the program selection and content met State agency needs and participant interest.

## **K. Performance Accountability**

**Nothing in this guidance shall relieve a State of its responsibilities to comply with the accountability requirements of WIA Title I and II and the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), including, for example, the requirements to renegotiate performance levels at statutorily defined points in the 5-year Unified Plan cycle. The appropriate Secretary will negotiate adjusted levels of performance with the State for these programs prior to approving the State Plan.**

**1. What are the State's performance methodologies, indicators and goals in measurable, quantifiable terms for each program included in the Unified Plan and how will each program contribute to achieving these performance goals? (Performance indicators are generally set out by each program's statute.)**

**(b) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:**

**(i) Improved performance and accountability for customer-focused results are central features of WIA. To improve, States need not only systems in place to collect data and track performance, but also systems to analyze the information and modify strategies to improve performance. (See Training and Employment Guidance Letter (TEGL) 15-03, Common Measures Policy, December 10, 2003.) In this section, describe**

**how the State measures the success of its strategies in achieving its goals, and how the State uses this data to continuously improve the system.**

Recognizing the importance of the ability to analyze performance information and modify strategies to facilitate continuous improvement, the State and all local Workforce Investment Areas use a variety of tools including Performance Matters, a web-based decision support tool. Monthly AOSOS performance and quarterly Wage Record data updates refresh the application's database, which now includes PY 2000 WIA through current data allowing trend analysis as well.

USDOL measures and outcomes specified in TEGLs 7-99 and 14-00 are built into the application, which has recently been updated to provide views of the outcomes using the Common Measure definitions specified in TEGL 15-03. Users can "dissect" performance against standard performance using hundreds of preprogrammed views of their data or create their own custom views through a dynamic user-friendly browser-based interface. Supporting rosters of customers included in performance measure numerators and denominators are available as well as rosters of program exiters requiring follow-up activities. WIB Directors and One-Stop Operators see monthly "report cards" showing performance and comparisons to each standard in the other local areas.

Information gleaned from the decision support tool has helped increase local staff and management awareness of their activities' relationship to performance measure outcomes e.g., selection of training that leads to credentials, timely data-entry, and follow-up. Program managers and administrators are able to identify areas of potential best practices and performance weaknesses requiring timely action. Corrective action planning, technical assistance, and training efforts have all been initiated and facilitated using the tool.

New Jersey has imported from AOSOS Consortium partner, New York State, a web-based WIA MIS system that will provide One-Stop and program managers easy access to a variety of operational management information reports. The system is being upgraded to provide management information on all programs.

**(i) Describe the State's performance accountability system, including any State-system measures and the State's performance goals established with local areas. Identify the performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. For each of the core indicators, explain how the State worked with Local Boards to determine the level of the performance goals. Include a discussion of how the levels compare with the State's previous outcomes as well as with the State-adjusted levels of performance established for other States (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. Include a description of how the levels will help the State achieve continuous improvement over the two years of the Plan. (Sec. Sec. 112(b)(3) and 136(b)(3).)**

New Jersey has established a workforce system to ensure the quality of services being provided by the One-Stop Career Centers. This system utilizes collaborative local planning, thorough review of One-Stop operations, a two-phase One-Stop certification process, and

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ongoing monitoring and technical assistance with the goal of continuous improvement of the State's demand-driven workforce investment system.

New Jersey uses the same performance measures and definitions as contained in USDOLTEGLs. The State is prepared to implement WIA performance standards using new Common Measure definitions for the Dislocated Worker Employment Rate, Dislocated Worker and Adult Retention Measures and Dislocated Workers Earnings Change.

Program Years 2003 and 2004 WIA performance levels were negotiated at the same time under the following scenario. New Jersey initiated the process by identifying the State's federal negotiated levels as the benchmark. The local areas submitted in writing their recommendation for local performance standards within the benchmark, and if lower than the State's negotiated levels, a justification and valid data supporting levels lower than the State benchmark.

The State's Labor, Planning and Analysis and One-Stop Coordination and Support Divisions reviewed the local proposals either accepting or rejecting each requested level based on the merit of the local case presented. Proposals were reviewed within the context of local conditions and potential impact on State outcomes. Where no agreement existed on a level, a conference phone call meeting was conducted between the staff from the State, the local WIB, and the One-Stop Operator for the purpose of discussing and finalizing the local negotiated numbers. A letter is sent from the State finalizing the negotiated numbers.

Again for Program Year 2005, the State plans involve first establishing performance levels with USDOL and subsequently, working with the local areas to develop realistic local standards that enable the State to achieve continuous improvement and meet federal standards.

The State's web-based management information system and web-based decision support system, described in detail elsewhere in this plan, provide program administrators and local areas the tools necessary to manage their business operations, closely monitor performance against standard, identify best practices and areas requiring corrective action, and insure continuous improvement over the two years of the plan.

**(ii) Describe any targeted applicant groups under WIA title I, the Wagner-Peyser Act or title 38 chapters 41 and 42 (Veterans Employment and Training Programs) that the State tracks. (Sec. Sec. 111(d)(2), 112(b)(3) and 136(b)(2)(C).)**

The State tracks target applicant groups through the assignment of applicant program identifiers within its automated data system, America's One-Stop Operating System. Program identifiers have been established for TANF, Food Stamp, and General Assistance recipients as well as the following groups:

- Wagner-Peyser registrants
- Adult Education
- Dislocated Workers
- WIA – Adult
- WIA – Youth

- Community Service Block Grants
- E&T HUD
- Job Corps
- NAFTA-TAA
- UI
- Older Americans Title V
- Parolees
- Probationers
- Inmates

**(iii) Identify any performance outcomes or measures in addition to those prescribed by WIA and what process is the State using to track and report them?**

The State has not developed any performance outcomes or measures beyond those prescribed by federal funding sources.

**(iv) Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the Statewide workforce investment system. (Sec. Sec. 111(d)(2) and 112(b)(1).)**

All partner programs are represented on the SETC. This ensures their collaboration with key partners. In that capacity, they are concerned about the quality of the workforce and the continuous improvement of the services and training provided by the system.

**(v) How do the State and Local Boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the State and Local Boards use the review process to reinforce the strategic direction of the system? (Sec. Sec. 111(d)(2), 112(b)(1), and 112(b)(3).)**

The State reports both statewide and local area performance to the USDOL on a quarterly and an annual basis with the annual results as part of an Annual report. The State negotiates WIA performance standards with the USDOL and then in turn negotiates standards with the local areas. The State takes into consideration the needs of specific local areas and their specific customer base while understanding the need to meet USDOL requirements in negotiating with local areas. For WIA, fifteen Performance Standards and two Customer Satisfaction standards are currently utilized. Beginning July 1, 2005 the new Common Measures developed by the USDOL will also be utilized. Technical Assistance is provided by the LWD Monitoring Unit on an ongoing basis and among its activities is the evaluation of performance measures with local areas, in conjunction with the other Units in the Division of One-Stop Coordination and Support. Training is frequently provided by outside vendors in areas including WIA Performance Measures, Customer Satisfaction, Data Entry, and Customer Service in order to continuously improve both performance and service delivery.

A drop in performance below the established standards will result in a warning and an investigation of the issues. A Corrective Action Plan from the operation that is not meeting the standards will also be required. At this point technical assistance will be provided by the Monitoring Unit of the Division of One-Stop Coordination and Support. During the year, if a

local area is potentially failing to meet performance standards, LWD management reports alert the area of its performance status and advise it to take corrective action. If the area has failed WIA-funded-only core performance standards, then it is notified that formal reviews to determine whether technical assistance is needed will take place. Customized technical assistance will follow. LWD technical assistance teams work with the area to identify problems, develop potential solutions, formulate a Technical Assistance Plan and implement the first line delivery of technical assistance.

Technical Assistance Plans shall describe:

- Analyses done to determine causes of failure;
- Steps taken (or to be taken) to correct problems; and,
- A plan for tracking corrective action and technical assistance provided to the area.

If an area continues to fail performance standards for two consecutive program years, the Governor will impose a reorganization plan. Technical assistance efforts will begin at the first sign that a second year of failure is about to occur. The Secretary of Labor's definition of failure will be used. A formal notice will be issued to an area that, in spite of technical assistance efforts, has failed performance standards for two consecutive years. The administrative entity and WIB Director, WIB Chairperson and the lead Elected Official, will receive notification. A team of State staff will be assembled to address those standards failed by a particular area. Their job is to review, analyze, and pinpoint the causes of the continued failure to meet performance standards. The on-site review methodologies may vary; typically, the methods will include staff interviews, comparison of State-level data with local data, reviews of training sites and reviews of service provider records. The observations, findings, and conclusions of the team are compiled in a single report. The report will be issued to Directors, Local Officials, the SETC and the Regional Office of the USDOL. That report will impose a plan of action intended to assist that area to correct performance problems.

The reorganization plan will:

- Be communicated directly to the area;
- Specifically identify the persisting problem or deficiency;
- Provide an initial statement of the specific steps and corrective actions required;
- Include a timeframe for the implementation of the reorganization plan; and,
- Be confirmed by a final statement from the Governor after the end of the relevant program year.

A custodial or follow-up phase will determine the level of successful compliance with the reorganization plan. Further decisions may be made as a result of their follow-up phase to require additional changes and to seek USDOL's assistance. The reform envisioned by the Governor and WIA involves increased performance accountability and the priority and direction of implementation of reporting for common performance measures across federal employment and training programs.

**(vi) What steps, has the State taken to prepare for implementation of new reporting requirements against the common performance measures as described in Training and Employment Guidance Letter (TEGL), 15-03, December 10, 2003, Common Measures Policy. Note: See TEGL 18-04 which articulates ETA's plans for future policy guidance on negotiating performance levels and common measures.**



The Consortium Steering Committee directed the formation of a workgroup to assess AOSOS' status in terms of ability to meet the data collection and reporting requirements for Common Measures.

Consistent with the Consortium's strategic plan and commitment to delivery of value-added tools that support the One-Stop workforce development system, the AOSOS case management system Version 3.3, in test and to be deployed in 2005, includes major enhancements that position member states to address more easily rapidly changing workforce program and reporting requirements. One enhancement, AOSOS' reengineered "custom tab" function, will allow the State to implement new data collection screens complete with business logic, search capabilities, and security through an easy to use administrative module. This functionality alone is expected to save member states hundreds of thousands of dollars in system enhancement costs from increasing federal data collection and reporting requirements. This utility will, for example, be used to address the new common measures youth literacy and numeracy data collection requirements commencing July 1, 2005.

**(vii) Include a proposed level for each performance measure for each of the program years covered by the Plan.**



Workforce Investment Act  
New Jersey Program Year 2007 and 2008 Performance Targets

| Program/<br>Performance Measure | State Negotiated Targets, WIA Actual Performance, and Proposed Program Year Targets |                   |                   |                   |                   |                                 |                                  |                                  |
|---------------------------------|---|-------------------|-------------------|-------------------|-------------------|---------------------------------|----------------------------------|----------------------------------|
|                                 | Target<br>PY 2004   | Actual<br>PY 2004 | Target<br>PY 2005 | Actual<br>PY 2005 | Target<br>PY 2006 | Prelim.*<br>3rd Qtr.<br>PY 2006 | NJ Proposed<br>Target<br>PY 2007 | NJ Proposed<br>Target<br>PY 2008 |
| <b><u>WIA TITLE I</u></b>       |   |                   |                   |                   |                   |                                 |                                  |                                  |
| <b>Adults</b>                   |   |                   |                   |                   |                   |                                 |                                  |                                  |
| Entered Employment              | 74.0%   | 84.4%             | 81.0%             | 77.9%             | 82.0%             | 78.0%                           | TBD                              | TBD                              |
| Retention                       | 82.0%   | 91.1%             | 84.0%             | 81.2%             | 85.0%             | 78.9%                           | TBD                              | TBD                              |
| Earnings Change                 | \$3,408.00  | \$3,988.00        | \$3,500.00        | \$4,404.40        | \$3,600.00        | \$11,601                        | TBD                              | TBD                              |
| Credentials                     | 48.0%   | 63.0%             | 56.0%             | 57.2%             | 57.0%             | 56.9%                           | TBD                              | TBD                              |
| <b>Dislocated Workers</b>       |   |                   |                   |                   |                   |                                 |                                  |                                  |
| Entered Employment              | 82.0%   | 89.5%             | 85.0%             | 82.5%             | 86.0%             | 82.3%                           | TBD                              | TBD                              |
| Retention                       | 88.0%   | 94.6%             | 84.0%             | 87.8%             | 85.0%             | 84.1%                           | TBD                              | TBD                              |
| Earnings Replacement Rate       | 101.0%  | 107.1%            | -\$1,350.00       | \$1,277.50        | -\$1,600.00       | \$15,415                        | TBD                              | TBD                              |
| Credentials                     | 65.0%   | 69.9%             | 66.0%             | 68.3%             | 67.0%             | 65.1%                           | TBD                              | TBD                              |
| <b>Older Youth</b>              |   |                   |                   |                   |                   |                                 |                                  |                                  |
| Entered Employment              | 73.0%   | 78.4%             | 76.0%             | 73.5%             | 77.0%             | 67.9%                           | TBD                              | TBD                              |
| Retention                       | 80.0%   | 83.8%             | 82.0%             | 88.1%             | 83.0%             | 80.4%                           | TBD                              | TBD                              |
| Earnings Change                 | \$3,268.00  | \$3,492.00        | \$3,350.00        | \$3,724.40        | \$3,400.00        | \$3,811                         | TBD                              | TBD                              |

|                              |       |       |       |       |             |       |     |     |
|------------------------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Credentials                  | 40.0% | 56.7% | 50.0% | 52.2% | 51.0%       | 46.2% | TBD | TBD |
| <b>Younger Youth</b>         |       |       |       |       |             |       |     |     |
| Goal Attainment              | 72.0% | 90.2% | 81.0% | 80.6% | 83.0%       | 81.2% | TBD | TBD |
| Diploma Attainment           | 56.0% | 73.1% | 66.0% | 64.2% | 68.0%       | 60.8% | TBD | TBD |
| Retention                    | 55.0% | 58.3% | 56.0% | 61.7% | 57.0%       | 54.2% | TBD | TBD |
| <b>Customer Satisfaction</b> |       |       |       |       |             |       |     |     |
| Participants                 | 75.0% | 76.9% | 75.0% | 76.9% | 76.0%       | N/A   | TBD | TBD |
| Employers                    | 70.0% | 63.7% | 65.0% | 64.0% | 66.0%       | N/A   | TBD | TBD |
| <b><u>WAGNER-PEYSER</u></b>  |       |       |       |       |             |       |     |     |
| Entered Employment           | N/A   | N/A   | N/A   | 50.0% | 60.0%       | 49%   | TBD | TBD |
| Employment Retention         | N/A   | N/A   | N/A   | 76.0% | 81.0%       | 75%   | TBD | TBD |
| Average 6 Month Wage         | N/A   | N/A   | N/A   | N/A   | \$14,082.00 |       | TBD | TBD |

\* - Preliminary PY 2006, 3<sup>rd</sup> Quarter results do not include December 2006 wage record data.

The above table arrays the State's performance targets or Program Years 2004 through 2006 and performance outcomes for Program Year 2004 through Program Year 2006, 3<sup>rd</sup> Quarter. Baseline data, previously negotiated performance standards, actual program outcomes, supplemental data from the FutureWork's Performance Matters application, and variables impacting program performance in the State's current and projected economic climate are necessary to develop the State's Program Year 2007 and 2008 performance proposal for USDOL.

As of April 24, 2007, critical December 2006 wage data necessary to calculate more accurate PY 2006, 3<sup>rd</sup> Quarter performance outcomes are still being prepared for loading to the AOSOS case management and reporting system.

New Jersey is submitting to its Federal Grants Officer a request for an extension of the performance negotiation dates identified in Training and Employment Guidance Letter (TEGL) 19-06 dated March 30, 2007, but will complete the process prior to June 30, 2007.

### **(c) Adult Education and Family Literacy:**

**(i) Include a description of how the eligible agency will evaluate annually the effectiveness of the Adult Education and Family Literacy activities, such as a comprehensive performance accountability system, based on the performance measures in section 212.**

New Jersey is implementing a number of programmatic strategies for overall improvement and assessment of the adult education and literacy program including:

- Provision of on-site technical assistance;
- Technical training for data collection, reporting and analysis for the National



Reporting System (NRS) for Adult Education and for the New Jersey Consumer Report Card (NJCRC);

- Evaluation of local performance and capability through the review of quarterly narrative and statistical reports;
- Implementation of professional development opportunities as per the Three-Year Professional Development Plan for Adult Literacy, which includes an Equipped for the Future (EFF) component;
- Evaluation of the degree to which the program is meeting or exceeding the State-established performance measures as approved by the U.S. Department of Education's Office of Vocational and Adult Education; and
- Evaluation of the program's contribution to the accomplishment of the workforce readiness and literacy agenda of New Jersey as articulated in the *State Plan for Adult Education and Family Literacy* to:
  - Enable adults to demonstrate improvement in literacy skill levels in reading, writing, and speaking the English language, numeric, computing, problem-solving, English language acquisition, and other literacy skills;
  - Provide adults with sufficient basic education to enable them to benefit from placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement; and,
  - Provide adults with educational opportunities so they may receive a secondary school diploma or its recognized equivalent. The data will provide local progress and participation results to assist the State in planning, developing, implementing and evaluating new strategies or approaches for improved delivery of adult education and family literacy programs, instruction and services throughout the State.

**(ii) Identify levels of performance for the core indicators of performance described in section 212(b)(2)(A) for the first three program years covered by the Plan (Sec. 212(b)(3)(A)(ii).), and any additional indicators selected by the eligible agency. (Sec. 212 (b)(2)(B).)**

**New Jersey State Department of Labor and Workforce Readiness  
Proposed WIA Title II Performance Targets  
2007-2008**

| State     | Measure                           | 2005-2006<br>Performance | 2005-<br>06<br>Target | 2006-<br>07<br>Target | 2007-<br>08<br>Target | % Increase<br>Over<br>Performance |
|-----------|-----------------------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------------------|
| <b>NJ</b> | <b>Beginning ABE<br/>Literacy</b> | 31%                      | 28%                   | 28%                   | 32%                   | 1 percentage<br>points            |
|           | <b>Beginning ABE</b>              | 30%                      | 31%                   | 31%                   | 31%                   | 1 percentage<br>points            |

|           |                        |     |     |     |     |                     |
|-----------|------------------------|-----|-----|-----|-----|---------------------|
|           | Low Intermediate ABE   | 32% | 30% | 38% | 34% | 2 percentage point  |
|           | High Intermediate ABE  | 31% | 31% | 37% | 33% | 2 percentage point  |
|           | Low ASE                | 33% | 37% | 45% | 37% | 2 percentage point  |
|           | Beginning ESL Literacy | 39% | 42% | 42% | 40% | 1 percentage points |
|           | Beginning ESL          | 38% | 40% |     |     |                     |
|           | Low Beginning ESL      |     |     | 32% | 32% |                     |
|           | High Beginning ESL     |     |     | 32% | 32% |                     |
|           | Low Intermediate ESL   | 44% | 40% | 45% | 45% | 1 percentage point  |
|           | High Intermediate ESL  | 45% | 42% | 45% | 45% | 0 percentage point  |
|           | Advanced ESL           | 32% | 41% | 39% | 34% | 2 percentage points |
|           | Entered Employment     | 41% | 42% | 40% | 42% | 1 percentage points |
|           | Retained Employment    | 58% | 65% | 56% | 59% | 1 percentage points |
|           | GED or HS Diploma      | 19% | 37% | 29% | 25% | 6 percentage points |
|           | Entered Postsec- Ed    | 29% | 36% | 25% | 31% | 2 percentage points |
| Comments: |                        |     |     |     |     |                     |

The State is in the process of reviewing past performance, establishing data collection, reporting and quality assurance procedures, and designing and implementing an MIS system to accommodate the requirements of the National Reporting System (NRS), as well as the requirements of the New Jersey Consumer Report Card. A Request for Proposals (RFP) to procure an MIS system for WIA Title II will be released in the late spring of 2007.

**(iii) Describe how such performance measures will be used to ensure the improvement of Adult Education and Family Literacy activities in the State or outlying area. (Sec. 224(b)(4).)**

Currently, the State is in the process of analyzing past performance years of Title II data at the consortium level and then disaggregating the data for individual grantees of each consortium. The performance data will speak to the need for the provision of various

types of technical assistance from the State to individual grantees and will also inform policy development and implementation guidelines at the State-level.

**(d) Unemployment Insurance:**

**(i) Submit a Plan to achieve an enhanced goal in service delivery for areas in which performance is not deficient. Goals may be set at a State's own initiative or as the result of negotiations initiated by the Regional Office.**

**(ii) Identify milestones/intermediate accomplishments that the SWA will use to monitor progress toward the goals.**

New Jersey Division of Unemployment Insurance (UI) continues to plan for overall improvement in the UI Program. New Jersey seeks not only to provide faster service by improving the response time to our claimants and employers, but also by improving accuracy in benefit determinations. Safeguarding the UI Trust Fund by the prevention of fraud and overpayments remains a central goal of the Division. New Jersey continues to strive for greater accessibility through improvements to customer service through the elimination of barriers and the streamlining of its UI delivery system.

For many customers, New Jersey's Unemployment Insurance program is the portal to the One-Stop Career System. By improving the way we evaluate claims and pay benefits, we can provide a positive first experience with the One-Stop system.

The UI Modernization Project includes the redesign and reengineering of all unemployment insurance business processes and technical systems (NJ SUCCESS). The goal of this redesign and modernization project is to redefine the unemployment insurance business model to support the needs of our customers in today's environment, while anticipating future growth and change. As a business organization we want to eliminate unnecessary business processes and develop a new customer-driven program that is better and simpler. A new business model must also result in greater staff efficiencies that will ameliorate funding shortfalls. The new business model will create a new service delivery strategy, whereby the customer (be it an applicant or employer) can manage his or her own account, encompassing all aspects of the UI benefit experience: benefits, charges to accounts, appeals and overpayment accounts.

Our goal is to change procedures and introduce those new technologies and organizational practices that can better serve the needs of our customers. We realize that a customer who enters the system or program in one area may also use services in another area. Currently there is no unified way to track or provide service or information to a customer across the UI program. One of the major goals of this project is to provide a consistent, customer-friendly experience. A new UI system must require less effort from its users, but provide better service for its customers. By uniting functions and information systems to achieve operational efficiencies, cost reductions and improved customer service will be realized. These changes will be supported by the creation of innovative and streamlined work processes that use knowledge management rather than task management as the design core. This organizational design, coupled with the support of advanced technology, will improve both productivity and performance.

The following projects are underway:

### **Organizational Change Management**

The purpose of this project is to facilitate and promote organizational change to support the new culture required for UI Modernization to be a success. Change Management will provide an integrating structure to identify and move Unemployment Insurance from the current State environment to the future State vision as defined by the UI Modernization Program.

Change Management establishes the basic strategy for identifying barriers to change and constructing the strategy for moving beyond the obstacles, while creating an ownership interest in the program and resulting organization, operations and technology.

### **Communication Management Project**

The purpose of this project is to establish and implement effective communication approaches to the stakeholders, internal and external, to promote clear understanding of the objectives, benefits and progress of the UI Modernization Program. This project will promote two-way communications and provide relevant information about how UI Modernization will affect each stakeholder group and facilitate effective feedback loops from those stakeholders back into the project, increasing buy-in, ownership, and active participation in the program.

#### **Business Objectives:**

- Ensure a clear understanding of who the stakeholders are for UI Modernization and what is the best way to promote effective two-way communication between the stakeholders and the UI Modernization Program;
- Initiate two-way communications with stakeholders to ensure all stakeholder groups receive current, accurate and relevant information;
- Enhance two-way communication, both internally and externally to give a voice to all stakeholders;
- Create and manage a structured method for documenting communications;
- Communicate clearly in a concise manner using language all customers (internal and external) can understand to ensure all stakeholders are informed and involved in UI Modernization;
- Encourage all stakeholders to embrace the vision of both business and technology changes;
- Communicate project progress and successes; and,
- Ensure each project that is assigned to the Project Management Office (PMO) has a communication component within its Project Management Plan and that these areas are executed appropriately.

### **UI Specific Skills Training and Core Curriculum**

Establish, implement, and maintain a training unit that will be able to coordinate, develop, and deliver UI-related training to all UI Staff.

**Business Objectives:**

- Establish a core curriculum for newly hired UI employees;
- Establish a core curriculum for each title and role within the Division of UI;
- Establish a core curriculum for promotional opportunities within the Division;
- Establish training materials to support each core curriculum;
- Establish a training methodology to standardize approaches;
- Establish a time line for providing training to newly hired UI employees, newly promoted employees, and for continuous training for the three basic training areas;
- Establish a system to utilize areas of deficiency identified in various ongoing reviews, e.g., Quality Control and BTQ reviews, to determine training needs for the development of training material to support continuous improvement;
- Establish core competencies for specific titles and roles;
- Establish a dedicated training office;
- Establish a method to obtain feedback to measure the effectiveness of the training;
- Establish communications with the legal liaison within the Bureau for updates on new legislation, with UI Division Human Resources (HR) representative for new hires and promotions, with UI Division HR recruiting for new hires, and Procedures Group for new and changed processes; and,
- Develop a trained UI staff that is able to meet or exceed the Federal Designated Levels of Achievement.

**Establishing Customer Feedback**

The overall purpose of this project is to establish regular and standardized processes and tools to capture customer feedback from the following populations: unemployment insurance personnel, claimants, and employers; and, to establish a methodology for analyzing and responding to that feedback. The first phase of the project will focus on changing the following workflows for unemployment personnel, establishing a web-based or e-mail procedure clearance process, creating a web-based or e-mail feedback process, creating a procedure notification process, and developing a monitoring mechanism for new procedures and forms.

**Benefit Integrity Project**

This is a Division-wide initiative to transform the current culture from its emphasis on production to a culture which recognizes its role and responsibility in overpayment prevention and benefit integrity.

**Business Objectives:**

- Protect the UI trust fund and apportion employer charges correctly by ensuring that benefits are paid to only those who are entitled to them;

- Develop a proactive culture dedicated to the prevention of overpayments;
- Clearly describe and communicate that overpayment prevention is everyone's responsibility and involves any issue that can result in an overpayment;
- Generate an awareness and understanding by all staff of the impact of overpayments on our stakeholders; and,
- Work in conjunction with PMO Change Management to construct and implement a strategy to build acceptance of the culture change.

## **Organizational Structure and Career Path Communication**

This project will consist of different phases, including, but not limited to, the development of an optimal organizational structure with clearly defined career paths, identifying estimated resource levels over the 3-5 year horizon, and establishing a method of communicating the overall hiring process in a readily accessible manner. This will include clarifying unit scopes, explaining the difference between job postings and promotional exams, so all employees have a clear understanding of the options available to them. This project will look at both the organization as currently structured and future modifications necessitated by UI Modernization.

## **IT Skill Capability Development**

The LWD IT Skills Resources/Training Project will create a resources and training plan to ensure that the LWD Division of Information Technology (DIT) and the State Office of Information Technology (OIT) will be able to provide sufficient levels of technical resources with the skills and training necessary to support all LWD projects, including NJ SUCCESS.

## **Policies and Procedures**

The Policies and Procedures (POL) project will compile and streamline the current policies and procedures to create an online Unemployment Insurance (UI) claims taking manual available to all staff while working on the NJ SUCCESS system or handling claimant or employer inquiries. Project members will research all current printed procedures, bulletins, training plans, publications and other sources related to the entire claim intake, monetary calculation, issue adjudication, and continued payment processes. They will determine what procedures and forms will no longer apply when NJ SUCCESS replaces LOOPS and other operating systems. They will glean the basic processes that still apply to UI operations even with the implementation of NJ SUCCESS.

These basic processes will be compiled and rewritten in user-friendly language to be made readily available online as a manual of operations. Each topic will include law citations, actual procedures or process instructions, questions and answers, leading cases, guide cards, list of related forms and publications and background history, when needed, to explain why and when a certain procedure was developed. The resulting

online manual can be translated into a basic printed reference manual. The information on the online manual will be formatted so that it can be easily maintained and updated.

Although this describes the POL project as a whole, there will be several phases in the project. Phase 1 will deliver a streamlined compilation of the major facts related to most claims processing topics. Phase 2 will deliver the actual procedures incorporating NJSUCCESS system support processes. Phase 3 will deliver the system for maintaining and adding approved procedures, facts, and policies to the existing NJ SUCCESS online manual of UI operations.

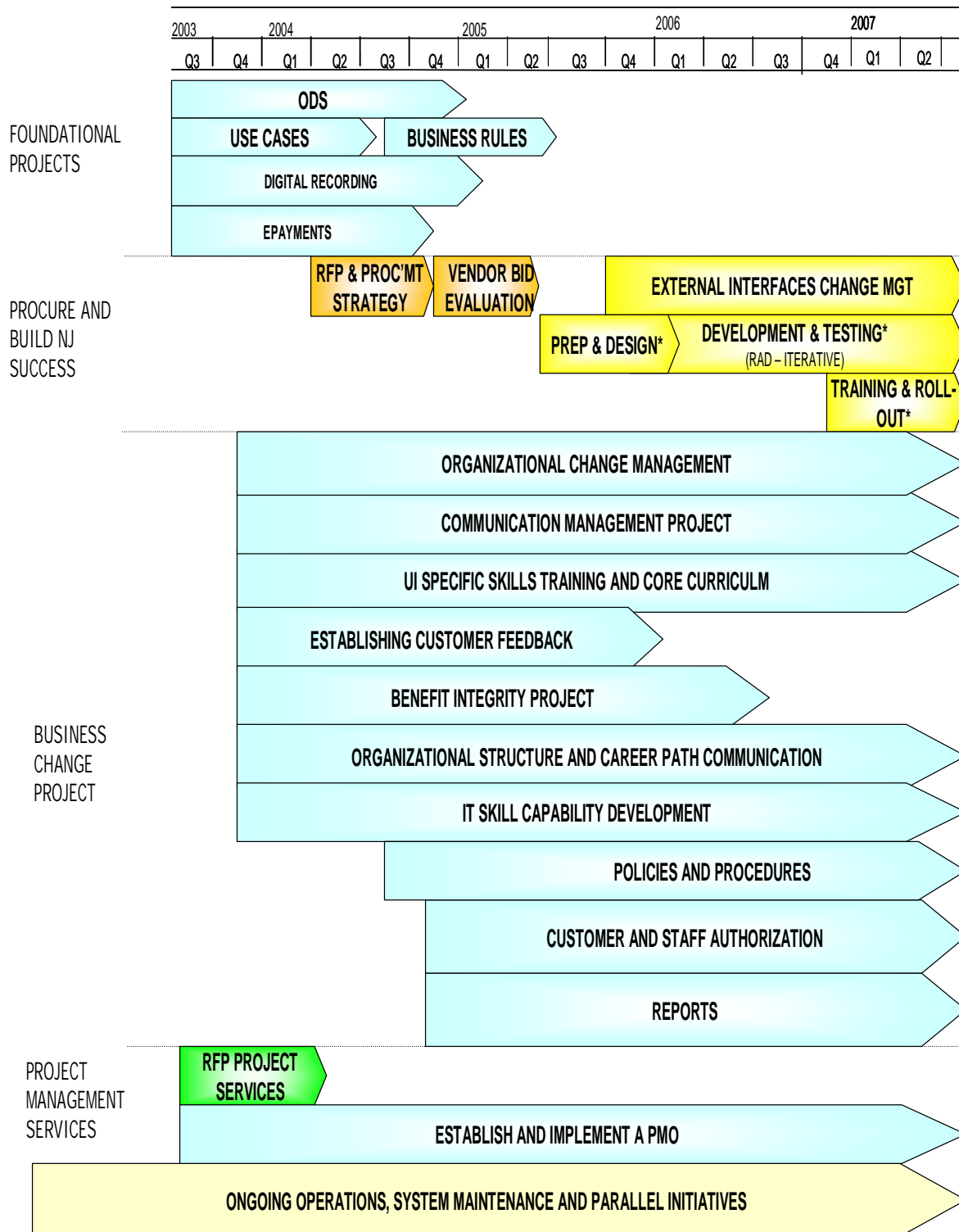
### **Customer/Staff Authorization**

The Authorization project will be a multi-phased project. In Phase 1, the Division will determine the number of potential users, the various types of data that they may have access to, as well as the functions they can perform (read, write, administrative). This will provide the framework for the Authorization to be used for NJ SUCCESS. A separate project will be led by the Division of Information Technology (DIT) to establish the Authentication process across LWD. Phase 2 of this project will be to work cooperatively with the DIT project team to ensure that the State is prepared for a Single Sign On Environment with NJ SUCCESS. Phase 3 of this project will be to work with the DDI vendor for NJ SUCCESS to ensure that both the Authentication and Authorization requirements are incorporated into NJ SUCCESS.

### **Reports**

The purpose of the project is to identify current reporting needs and distribution patterns and make necessary adjustments in preparation for NJ SUCCESS. In Phase 1, a master list of all current reports will be compiled, including ad hoc reports and those done by Internal Audit and Labor Planning and Analysis, from which a reports dictionary will evolve. Through meetings with report users, a description and purpose of each report will be developed. Stakeholders will be identified, along with their needs for report frequency, ad-hoc reporting, and type of output. On a sample of each report we will define fields that are not defined elsewhere in the reports dictionary. Fields and reports considered unnecessary will be noted. Reports distribution and management issues will be considered after gaining some measure of control on what appears to be well over one thousand reports. As reports are analyzed, a number of reports may become obsolete, and the distribution pattern and method may change. Phase 2 will involve working with the DDI vendor to build, from the ground up, a model of how users are presented with data in NJ SUCCESS. User-friendly, consistent reporting formats will be developed for all media. Requirements from Phase 1 will be considered for all user needs, including data, frequency, and type of output. A reports database and management process will be developed and implemented.

The business change projects are scheduled to be completed as outlined in the chart on the following page.





## **Employer Accounts anticipates the implementation of its Interactive Voice Response (IVR) and Web Application programs by the fall of 2005:**

The Division of Employer Accounts (unemployment insurance tax) has begun the following projects:

- **Interactive Voice Response (IVR)**—From a single entry point telephone call, an employer can access either general or employer specific information. While the general options will not require any additional password by the employer, the employer specific information can only be accessed by using the 12-digit Employer Identification Number and the 4-digit PIN number.

General information that can be accessed pertains to starting up a registered employer, filing tax and wage returns, information relating to unemployment and disability benefits. Specific information that can be accessed includes profile data on condition status, experience rates, current liability, most recent payment, delinquent tax and/or wage returns, and changing name or address.

The employer is also provided the option at any of the specific information options to speak with a customer service representative.

- **Tax Web Enables System (TWES)**—By registering through “My New Jersey Portal,” New Jersey employers will be able to view specific information concerning their account; link to the Division of Revenue web site for changes of address, condition status and filing of amended tax or wage returns; completion and submission, via the internet, of requests for Division action on various activities; and, downloading of forms for completion and submission.

The specific information that can be accessed includes a listing of approved administrative rights for employers, account summary, last 20 payments made, delinquent tax or wage reporting filing quarters, balance due summary, balance due detail by specific quarter, and experience rates for selected quarters going back five years.

Online request submissions can be made to request refunds, installment arrangements, an extension to file tax and/or wage returns, re-certification of payments to the Internal Revenue Service, requests for an abatement of penalties, and changing of financial options.

Forms can be downloaded for the establishment of a joint account for experience rating purposes, transfer of part of a predecessor’s employment experience, power of attorney, and application for voluntary contributions.

**(e) TANF, outline how the State intends to establish goals and take action to prevent and reduce the incidence of out of wedlock pregnancies, with special emphasis on teenage pregnancies, and establish numerical goals for reducing**

**the illegitimacy ratio of the State for calendar years 1996 through 2005. (Sec. 402(a)(1)(A)(v).)**

New Jersey's pregnancy prevention activities are as follows:

Breaking the Cycle of Teen Pregnancy—The WFNJ Inter-Departmental Adolescent Pregnancy Prevention Work Group focused on collaboratively mobilizing the stakeholders statewide, across various State Departments, to work on the promotion of public relations campaigns and support adolescent pregnancy prevention efforts throughout the State.

**2. Has the State developed any common performance goals applicable to multiple programs? If so, describe the goals and how they were developed.**

No.

**L. Data Collection**

**1. What processes does the State have in place to collect and validate data to track performance and hold providers/operators/subgrantees accountable?**

AOSOS tracks participation and enrollments of all One-Stop Career Center customers as well as outcomes. Consistent with the Consortium's strategic plan and commitment to delivery of value-added tools that support the One-Stop workforce development system, the AOSOS case management system Version 3.3, includes major enhancements that position member states to more easily address rapidly changing workforce program and reporting requirements. One enhancement, AOSOS' reengineered "custom tab" function, will allow the State to implement new data collection screens complete with business logic, search capabilities, and security through an easy to use administrative module. This functionality alone is expected to save member states hundreds of thousands of dollars in system enhancement costs from increasing federal data collection and reporting requirements. This utility is used to address the new common measures youth literacy and numeracy data collection requirements.

Data from State Wage Records are obtained and housed within the AOSOS database for use in assessing outcomes including employment, retention and earnings changes. The State also participates in two additional collaborations to share wage information for the purpose of evaluating program performance. In a regional data sharing arrangement, the State shares wage data with seven other geographically close states. New Jersey participates in the Wage Record Interstate System (WRIS) with all states in the continental US for evaluating performance. These data sharing agreements are crucial to evaluation of program performance as between ten and eleven percent of the State's workers cross the State's borders each day to go to work.

No additional data over that already collected and analyzed is needed to effect continuous improvement.

## **2. What common data elements and reporting systems are in place to promote integration of Unified Plan activities?**

See above

## **M. Corrective Action**

**1. Describe the corrective actions the State will take for each program, as applicable, if performance falls short of expectations. In answering the above question, if your Unified Plan includes:**

**(a) Vocational Rehabilitation, include the results of an evaluation of the effectiveness of the vocational rehabilitation program, and a report jointly developed with the State Rehabilitation Council (if the State has a Council) on the progress made in improving effectiveness from the previous year including:**

**(i) An evaluation of the extent to which program goals were achieved and a description of the strategies that contributed to achieving the goals.**

Issues identified by the agency and the State Rehabilitation Council (SRC) with collaboration on solutions to improve effectiveness:

- Rehabilitations, which were down in FY 03 due to NJDVRS' inability to fill a significant number of vacant counselor positions, were back on track in FY 04 and in fact exceeded FY 02 numbers. Most counselor positions and caseloads are now filled and functioning.
- In FY 04, NJDVRS met or exceeded all RSA Standards and Indicators except 1.5 (earnings ratio). This indicator continues to be a challenge in New Jersey due to the high per capita income of the State. This particular indicator affects most of the northeastern states due to the higher income levels of these states.

## **Activities and Accomplishments**

The SRC and NJDVRS continue collaboration on initiatives recommended by the SRC:

- The transitioning program for students continues to be a major program initiative. NJDVRS now has a transition counselor in all field offices. Council members raised the question of the appropriate time for referral of transitioning students. Some are referred too early with the assumption that NJDVRS will provide services that are the responsibility of the schools. Others are referred late, reducing the time for adequate evaluation and programming. The recommendation was made to explore the possibility of using Youth Services under the One-Stop Career system to address the needs of transitioning students.

- The SRC encouraged NJDVRS to continue to pursue active recruitment of rehabilitation professionals. Aggressive steps are being taken by the NJDVRS, with the assistance of the Office of Human Resources, to recruit on college campuses for qualified personnel to assure sufficient numbers of counselors to meet consumer need.
- At the request of the SRC, NJDVRS continues to develop and monitor interagency agreements. This will assure appropriate delivery of services by NJDVRS and other agencies and organizations with which they interface in service provision, using a format developed and recommended by the SRC.
- NJDVRS continues to open the Order of Selection to all categories of consumers. The SRC recommended that this be sustained and commends NJDVRS for its careful fiscal monitoring to assure that consumers are provided with appropriate services.

The Disability Issues Committee of the State Employment and Training Commission (SETC), with membership and input from the SRC, expanded the ability of One-Stop Career Centers to meet the needs of persons with disabilities through:

- Development and implementation of a training program for the staff of the One-Stop Career Centers to assure that persons with disabilities are efficiently and effectively served by the centers and have full access to all services, and noting that monitoring and evaluation are critical aspects of the project; and,
- Establishment of accessibility standards for the Literacy Centers throughout the State to address the issue of improving the literacy levels of consumers seeking employment, and purchase of accessible software to meet these standards through Project Access.

The SRC Evaluation and Consumer Satisfaction Committee continued to improve its ability to measure consumer satisfaction with the NJDVRS program, services, and staff through:

- Conducting a Consumer Satisfaction review at each quarterly meeting;
- Quantitative measures of consumer satisfaction input recommended by the SRC already in place include a three-year comprehensive mail survey conducted by Eagleton Institute in concert with the committee, and monthly exit mail survey of a percentage of closures;
- The SRC identified a need to additionally gather qualitative information probing areas identified through the quantitative surveys. This resulted in a collaborative effort between the SRC and the University of Medicine and Dentistry of New Jersey (UMDNJ) Masters in Rehabilitation Program to conduct focus groups following up on the most recent Eagleton Consumer Satisfaction Survey.

Eagleton staff provided a two-day training program to eight student interns and two members of the SRC Committee. NJDVRs sent out letters to potential participants. Respondents were further screened by interns to identify a representative sample, which was further divided into focus groups, led by student interns. The focus groups highlighted issues with the Individualized Plan for Employment (IPE), quality of training, effectiveness of supported employment, receptions that people receive when they visit VR offices, and feelings about counselors. A committee member conducted a follow up study that positively compared qualitative and quantitative survey results; and,

- Input and advice were provided concerning supported employment fees. NJDVRs therefore conducted a cost study of supported employment providers that resulted in an increase in the hourly rate for intensive job coaching services.

All of the above represent the collaborative effort of NJDVRs and the SRC to improve effectiveness on a continuing basis.

**(ii) To the extent the goals were not achieved, a description of the factors that impeded that achievement.**

Goals continue to be achieved.

**(iii) An assessment of the performance of the State on the standards and indicators established pursuant to section 106 of the Act. (Sec. 101(a)(15)(E)(i).)**

Standard 1 assesses the agency's performance in assisting eligible individuals with disabilities, including those with significant disabilities, to obtain, maintain, or retain high quality employment outcomes. Six performance indicators have been established to determine if an agency meets this standard. Three of these indicators are identified as "primary indicators," since they reflect key objectives of the Act. For the agency to satisfy the standard, it must meet or exceed the established performance levels for at least 4 of the 6 indicators, including 2 of the 3 primary indicators.

Standard 2 measures the extent to which individuals with disabilities from minority backgrounds have access to services under the program. It has just one performance indicator. For the agency to satisfy this standard, it must meet or exceed the performance level set for that indicator.

NJDVRs passed both standards in FY 2004. It did so by passing five of the six indicators under Standard 1 and the sole indicator under Standard 2 during the performance period.

Performance indicator 1.1 compares the number of individuals exiting the VR program who achieved an employment outcome during the current performance period to the number exiting the program after achieving an employment outcome during the previous performance period. To pass this indicator, the State agency performance

must equal or exceed that for the previous period. In FY 2004, NJDVRS exceeded FY 2003 in the number of employment outcomes. There were 3,689 employment outcomes in FY 2003 compared with 3,901 in FY 2004, an increase of 212 outcomes.

Indicator 1.2 measures the percentage of those individuals exiting the VR program after receiving services who achieved an employment outcome. This indicator reflects the traditional "rehabilitation rate" used in the VR program to measure the effectiveness of the program in helping individuals achieve employment outcomes. The minimum performance level is 55.8% and NJDVRS achieved a level of 60.67% in FY 2004, approximately 5 percentage points above the benchmark.

Indicator 1.3 which is a primary indicator, measures the percentage of individuals with an employment outcome who had achieved a competitive employment outcome, including self-employment. Under the VR program, competitive employment is defined as work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and that is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled (34 CFR 361.5(b)(ii)). The minimum performance level to pass this indicator is 72.6%. NJDVRS achieved a noteworthy level of 99.46% on this indicator in FY 2004.

Indicator 1.4, which is also a primary indicator, measures the percentage of individuals in competitive employment with significant disabilities. The required minimum performance level is 62.4%. NJDVRS passed this indicator in FY 2004, achieving an excellent rate of 90.02%.

Indicator 1.5, also a primary indicator, represents the average wage of all those achieving competitive employment outcomes as a ratio of the State's average wage. The performance level that must be met is 0.52. NJDVRS achieved a level of 0.467 in FY 2004.

Indicator 1.6 is the difference in the percentage of individuals achieving competitive employment who report their own income as primary source of support at closure versus at application. The minimum performance level required to pass this indicator is 53.0%. NJDVRS achieved a rate of 66.67% in FY 2004.

Indicator 2.1 is a comparison of the service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities. The benchmark for all VR agencies is a ratio of .80. In FY 2004, NJDVRS achieved a service ratio for minority individuals of .879.

NJDVRS has incorporated the RSA Standards and Indicators into its performance improvement process. Management reports are arrayed by State, Region and Office and identify each indicator starting with FY 1998 through the present. The Director, the Advisory Group, selected Central Office staff, and the 14 Managers conduct an analysis of the accomplishments and utilize this information to evaluate performance. This "up to

the minute” performance is also helpful as NJDVRs annually projects its fiscal situation under the Order of Selection. NJDVRs is committed to a management philosophy of continuous improvement at all levels of its operation.

**(b) Unemployment Insurance, explain the reasons for the areas in which the State's performance is deficient. If a Corrective Action Plan was in place the previous fiscal year, provide an explanation of why the actions contained in that Plan were not successful in improving performance. Identify steps to improve performance, including an explanation of why the actions now specified will be more successful.**

New Jersey's UI program is continuously monitored for 20 primary performance areas (UI Performs)<sup>1</sup>. The period that is measured begins on April 1 and ends on March 31. Each year, in late May, the Employment and Training Administration issues a call memorandum that initiates the State Quality Service Plan (SQSP) process. The SQSP serves two purposes: (a) it is the State UI performance management and service plan with a focus on continuous improvement; and (b) it is the grant document through which states receive Federal UI administrative funding.

The following chart lists the performance criteria:

| CORE MEASURES                                   | ACCEPTABLE LEVELS OF PERFORMANCE |
|---|----------------------------------|
| <b>BENEFIT MEASURES</b>                         |                                  |
| FIRST PAYMENT TIMELAPSE                         | 87%                              |
| NONMON DETERMINATION TIMELAPSE COMBINED         | 80%                              |
| NONMON DETERMINATION TIMELAPSE SEPARATIONS      | INFORMATIONAL ONLY               |
| NONMON DETERMINATION TIMELAPSE NONSEPARATIONS   | INFORMATIONAL ONLY               |
| NONMON QUALITY - SEPARATIONS                    | 75%                              |
| NONMON QUALITY - NONSEPARATIONS                 | 75%                              |
| <b>OVERPAYMENT MEASURE</b>                      |                                  |
| DETECTION OF OVERPAYMENTS                       | 50%                              |
| <b>APPEALS MEASURES</b>                         |                                  |
| AVERAGE AGE OF PENDING LOWER AUTHORITY APPEALS  | TBD                              |
| AVERAGE AGE OF PENDING HIGHER AUTHORITY APPEALS | TBD                              |

<sup>1</sup> Please note that several measures are in the process of having an Acceptable Level of Performance assigned to them.

|   |  |
|---|--|
| APPEALS                                     |  |
| <b>TAX MEASURES</b>                         |  |
| NEW EMPLOYER STATUS DETERMINATIONS          | 70%  |
| TAX QUALITY                                 | 4 or more functions failing TPS in a year and/or any single function failing TPS 3 consecutive years |
| <b>REEMPLOYMENT MEASURE</b>                 |  |
| FACILITATE REEMPLOYMENT                     | TBD  |
| <b>SECRETARY'S STANDARDS</b>                | <b>ACCEPTABLE LEVELS OF PERFORMANCE</b>  |
| <b>BENEFIT MEASURES</b>                     |  |
| FIRST PAYMENT TIMELAPSE INTRASTATE 21 DAYS  | 87%  |
| FIRST PAYMENT TIMELAPSE INTRASTATE 35 DAYS  | 93%  |
| FIRST PAYMENT TIMELAPSE INTERSTATE 21 DAYS  | 70%  |
| FIRST PAYMENT TIMELAPSE INTERSTATE 35 DAYS  | 78%  |
| <b>APPEALS MEASURES</b>                     |  |
| LOWER AUTHORITY APPEALS TIMELAPSE – 30 DAYS | 60%  |
| LOWER AUTHORITY APPEALS TIMELAPSE – 45 DAYS | 80%  |

Corrective Action Plans (CAPs) are included in the SQSP for all Tier I Measurements whenever a state's performance is below the established criteria for the SQSP measurement period. The following CAPs are applicable to the current FY 2007 SQSP.

### **Nonmonetary Determinations Timeliness, Combined**

The Acceptable Level of Performance (ALP) for this Tier I measure is 80% of all separation issues determined within 21 days of the date of detection by the Agency. Although New Jersey did not meet the Acceptable Level of Performance at the beginning of federal review period (April 1, 2006), we are pleased to report that this Core Measurement was met at the end of the period (March 31, 2007). The final cumulative average was 80.6%. This Core Measurement will not require a Corrective Action Plan for the FY 2008 State Quality Service Plan.

### **Nonmonetary Determinations, Quality**



While timeliness has shown acceptable improvement, the nonmonetary quality measurement continues to lag. The latest evaluation year-to-date results from Benefit Timeliness and Quality reviews reveal the following percentages at the end of the fourth quarter 2006:

Separation Issues Passing – 56.25%  
Nonseparation Issues Passing – 60%

Based upon a multi-year corrective action plan that was in place for the FY 2007 SQSP, New Jersey's CAP for nonmonetary quality projected a 65% passing rate by the end of the fourth quarter of calendar year 2006. However, New Jersey remarked in the SQSP that first payment/nonmonetary timeliness would be negatively impacted due to the one week State budgetary shutdown. New Jersey did manage to maintain first payment timeliness throughout the current fiscal year and recovered from large scheduling backlogs to meet the nonmonetary timeliness standard. It appears that the emphasis put on maintaining prompt payment of benefits may have impacted the nonmonetary quality performance. Since the timeliness measures are now within the acceptable federal standards, New Jersey will be reemphasizing the nonmonetary quality action steps outlined in FY2007 CAP. In addition, lower authority appeals will be further scrutinized to uncover inadequate examiner decisions that will be used as a training tool on how to better obtain the basic factors relating to the case.

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**New Jersey  
Request for Waiver  
Transfer of Funds**

*New Jersey is submitting a waiver request to increase the transfer amount of funds between the Adult and Dislocated Worker programs from 20 percent to 30 percent.*

**Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals related to the Strategic Plan goals:**

In compliance with WIA Section 189(i)(4)(B) and WIA Regulations at 661.420(c), the State of New Jersey requests a general waiver to increase the transfer amount of funds between the Adult and Dislocated Worker programs from 20 percent to 30 percent. This flexibility will allow the local areas to use the funding where there is more need for services.

WIA Section 133(b)(4) and WIA Regulations at 667.140 state that a local board may transfer, if such transfer is approved by the Governor, not more than 20 percent of the funds allocated to Adult and Dislocated Worker employment and training activities.

New Jersey requests that the Governor be given authority to approve a request from a local board to transfer up to 30 percent of a program year allocation for adult employment and training activities and up to 30 percent of a program year allocation for dislocated worker employment and training activities between the two programs.

The goal to be achieved by the waiver is to increase local flexibility to manage funding and respond to changes in the labor market. Eligible applicants will benefit because funds will be able to be used where needed.

**Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers:**

There are no existing State or local statutory or regulatory barriers to implementation of this waiver request.

**Describe the goals of the waiver and the expected programmatic outcomes if the request is granted:**

The waiver will provide local Workforce Investment Boards the ability to better respond to changes in the economy and the local labor market. The programmatic impact will be the flexibility to channel resources to the population with the greatest need at that time, thereby providing a more efficient usage of available funds.

**Describe the individuals affected by the waiver:**

Adults and Dislocated Workers eligible for the program will be positively impacted by the waiver since local boards will be able to move significant funding to reflect the actual needs of the area.

**Describe the processes used to:**

Monitor the progress in implementing the waiver:

The LWD's Division of One-Stop Coordination and Support will be the entity responsible for the approval process and monitoring. This waiver will be incorporated into the Division's WIA monitoring procedures.

Provide notice to any Local Board affected by the waiver:

Notice about the requested waiver will be provided by the State Employment and Training Commission and the New Jersey Department of Labor and Workforce Development through their regular communications with the local Workforce Investment Boards. This includes monthly WIB Director Meetings and the distribution of periodic Bulletins and Directives.

Provide any local Board affected by the waiver an opportunity to comment on the request:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meeting hosted by the State Employment and Training Commission.

Ensure meaningful public comment, including comment by business and organized labor on the waiver:

Business and labor are represented on the State Employment and Training Commission and the local Workforce Investment Boards. Information about the waiver request will be disseminated through these Boards to the necessary groups.

**New Jersey  
Request for Waiver  
Customized Training Match**

**Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals related to the Strategic Plan goals:**

Pursuant to WIA Section 189(i)(4)(B) and the WIA Federal regulations at 20 CFR 661.420 (c), the State of New Jersey is requesting a waiver of the requirement of the 50% employer match for Customized Training, as identified at WIA 101(8)(C).

**Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers:**

There are no existing State or local statutory or regulatory barriers to implementation of this waiver request.

**Describe the goals of the waiver and the expected programmatic outcomes if the request is granted:**

The goal of this waiver request is to provide the flexibility to use federal funds where our own State funds are not viable in providing customized training for up to 10 individuals at the onset of a workforce relationship. By removing the requirement of a 50% employer match towards the cost of training, local boards will be able to more effectively market WIA- funded customized training to the private sector in support of building relations with employers in the demand-growth industry. The amount of an individual employer's match will be determined at the discretion of the One-Stop Operator, based on the size and need of the employer to train up to a maximum of 10 individuals in a demand-growth occupation.

**Describe the individuals affected by the waiver:**

Individuals affected by this waiver are employers, who will benefit from the waiver due to the reduced match requirement and the ability to train a small number of individuals to their specifications.

The waiver will also have a positive impact on the Adult, Older Youth and Dislocated Workers eligible for services under WIA.

In addition, this waiver will improve the capability of local boards to market demand-driven services and build beneficial relations with the private sector.

**Describe the processes used to:**

Monitor the progress in implementing the waiver:

The State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development, Division of One-Stop Coordination and Support will monitor the progress in implementing the waiver.

Provide notice to any Local Board affected by the waiver:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meetings hosted by the State Employment and Training Commission.

Provide any local Board affected by the waiver an opportunity to comment on the request:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meeting hosted by the State Employment and Training Commission.

Ensure meaningful public comment, including comment by business and organized labor on the waiver:

Business and labor are represented on the State Employment and Training Commission and the local Workforce Investment Boards. Information about the waiver request will be disseminated through these Boards to the necessary groups.

**NEW JERSEY  
REQUEST FOR WAIVER  
Incumbent Worker Training**

**Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals related to the Strategic Plan goals:**

The State of New Jersey is requesting a two-part waiver pursuant to WIA Section 189 (i) (4) (B) and the WIA Federal regulations at 20 CFR 661.420.

First, the State of New Jersey is requesting a waiver of the restrictions on the use of local area WIA funds for Incumbent Worker Training at the local area level. The waiver would allow local Workforce Investment Boards to spend up to 10 percent of funds allocated to a local area under section 133(b) to carry out incumbent worker training programs targeting employed workers earning below self-sufficiency.

Secondly, the State of New Jersey is also requesting a waiver of the performance measurement of a wage increase for adults who are employed but earn below self-sufficiency. The design of the performance measurement has had negative implications for those who are working. A waiver to exempt employed workers earning below self-sufficiency from the core indicator of performance of Section 136 (2)(A)(i)(III), would allow local boards to target improving skills of these workers with anticipation of only marginal increases in salaries.

**Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers:**

There are no existing State or local statutory or regulatory barriers to implementation of this waiver request.

**Describe the goals of the waiver and the expected programmatic outcomes if the request is granted:**

The goals of this waiver request are twofold: 1) to provide local Workforce Investment Boards the option to spend a portion of their WIA funding on training targeting employed workers earning below self-sufficiency; and 2) to exempt this population from the performance measurement for adult wage increase and thereby disallow marginal increases in salaries of this population segment to affect performance outcomes negatively.

**Describe the individuals affected by the waiver:**

Individuals affected by this waiver are employed adults earning below self-sufficiency.

**Describe the processes used to:**

Monitor the progress in implementing the waiver:

The State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development, Division of One-Stop Coordination and Support will monitor the progress in implementing the waiver.

Provide notice to any Local Board affected by the waiver:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meetings hosted by the State Employment and Training Commission.

Provide any local Board affected by the waiver an opportunity to comment on the request:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meeting hosted by the State Employment and Training Commission.

Ensure meaningful public comment, including comment by business and organized labor on the waiver:

Business and labor are represented on the State Employment and Training Commission and the local Workforce Investment Boards. Information about the waiver request will be disseminated through these Boards to the necessary groups.

**NEW JERSEY  
REQUEST FOR WAIVER  
YOUTH ITAS AND COMPETITIVE BIDDING**

New Jersey is submitting a request for a two-part waiver of the WIA Law and Regulations regarding ITA's for older youth and the competitive bidding process for Eligible Training Providers of Youth programs.

**Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals related to the Strategic Plan goals:**

Pursuant to WIA Section 189(i)(4)(B) and WIA Regulations 661.420(c), New Jersey is requesting a waiver from Title 20 CFR 664.510, which prohibits the use of Individual Training Accounts for youth participants. This waiver requests the use of Individual Training Accounts for older youth with implementation upon approval of this waiver request.

The State of New Jersey is now requesting such a waiver to allow older youth, when appropriate, to select approved ITA programs from New Jersey's Eligible Training Provider List, while retaining their "youth" classification.

**Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers:**

There are no existing State or local statutory or regulatory barriers to be removed.

**Describe the goals of the waiver and the expected programmatic outcomes if the request is granted:**

The goals of this waiver are as follows:

To provide an additional training option that allows for increased customer choice. With the availability of ITA's for older youth, more of these customers can achieve educational and occupational goals without the additional barrier of having to meet adult or dislocated worker eligibility requirements.

To remove the need for co-enrollment of older youth accessing ITA's as adults or dislocated workers; this will eliminate duplicative paperwork and tracking requirements.

To foster improvement in the expenditures for out-of-school youth towards meeting the federal mandate to expend 30 percent of youth funds for this population.

It is expected that the utilization of ITA's for older youth will have a positive impact on the local areas ability to meet or exceed performance goals for this population.



**Describe the individuals affected by the waiver:**

The waiver will positively impact WIA eligible older youth. These customers will receive the type of services that most closely and quickly meet their individualized needs without unnecessary paperwork, tracking, and delay.

New Jersey is also requesting that in areas where the traditional competitive procurement process for identifying eligible providers of youth activities has been exhausted, an additional process be instituted that allows local areas to directly negotiate with appropriate public entities, such as community colleges, to design effective programs that will meet the local need for provision of youth services. In the event that procurement does not produce the services deemed essential for demand/growth occupations, the ability for local boards to negotiate directly with public entities in this process will promote increased flexibility at the local level and support the development of demand-driven programs for youth. The process to be adopted is to be consistent with New Jersey Local Public Contracts Law at N.J.S.A. 40A:11-5 which states the process by which exceptions can be made to the requirement for competition. Under N.J.S.A. 40A:11-5 (3) it states the conditions if no acceptable bids have been received and reasonable efforts have been made to determine the availability of the goods from the agency or authority of the United States, the State of New Jersey, or of a county in which the contracting unit is located or any municipality in close proximity to the contracting unit.

**Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals related to the Strategic Plan goals:**

As stated in section 123 of the Workforce Investment Act of 1998, Identification of Eligible Providers of Youth Activities, "From funds allocated under paragraph (2)(A) or (3) of section 128(b) to a local area, the local board for such area shall identify eligible providers of youth activities by awarding grants or contracts on a competitive basis, based on the recommendations of the youth council and on the criteria contained in the State plan, to the providers to carry out the activities..". The State of New Jersey is requesting to modify this statute by allowing local boards the flexibility to work with public entities in designing youth programs that more effectively meet the needs of this population and the economic demands of the local area.

**Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers:**

There are no existing State or local statutory or regulatory barriers to be removed. As cited in the introduction, New Jersey Public Contract Law allows for direct negotiations with public entities.

**Describe the goals of the waiver and the expected programmatic outcomes if the request is granted:**

The goals of this waiver request are to allow for an additional avenue by which local areas may establish effective youth programs to meet the needs of this segment of

the population when the traditional competitive process has been exhausted. By allowing locals to directly negotiate with public entities, programs for in-school and out-of-school youth can be designed with a demand-driven focus to meet the needs of the local economy. Programmatic outcomes include meeting or exceeding State and local performance goals for in-school and out-of-school youth.

**Describe the individuals affected by the waiver:**

Individuals affected by this waiver are in-school and out-of-school youth.

**For Both A&B Sections of this waiver request**

**Describe the processes used to:**

Monitor the progress in implementing the waiver:

The process of acquiring valid student data will be monitored by the State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development, Division of One Stop Coordination and Support utilizing the Department of Labor and Workforce Development's and SETC's existing monitoring procedures.

Provide notice to any Local Board affected by the waiver:

Notice about the requested waiver will be provided by the State Employment and Training Commission and the New Jersey Department of Labor and Workforce Development through their regular communications with the local Workforce Investment Boards. This includes monthly WIB Director Meetings and the distribution of periodic Bulletins and Directives.

Provide any local Board affected by the waiver an opportunity to comment on the request:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meeting hosted by the State Employment and Training Commission.

Ensure meaningful public comment, including comment by business and organized labor on the waiver:

Business and labor are represented on the State Employment and Training Commission and the local Workforce Investment Boards. Information about the waiver request will be disseminated through these Boards to the necessary groups.

**New Jersey  
Request for Waiver  
Priority of Service**

**Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals related to the Strategic Plan goals:**

Pursuant to WIA Section 189(i)(4)(B) and the WIA Federal regulations at 20 CFR 661.420 (c), the State of New Jersey is requesting a waiver of the priority of service at section 134(d)(4)(E) that specifies, "in the event funds allocated to a local area for adult employment and training activities under paragraph (2)(A) or (3) are limited, priority shall be given to recipients of public assistance and other low-income individuals for intensive services and training services. With this waiver, New Jersey wishes to shift the priority of service to focus on individuals with extreme barriers to employment. By changing this priority of service, local areas can have greater flexibility in responding to the needs of their local area, which includes serving incumbent workers.

**Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers:**

There are no existing State or local statutory or regulatory barriers to implementation of this waiver request.

**Describe the goals of the waiver and the expected programmatic outcomes if the request is granted:**

The goal of this waiver request is to provide local flexibility by shifting priority of service to better respond to the training needs of individuals with extreme barriers to employment.

**Describe the individuals affected by the waiver:**

Individuals affected by this waiver are Adults, Older Youth, Dislocated and Incumbent Workers with extreme barriers to employment that will benefit by receiving priority of service in the event funds allocated to a local area for employment and training activities are limited.

**Describe the processes used to:**

Monitor the progress in implementing the waiver:

The State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development, Division of One-Stop Coordination and Support will monitor the progress in implementing the waiver.

Provide notice to any Local Board affected by the waiver:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meetings hosted by the State Employment and Training Commission.

Provide any local Board affected by the waiver an opportunity to comment on the request:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meeting hosted by the State Employment and Training Commission.

Ensure meaningful public comment, including comment by business and organized labor on the waiver:

Business and labor are represented on the State Employment and Training Commission and the local Workforce Investment Boards. Information about the waiver request will be disseminated through these Boards to the necessary groups.

**NEW JERSEY  
REQUEST FOR WAIVER  
HIGH WAGE**

**Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals related to the Strategic Plan goals:**

Pursuant to WIA Section 189(i)(4)(B) and WIA Regulations 661.420(c), New Jersey is requesting a waiver of the statutory and regulatory requirements at WIA section 136(b)(2)(A)(III) and 136(d)(2)(B) as it applies to performance accountability for dislocated worker programs. This waiver is being requested to exclude individuals earning greater than \$50,000 in either the second or third quarter prior to WIA registration from the performance measurement of earnings gain for the dislocated worker population. Elimination of dislocated worker records with wages greater than \$50,000 in the second or third quarter prior to receiving WIA-funded services will ensure greater accuracy in the earnings gain measurement of performance statewide. Currently, dislocated workers in New Jersey who have earned top salaries in positions that have been downsized or moved to foreign soil often find employment earning substantially less than in their previous job. Also, pre-wages prior to dislocation may include severance packages and pension plans that artificially inflate the real wages earned. By eliminating the inclusion of dislocated workers earning greater than \$50,000 in the second or third quarter prior to WIA registration, the negative skew for the rate of earnings gain affecting this performance measurement will be reduced.

**Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers:**

There are no existing State or local statutory or regulatory barriers to implementation of this waiver request.

**Describe the goals of the waiver and the expected programmatic outcomes if the request is granted:**

The goal of this waiver is give local areas the ability to more accurately report their performance in assisting dislocated workers. Individuals earning greater than \$50,000 in either the second or third quarter prior to registration can have an adverse effect on the outcomes of a local area in achieving positive performance results in this category. Eliminating these records from the earnings gain measurement can have a positive effect on performance outcomes.

Programmatic outcomes include retention of funding and financial incentives to support WIA-funded services for dislocated workers.

**Describe the individuals affected by the waiver:**

Individuals affected by this waiver are Dislocated Workers who will receive greater assistance via WIA-funded training and employment programs.

Local Workforce Investment Boards will be better served by having the ability to report performance for Dislocated Worker Earnings Gain more accurately.

Statewide performance will be positively affected.

**Describe the processes used to:**

Monitor the progress in implementing the waiver:

The process of acquiring valid data will be monitored by the State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development, Division of One Stop Coordination and Support utilizing the Department of Labor and Workforce Development's and SETC's existing monitoring procedures.

Provide notice to any Local Board affected by the waiver:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meetings hosted by the State Employment and Training Commission.

Provide any local Board affected by the waiver an opportunity to comment on the request:

The local Workforce Investment Boards will have an opportunity to comment concerning the waiver request at the monthly scheduled meeting hosted by the State Employment and Training Commission.

Ensure meaningful public comment, including comment by business and organized labor on the waiver:

Business and labor are represented on the State Employment and Training Commission and the local Workforce Investment Boards. Information about the waiver request will be disseminated through these Boards to the necessary groups.