
Public Hearing

before

ASSEMBLY LABOR COMMITTEE

"Implementation of the Workforce
Development Partnership Program"

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

DATE: June 16, 1993
10:00 a.m.

MEMBERS OF COMMITTEE PRESENT:

Assemblyman Patrick J. Roma, Chairman
Assemblyman Stephen A. Mikulak

ALSO PRESENT:

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



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New Jersey State Legislature

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NOTICE OF A PUBLIC HEARING

The Assembly Labor Committee will hold a public hearing on the topic of implementation of the Workforce Development Partnership Program. The participating agencies, business and labor representatives and the general public are invited to testify to the committee.

The hearing will be held on **Wednesday June 16, 1993 at 10:00 A.M. in Committee Room 8, Legislative Office Building, Trenton.**

The public may address comments and questions to Gregory L. Williams, Committee Aide, or make scheduling inquiries to Ramona A. Morales, secretary, at (609) 984-0445.

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ASSEMBLYMAN PATRICK J. ROMA (Chairman): If we could have your attention, we are about ready to start. We have a couple of members who are in committee hearings on legislative business, and they should be here shortly. We also anticipate that there will be some additional people signing up. If anyone has not signed up, please do so.

At this time, I would ask Assemblyman Mikulak to lead us in the Pledge of Allegiance. (Assemblyman Mikulak complies) May we have a roll call of the members?

MR. WILLIAMS (Committee Aide): Assemblywoman Weinberg? (no response) Assemblyman Brown? (no response) Assemblyman Augustine? (no response) Assemblyman Mikulak?

ASSEMBLYMAN MIKULAK: Here.

MR. WILLIAMS: Assemblywoman Haines? (no response) Assemblyman Garrett? (no response) Assemblyman Roma?

ASSEMBLYMAN ROMA: Here.

Let me say at the outset that last year the Assembly Labor Committee forged together a package of bills and fostered bipartisan support for the Workforce Development Partnership Program, which, of course, was signed into law by the Governor.

In today's global economy, the changing economic infrastructure constantly requires a creative workforce, skills, and flexibility. We understand the need for change and the need for different programs. We understand that the Job Training Initiative is a good initiative, but, at the same time, as we constantly look at the bills we have passed to see the good points, and perhaps the other areas that should be addressed, the Program, through the diligent efforts of the New Jersey Department of Labor, has been in operation and will continue to be. We are looking at those areas that perhaps will measure the progress, or, in some cases, the shortfalls. We want to further bolster the Program by your participation and input.

We also recognize that with New Jersey's unemployment rate there are many different factors, and it is somewhat alarming to see the type of unemployment that we have had in the past, and at the present time. We are all aware of the figures with the January unemployment rate at 7.4 percent going up to 7.8 percent, and then, of course, the point at which it was 9.1 percent.

While there appears to be good news which occurred in May, there is always that skeptical nature concerning what is happening out there. It is also the mission of this Committee to have further hearings as to other factors that would affect the creation of jobs, the job retraining, and, in general, those areas where we could help, in order to create more job opportunities.

The economic recovery that we have attempted in the Legislature has, of course, been a success in a number of areas, but we understand that there are other factors we will have to look at. For the purposes of today's hearing, we will concentrate on the Workforce Development. We, of course, have a number of other initiatives dealing with incentives, which have recently passed. We are trying different ways of coping with the unemployment and job retraining. We understand that there are two areas: the creation of jobs and, also, the retraining of displaced workers.

It was the intent of the Workforce Development Act that these displaced workers and unemployed individuals take advantage of new job training opportunities under this Program, to help them to become reemployed in sectors of the economy that will provide them with earning longevity while young in age. We must now take a closer look at exactly how the Workforce Development Program is meeting that challenge; how many businesses have received customized job training grants; how many individuals who are employed have received grants; how many individuals who are unemployed have received grants and are making headway to reenter the workforce.

We must ask ourselves the question: How can we increase the success curve of this Program? We must be concerned with the bottom line: What are we receiving in return for this significant investment?

This morning we have a number of people who will testify. As I indicated before, we have heard many good things about the Program, but, as with any program, we have oversight to be able to determine if there should be changes, what the success has been, and, in some cases, any difficulties that have arisen. Even with the best of legislation, we understand that there is always something that can be done in order to make a good bill better.

Assemblyman Mikulak, do you have any opening comments?

ASSEMBLYMAN MIKULAK: Yes. This is one of the first bills, as part of this package, that I sponsored that was signed into law. Since the package was adopted, I have talked with people in Middlesex County employment training, and I have had people come into my office. I have referred them. This hearing today gives me an opportunity to get an overview to see how all the different components-- It is a fairly diverse Program. I think it is a good Program, from what I have heard. We'll see. We will take testimony, we'll ask questions, and we'll see if there is anything that needs to be done to make it better.

ASSEMBLYMAN ROMA: Let me also congratulate all of the members of the Committee. As you are aware, the initiatives that we have worked on here in the Labor Committee have been bipartisan in nature, and the results have shown up in terms of getting the bills rapidly through the Legislature, the Workforce Development Act being one of those initiatives that went through the Legislature within a period of 14 days, and you can appreciate, down here, with Trenton time, being able to do something like that. That is well ahead of schedule. So let me congratulate my members on both sides of the aisle for working together in order to make this a reality.

Let me also thank our staff, Deb Smarth from the Assembly Majority Staff, Art Cifelli from the Minority Staff, and Greg Williams, who have helped us to put together the initiatives that we see here today, in particular, a lot of the time that is spent sometimes leading up to the Committee hearing. What we don't see are the hundreds of hours required to put together all of the different positions, taking the input, the long meetings that are necessary, and for that, I congratulate staff in assisting us. They have made our job remarkably easier.

At this time, we will start with the Deputy Commissioner, Oliver Quinn, and, I believe, Brian Peters and George Krause, New Jersey Department of Labor.

In most cases, as we fill out the sign-in forms, we have a box marked "in favor" and one "opposed." If you could please state your position, it would make the Committee process a little easier.

D E P U T Y C O M M . O L I V E R Q U I N N: We're in favor.

ASSEMBLYMAN ROMA: Conceptually, or totally?

DEPUTY COMMISSIONER QUINN: Absolutely, totally.

ASSEMBLYMAN ROMA: Welcome.

DEPUTY COMMISSIONER QUINN: Thank you.

Good morning, Mr. Chairman, and members of the Committee. Let me make one recent modification. Brian Peters, our Director of Planning, is here, but we are joined at the witness table by Charles Davis, who is the Assistant Commissioner for Employment Security. It is in his area that the Program operates.

I am pleased to meet with you today to report on the progress of a Program that I know all of us care deeply about -- the Workforce Development Partnership Program. We believe, as I know you do, that the Partnership represents everything that's right about New Jersey politics and government.

Initiated and developed by a Democratic administration, passed unanimously by an overwhelmingly Republican Legislature, with significant involvement by you, Mr. Chairman, and supported widely in the employer, worker, and educational communities, the Partnership has proven that when people with differences work together towards common goals, great things can be achieved.

The Partnership has, in fact, performed superbly since early September when we began accepting applications for training grants from individual unemployed workers, businesses, and coalitions. In that short period of time, the Partnership has:

- * Retrained almost 13,000 New Jersey workers, 7595 in participating companies and 5100 individuals who had been displaced from their jobs.

- * We have helped 36 companies of all sizes, from a family-owned auto repair business to the General Motors Corporation, to maintain their competitive edge by providing them with matching funds for "customized training."

- * We have pumped more than \$40 million into New Jersey's economy, including more than \$15 million in training grants for workers and employees.

- * And, we have catapulted New Jersey into second place, nationally, in per capita spending for worker retraining.

In short, the Partnership is doing precisely what it was designed to do: Give New Jersey workers the skills they need to find and keep good-paying jobs, and help companies survive the pressures of global competition and rapid technological change.

As you will learn from our dialogue today, the Department of Labor has worked hard and in good faith to make sure that our shared vision of this critical and unique "human capital development" program is realized.

We have reassigned staff, reconfigured computer programs, and restructured significant parts of our organization in record time in order to have the Partnership up and running in just two months -- light speed for a government agency.

We coordinated our efforts with the Departments of Health, Commerce, Education, Higher Education, and the State Employment and Training Commission, and worked closely with representatives of the business, training, education, and worker communities in order to make sure that the Program was administered with their concerns in mind.

We designed applications and orientation sessions, produced marketing materials, and exploited every available avenue of publicity to get the word out about the Partnership so that no worker or company would be excluded from applying.

Our hard work is beginning to pay off, and we foresee nothing ahead but increased demand.

Currently, 72 more companies have applications being developed for matching funds for customized training. Over 71,000 individual unemployed workers have expressed an interest in the Program in its first 10 months of operation. We expect that level of interest only to increase in the coming months as we get better at administering what has become the Department's most popular Program.

Have we made mistakes? Yes. It would not surprise me if each of you has heard from constituents frustrated and confused by our application process, or complaining that they were denied funding. We, too, have heard these complaints, and are continually talking with our clients to make sure we're aware of their needs and problems. We accept those criticisms, and are working diligently to smooth out the Program's rough edges. But, let me address those critiques one at a time:

First, our analysis suggests that many of the delays people experienced occurred in the early months of the

Partnership's development when we were, to put it mildly, racing at breakneck speed to satisfy the statutory timetables of the Partnership, as well as respond to the ongoing cries for help we heard from our employers and unemployed citizens.

When a corporation has a new product, it spends months, and often millions, in product testing and research. We in the public sector enjoy no such luxury. In the case of the Partnership, we delivered a new product by doing just that -- delivering a new product.

The model is more entrepreneurial than corporate. And like any entrepreneurial enterprise, we made some mistakes which, on occasion, meant frustration, both for us as well as for some of our clients. But like any successful entrepreneurial enterprise, those difficult early times are over, and the administration of the Partnership is growing more efficient with every day.

Second, for those of you who have heard that we have denied funding to certain individuals or companies, let me set the record straight. Those stories are true, and those denials are purposeful. Let me explain: The Partnership was never intended to be an entitlement program for anyone who simply wanted retraining. It was originally designed to help New Jersey's best workers, those with good work histories and demonstrated levels of achievement, both, to find and keep jobs that have the potential of being relevant in the future.

In other words, the Partnership is an investment program in people; a "human capital development program," if you will. We invest in people in the same way our Economic Development Authority invests in bricks and mortar, by putting public funds behind those who clearly demonstrate potential for growth and achievement in the future. And that requires deliberation, thought, and frequently, hard choices. It also demands that we require more up front from our applicants, both businesses and individuals.

In addition to a thorough application -- a sample of which is in your information packet -- companies just share with us a detailed business plan that helps us understand how they will approach the challenge of continually upgrading the skills of their employees. Individual unemployed workers, meanwhile, must work closely with a counselor to choose a new occupation that is in demand, then map out an often rigorous education and training plan that will give them the best chance of finding a job upon completion.

In your information packet you will find a list of Partnership clients who have allowed us to share their profiles with you. You will also find a complete list of the companies which are currently receiving, through our Customized Training Program, matching funds from us. Their phone numbers are included. I encourage you to call them and get a sense of the time, effort, and commitment we require.

We believe that despite a few bumps along the way, the Department of Labor and its partners are doing an excellent job of fulfilling the vision of both the Legislature and the Governor, administering a smart and effective program that will help keep New Jersey working for a long time to come.

I thank you for this time, and now welcome your questions.

ASSEMBLYMAN ROMA: Are there additional comments from your members?

DEPUTY COMMISSIONER QUINN: No.

ASSEMBLYMAN ROMA: Let me say, as I indicated before, that this is one aspect in terms of job retraining, because obviously, we have to have jobs for people to be placed in. We pick up the newspaper and we see businesses that are leaving. So, we understand that there are many aspects, but in terms of the job retraining, one of the difficulties that I have seen-- Please understand that our relationship has been very good in terms of getting things done, however, it took almost a period

of 60 days for me to get a response in terms of the types of grants that were in progress and what was being done. Quite frankly, it seems that with the flow of information that you are talking about, there should be better responses in terms of the types of grants that are available and what is being done.

One of the reasons why we are having this oversight hearing is to get that information. We have sent a number of interrogatories to you which have been answered. I understand that you have some amplified responses, or additional information, which is being submitted today to the Committee. It points out the difficulty of the information we need in terms of evaluating the program -- the applications that are out there.

You mentioned that there are a number of ways you have communicated the information. Could you go into that in a little more depth, as to how you communicated the information concerning this Program?

DEPUTY COMMISSIONER QUINN: Yes, Mr. Chairman. At the outset, let me say that I share the concern about our inability to respond as quickly as we would like.

ASSEMBLYMAN ROMA: I am the Chairman of the Committee, and I have difficulty.

DEPUTY COMMISSIONER QUINN: I'm the Deputy Commissioner of the agency, and I have had difficulty also. We have assigned--

ASSEMBLYMAN ROMA: Well, it is unacceptable for me to have to wait that period of time.

DEPUTY COMMISSIONER QUINN: I agree, it is unacceptable to me also. We have assigned an MIS person specifically to tighten up that aspect of the Program so that we can respond--

ASSEMBLYMAN ROMA: Let me suggest that if the Chairman can't get the information, or the Committee members, there is definitely a problem, and we will start with that problem.

DEPUTY COMMISSIONER QUINN: We concede that problem. My point is, we are addressing it as we speak. It is a problem that we find internally also, and it is being addressed. I apologize for the delay.

ASSEMBLYMAN ROMA: How long will it take to address the problem?

DEPUTY COMMISSIONER QUINN: It should not take any time at all, because we have dedicated somebody full-time to just figuring out where the glitches are and working them out.

ASSEMBLYMAN ROMA: Who is going to be that point person, so that any member of this Committee, or the Chairman, or staff can be in touch with that person and be able to get that information on a timely basis?

DEPUTY COMMISSIONER QUINN: Well, that person is a technician. Greg McCarthy, our Legislative Liaison, is the person the Committee or staff can feel free to make any inquiries of. Greg will get you the information back, quickly and accurately.

ASSEMBLYMAN ROMA: Will you provide a phone number to the Committee so that we can have that information available?

DEPUTY COMMISSIONER QUINN: It's 292-1700.

ASSEMBLYMAN ROMA: One of the difficulties I have seen is sometimes reading about releases from the Department of Labor concerning applications. We in our legislative offices receive phone calls concerning the Program, and it requires a couple of phone calls to get the information to send it on.

We realize that with any new program there are some difficulties. However, that is why we waited some time in order to have this hearing. Going from this day forward, that information, if it has not been made available, should be made available to all of the legislators so they have the ability to be able to send that information on to constituents.

DEPUTY COMMISSIONER QUINN: Absolutely.

ASSEMBLYMAN ROMA: Fine. I have had occasion to be at business meetings where they were unaware of the details of the Program. That is why I asked the question as to how the information is disseminated. I have, on my own, sent information to various business organizations' unions, descriptions of the Program, encouraging them to participate. So, while I have indicated that there are many good things about the Program, I think the transmission of information concerning the positives in eligibility-- We should be looking at more avenues for getting that information out there to the various businesses and unions.

DEPUTY COMMISSIONER QUINN: Well, my comments, Mr. Chairman-- I understood your concern to be aimed at our provision of data to you regarding the Program. With regard to providing information describing the Program, application forms, and the like, I think we have a very fine-tuned mechanism for doing that.

ASSEMBLYMAN ROMA: Okay. Could you go through some steps -- and I realize that you went through some of the questions -- for those who are here, who are not aware of the fact that we preliminarily sent a group of questions anticipating that it would somehow expedite the hearing? At the same time, you may want to give some of that information so that all in attendance have a general idea of what efforts you have made.

DEPUTY COMMISSIONER QUINN: Right. We did submit to the Committee, in response to its questions, a listing of several approaches we have taken. Among those are-- We have used our "Employer Update," which is a newsletter that is sent to every registered employer in the State of New Jersey. We have had several articles in that periodical on the Program. We have hosted seminars at community colleges and other forums across the State where businesspeople gather. We have sponsored our own forums in every region of the State to talk

to community-based organizations, businesses, training institutions, and agencies where people go when they are seeking employment, to bring them abreast of the substance of the Program.

We have met with organized labor on numerous occasions about the Program. We have, as you may know, a design team made up of representatives of all the partners that gave rise to this concept -- the education community, the training community, the business community, the worker community -- and that design team meets with us regularly to work with us in designing the Program, and also to assist us in putting out the word about the Program. We have appeared on television, both broadcast and cable television, as well as radio shows, discussing the Program. We have coordinated our outreach efforts with the Economic Development Authority, the Urban Development Corporation, and the Urban Enterprise Zone Authority, because we know that that is where businesses go when they are seeking financial assistance, and very often when they are in that situation, they also have human resource needs.

So, we have tried to take advantage of every possible avenue to promote information about the existence of the Program, as well as obviously making sure that every individual who registers for unemployment insurance has, as part of their initial benefits review conference, a conversation with our intake people regarding the Program and its eligibility criteria. If they have an interest, or if they just want to seek more information, we schedule them for orientations. We have developed a couple of videotape presentations, one aimed at the business community and one aimed at individual workers, and we are disseminating them--

ASSEMBLYMAN ROMA: Could you just back up for a moment? You are starting to get into those areas now that perhaps show some of the difficulties that we have had; here again, the videotapes and that information, and keeping in mind

that all of us here on the Committee and the 120 people who made it possible, should have a better than average understanding concerning this project.

Here again, the Department of Labor-- Did you make any attempts to send that information out to the various legislative offices so that that information could be available, perhaps to some small groups of people who might want to see the information; have it available as a learning tool, as an educational tool?

One of the shortfalls has been not to use the legislative offices in order to disseminate additional information. It has almost been a matter of trying to pull it out by bits and pieces to put it together. Again, with the tapes, with the informational material you have, I don't know if you have sent it out to other legislative offices, but that is information that we have not seen.

DEPUTY COMMISSIONER QUINN: Well, my understanding was that legislative offices were going to be made aware of the existence of it, and if they wanted a copy, they would contact us and we would send it out.

ASSEMBLYMAN ROMA: Why do we have to go through contacting you? It was this Committee that put it together. You have an obligation to get that information out to us. We should not have to find out about it through some other means and contact you. There is an obligation you have to keep us abreast of those developments, and I think that at the very least that informational package, with the video programs, is a good start.

DEPUTY COMMISSIONER QUINN: All right. We will send it out to everybody.

ASSEMBLYMAN ROMA: Please continue.

DEPUTY COMMISSIONER QUINN: I have summarized the efforts we have used to let the word be known about the existence of the Program.

ASSEMBLYMAN ROMA: Now, let me ask you: In terms of the answers you have supplied to us indicating that the \$19.6 million -- I think that was the figure -- being used for individual training grant services-- I think that is the number you utilized in your response?

DEPUTY COMMISSIONER QUINN: Correct.

ASSEMBLYMAN ROMA: How much money has actually been awarded in grants to date, and how much has been expended to date?

DEPUTY COMMISSIONER QUINN: Well, the actual award, I believe, is \$17 million. Seventeen million in actual grants has been awarded. As far as cash expenditures, it is significantly less than that at this point in time. See, we have to reserve-- Once we make a grant, obligate a grant--

ASSEMBLYMAN ROMA: Could I suggest that the responses you are giving here today -- if you would follow up in a supplemental fashion for anyone who is taking notes and wants to have this information available in a timely manner?

DEPUTY COMMISSIONER QUINN: Okay. The key number is the amount that we have to obligate. Once we establish a grant, whether it is an individual training grant or a customized training grant, we have to reserve the money. The actual cash outlay is a function of when the courses are taken or, in customized training, when the actual vouchers are submitted by the companies. So what we have to key in on is what we have to obligate in reserve, so that when the bills come in we have the money to pay them.

ASSEMBLYMAN ROMA: Now, a second question would be: How much money do you anticipate will be given out in extended unemployment benefits for job trainees by the end of the fiscal year?

DEPUTY COMMISSIONER QUINN: I believe the number is \$7.4 million.

ASSEMBLYMAN ROMA: And by the end of the calendar year?

DEPUTY COMMISSIONER QUINN: I don't know if we have projected that number. There is a \$38 million cap on that, and I don't think we will come anywhere near that.

ASSEMBLYMAN ROMA: Well, then, give us your best analysis with your supplemental questions.

Another area deals with the occupational health and safety training. What is happening with that program?

DEPUTY COMMISSIONER QUINN: As we have indicated, we have been in consultation with the Department of Health and with OSHA and--

ASSEMBLYMAN ROMA: The reason why I am sensitive to this is because you mentioned in your opening remarks that with the bipartisan nature of working together on these packages, there were many changes that were made with the input that goes back and forth. One of the areas that this Committee feels very strongly about is safety at the workplace. That was not a matter that was originally included. We expanded it, and after many conversations with many of the unions, that was the information that was ultimately contained in the bill.

So, there is a sense that perhaps either we are not aware of your efforts in that area, or perhaps not enough is being done, but that is an extremely sensitive area for this Committee.

DEPUTY COMMISSIONER QUINN: It is, and it is for the Commissioner. We have built that into several of our Customized Training Programs, and we are working with the Department of Health and some other entities to identify, in conjunction with our own workplace standards, people -- providers of that service independent of Customized Training Programs. But for several of the Customized Training Programs that we have funded, because of the nature of the work that is involved, the occupational health and safety training has been built into those programs.

ASSEMBLYMAN ROMA: Okay. Is there some analysis that will detail the breakout of those figures?

DEPUTY COMMISSIONER QUINN: We can do that for you.

ASSEMBLYMAN ROMA: Okay. Keep in mind that, as I have said before, we have always worked together to try to get these things done, but there is a sense of frustration that when you are working on many different initiatives such as the tax incentives to get businesses moving, that we anticipate that we cannot always come back and ask you for certain types of things. We feel we should have that information to make our job a little easier with the other initiatives we are working on, the incentives to bring businesses in.

Now that we have a whole host of bills going through the Legislature, advanced in the Assembly and having action in the Senate, you can appreciate the fact when you look at unemployment rates that we not only want to have the job retraining in place and be kept aware of the developments, but at the same time, we want to create those new opportunities that all of us want.

So, take it back in the spirit of, we need that information in order to make those decisions.

DEPUTY COMMISSIONER QUINN: Mr. Chairman, I appreciate your comments. I apologize for the delays. We are very sensitive to -- as I said in my prepared statement -- the fact that this was, in every sense of the word, a joint undertaking. We feel that a major part of our obligation is to keep the legislative branch informed of what is going on, and to utilize the legislative branch to assist us in getting the word out and servicing people. To the extent that we have been deficient in that, we are addressing that as we speak. I will, within a week, give you a supplemental communication detailing exactly what we have done to address that.

I appreciate your raising your concerns with us.

ASSEMBLYMAN ROMA: Thank you.

A supplemental question: I believe also in your questions -- I keep calling them interrogatories--

DEPUTY COMMISSIONER QUINN: I noticed that, Mr. Chairman.

ASSEMBLYMAN ROMA: This is not meant to be an interrogation.

DEPUTY COMMISSIONER QUINN: Well, I am a lawyer, so there was a certain comfort level there. (laughter)

ASSEMBLYMAN ROMA: Well, then, we'll have a deposition following this.

DEPUTY COMMISSIONER QUINN: Do we charge, or is this as part of our budget?

ASSEMBLYMAN ROMA: You state in your answers to the written questions that all individual grants for disadvantaged workers have been for demand occupations, but in awarding grants to service providers you consider the degree to which the training is in demand occupations.

Why isn't it an absolute requirement as in the law?

DEPUTY COMMISSIONER QUINN: Do you have the number of that question, Mr. Chairman?

ASSEMBLYMAN ROMA: This is a supplemental question. Just as you came with supplemental information, I came with supplemental questions. (laughter)

DEPUTY COMMISSIONER QUINN: We have answers to your supplemental questions, Mr. Chairman. We anticipated them.

On the individual grant side, the legislation requires that they be trained in demand occupation areas. That is what we are doing. On the customized training side, the priority is for demand occupations. But the Commissioner has the discretion under the legislation, if he identifies in a particular geographic area an occupational area that is alive, even though it may not exist on a statewide labor demand list, we will fund training for that. But on the individual grant side, every grant, to the best of my knowledge, has been for an

occupational area that is a labor demand occupation, consistent with the legislation.

ASSEMBLYMAN ROMA: The publication you put out, "Innovative Demonstration Projects for Disadvantaged Workers," and I guess it would be page 1-- It is the eligibility guide factors which would be considered in evaluating applications for training services. Skip down about four paragraphs: "One of the areas the degree to which the services are related to training for a labor demand occupation--"

DEPUTY COMMISSIONER QUINN: Assistant Commissioner Davis?

A S S T. C O M M. C H A R L E S G. D A V I S: Yes. In our application instructions, the 8 percent Workforce Development money which is directed toward disadvantaged workers, one of the things that we are looking for is the factor to be considered when we evaluate these proposals which we are now evaluating, and that is that the degree to which services are to be provided under the training is in a labor demand area. In other words, we are very, very sensitive to the areas that we are training people to be, hopefully, employed in. We feel that, consistent with the 30 percent regular individual training grant portion, similarly the same standard should apply to the 8 percent Workforce Development money.

ASSEMBLYMAN ROMA: Why necessarily should it be a factor, you know, from the standpoint-- Shouldn't it be automatic?

ASSISTANT COMMISSIONER DAVIS: Absolutely, it should be automatic, but certainly what we want to guard against is not putting people into training endeavors that may not have a meaningful outcome; that is, a job when they complete the training, or certainly a job that will have some degree of stability and long-term attachment to the labor force. That is why that becomes an element which certainly has to be considered.

We are guiding our counselors in dealing with individuals. We recognize that the demand labor occupation listing is just that, a guide that gives us an indication of areas which we might want to focus our attention on. But certainly there is uniqueness in every labor market area, and certainly that list is not so religious or sanctified that we would not alter from that if, in fact, there is a real job and there are demands for that particular occupation -- that particular labor market area.

DEPUTY COMMISSIONER QUINN: Mr. Chairman, if I may-- We anticipated that some of the proposals, some of the applications for the 8 percent disadvantaged money that we might get, might be for what you might call "pre-employability programming." In other words, given the acute needs of that population, we anticipated that not all of the applications would be for training programs that would lead people to go from training directly into employment, but, rather, might be aimed at giving people the kinds of training they need to equip them to go into skills training.

What we were trying to convey with the clause you referenced is that in making your application, while we will entertain that application because we see it as part of a continuum, you have to show us how that pretraining, if you will, will ultimately wind up with people being prepared for labor demand occupations, even though the type of training-- For example, a pre-Apprenticeship Program, where there are people coming from the hard-core unemployed community who are not equipped to go into apprenticeship programs of some type-- So, we anticipated receiving some applications that would be aimed at structuring a program that would prepare people to go into apprenticeship programs. Well, those people would not be going from this training directly into employment. They would have to show us, however, that that pretraining and where it would lead people would ultimately wind up in a labor demand occupation.

That was the reason why we put it in that language. If we were looking strictly toward using that money for programs that would lead from the program directly to employability, then we would have used the direct language from the legislation. But because we recognized that given the nature of the population we are aiming at with the 8 percent money, there might be some interim steps. We just wanted to make clear that you have to show us in your application that the ultimate position that these people wind up in is to be trained for labor demand occupations.

ASSEMBLYMAN ROMA: Thank you.

As a result of this hearing, we received a number of letters from, obviously, people talking about the aspects of the Program that they liked, and also, some of the concerns they had and where there might be some changes. Even with the best of legislation, we understand that there are always opportunities to improve the legislation.

One of the areas that was brought to my attention -- and it was seen as a major flaw -- was that in terms of the administration of the Program, having the employment services responsible for the individual participants has created a duplicate system to the existing JTPA network of skilled deliverers of training; that the Workforce Development system is placing participants in classroom situations that provide no required outputs and place no controls on the expenditure, except for the \$4000 cap; no formal bidding or screening of vendors, as well as a duplication of the administration at the State level.

What would be your response to that information?

DEPUTY COMMISSIONER QUINN: I would disagree with it, Mr. Chairman. The vendors all have to be approved by us. They have to be certified by the Department of Education. There is no bid process because the way the Program was designed, it was designed to empower the individual dislocated worker to make

decisions about his or her future career aspirations and what was the best setting in which he or she felt they could obtain the training within the pool of certified trainers.

So, for example, we might have a client who is pursuing a career objective, which training is available at a community college, at a four-year college, at a large proprietary school, and at a small proprietary school. Our counselor would provide the individual with that information and invite the individual to go out and shop around, if you will, and decide which venue he or she would feel most comfortable in. Some people are intimidated by college campuses, so they want to work in a small, hands-on, self-paced training program. Others are juiced up by being on a college campus, if you will. As long as the substance of the training is what our counselors determine is in line with the individual employment plan, we do not tell the individual what setting he or she has to go to. We empower the individual to make that decision, so long as the training vendor is on our approved list, or on an approved list of one of our sister agencies.

As far as the duplication of effort, this is a unique Program in its breadth. It involves virtually every component of our agency. It is a targeted Program, to the extent that the emphasis on labor demand occupations exists. The administrative support for this Program is multifaceted. There are some overlaps with what goes on in terms of monitoring JTPA, but JTPA subscribes to a set of criteria set forth by the Federal government. We in New Jersey have taken advantage of the fact that you, the Legislature, along with the administration generated the State-based funding source for this to take those elements from that Federal system that we think worked for this population -- and this, by the way, is a significantly different population from the JTPA population, with the exception of the 8 percent and, I guess, the Title III money-- But, for the most part, this is a different

population. We have taken some aspects of the JTPA system and incorporated them into this, but we have also, through our design team, developed a new system that we think makes our Program very efficient and very effective.

So, there is some overlap, but I would not subscribe to the notion that there is duplication.

ASSEMBLYMAN ROMA: Just as a follow-up, and indicating that with the input we are receiving, I think it is important to have some of the feedback from your Department, the information goes on to say: "It is my opinion that the insertion of one line in the bill to specify that the administration of all individual training, as provided for, shall be through the Department of Labor, making use of the JTPA system. This would specifically separate the customized training from the individual training. It would also permit direct coordination with the EDWAA Title III program; would channel the training to programs with direct outcomes that are in job demand occupations; and would produce skilled workers ready for the job market."

Again, your response?

DEPUTY COMMISSIONER QUINN: My response is that substantively, that already exists, and the contention that there are no outcomes, I think, ignores the existence of the individual employment plan on which all of these expenditures are based. They are very clearly defined outcomes, and they are outcomes that are agreed to both by us and by the individual client. They are monitored very closely.

As far as the interface with EDWAA and every other federally or State-funded training program existing not just in the Department of Labor, but also in the Departments of Education and Higher Education, that is an integral part of our Program, and exists to a very active degree.

ASSEMBLYMAN ROMA: Thank you.

As a follow-up to all of these questions we deal with, this is typically a problem that we always see in the Legislature. Just as we need oversight with a specific department, we need the ability for departments to work together with other departments. As you can appreciate, sometimes we have Commissioners doing what they do best, and perhaps the communication between the Commissioners does not occur, or does not occur at a level that would improve the program.

To what extent has the Department of Labor coordinated with the Departments of Education and Higher Education to enhance training and employment efforts and vocational programs?

DEPUTY COMMISSIONER QUINN: I would submit that it is to an unprecedented extent. The Departments of Education and Higher Education are active partners in this effort. As a matter of fact, there is a panel that reviews every customized training contract, and that panel is comprised of representatives from outside of government, but also representatives of those two other agencies. The reason for that is so that both substantively and in terms of the availability of other moneys, that review can take place before any commitments are made. The Workforce Development Partnership moneys are the moneys of last resort.

Now, as you know, Mr. Chairman, every program and every agency wants its money to be the money of last resort, but we have an agreement with Higher Education and Education on this concept that-- For example, if basic skills or literacy or English as a second language are part of the training program -- and for a lot of the people who apply, it is -- there are other moneys, Federal and State moneys administered by these other agencies that are available for those purposes. So we will integrate those moneys with our moneys to put together the package. So, the numbers you often see with regard to the amount of Workforce Development Partnership money

that might be invested in an individual customized contract or an individual grant, does not represent the totality of public moneys involved. The Commissioner of Education, the Chancellor of Higher Education, and their staffs, along with the presidents and administrations of all the two-year and four-year colleges in the State, as institutions, have been very cooperative and very active participants in this.

I might add that the community of proprietary schools, the private training schools, have also been on board. We have been dealing not just with the agencies, but also with the individual institutions which are under the jurisdictions of those agencies. We keep them actively involved and, I should add, not just at the State level, but we have broken the State out into regions, and we have empowered our regional managers to work on a daily basis with the participants in those regions. So, I think the level of interaction is far beyond anything that I have experienced in State government.

ASSEMBLYMAN ROMA: Thank you. I think this may have been covered in your questions and answers. If we can go back through that just once more, because sometimes in terms of comparing one with the other, the information we have might not readily be understood.

Can you tell us how many unemployed individuals have been enrolled in the job training program, and what does this represent as a percentage of New Jersey residents currently unemployed?

ASSISTANT COMMISSIONER DAVIS: The total number of individuals who have received training grants through the end of May 31, is 5168. We have, on average, in a month, about 300,000 individuals who are unemployed. We are seeing, in our local offices, on average, about 5000 to 10,000 individuals who are expressing interest in the Workforce Development Program.

ASSEMBLYMAN ROMA: I have a number of other questions, but I feel as though I am monopolizing the questioning here.

Are there any questions from Committee members?

ASSEMBLYMAN MIKULAK: Do you want me to jump in, Mr. Chairman? I have a few questions from just looking through the information you provided us this morning. Under "Individual Grants by County and Region," I notice that there are a number of grants made. They are listed as Pennsylvania. They are listed as Philadelphia being the county; New York City, New York State, Delaware. Could you explain how that works?

DEPUTY COMMISSIONER QUINN: Those are individuals who were laid off from jobs in New Jersey and paid into the system in New Jersey.

ASSEMBLYMAN MIKULAK: And they reside in?

DEPUTY COMMISSIONER QUINN: They reside in another state.

ASSISTANT COMMISSIONER DAVIS: In an adjoining state, but they worked in New Jersey; they contributed to the UI system in New Jersey. The training is taking place utilizing vendors in New Jersey.

ASSEMBLYMAN MIKULAK: In just glancing at these figures, I can see that some counties on the percent of the individual grants are up there, like Passaic is 9 percent; Bergen County is 8.6 percent of the individual grants that are set up; while Essex is, like, 5 percent. That's a big county. Is there a reason for individuals in certain counties-- Are certain counties set up to take advantage of this?

DEPUTY COMMISSIONER QUINN: No, the setup is pretty universal, and the marketing efforts have been statewide. We react to the flow of people coming in. As you are aware, Assemblyman, there is no requirement that people participate in this.

ASSEMBLYMAN MIKULAK: Right.

DEPUTY COMMISSIONER QUINN: We are finding some variations. There are some counties that are overloaded, and there are other counties where, despite our best efforts, we

are not getting the flow that we expected. At some point we may shift staff to address the overloads, but the first thing we are doing is looking at our marketing efforts to ensure that people are being made aware of the Program, and to try to ascertain why people may not be utilizing it.

Obviously, if we can get people back to work, then that is preferential to getting people into this Program. There are also a lot of people who show an initial interest in the Program, but then get a job offer and they move on. It is a very reactive Program with regard to the flow of people in and out, but that is something we are looking at, particularly in the counties that have small populations and small percentages of involvement, just to make sure that we are getting the message out. Once we are satisfied that we are, then we will probably shift some personnel resources. We have not allocated the money by county. In other words, we have not--

ASSEMBLYMAN MIKULAK: Right, this is statewide.

DEPUTY COMMISSIONER QUINN: Right, it is statewide, so we can react again to the flow.

ASSEMBLYMAN MIKULAK: Okay.

DEPUTY COMMISSIONER QUINN: But as we conduct those analyses, which will be ongoing, we will convey to the Committee what our findings are.

ASSEMBLYMAN MIKULAK: Okay. Let me just-- Breaking that down a little further and just glancing at the figures in Middlesex County, Perth Amboy, which is in my district, has about 40,000 people in the town, and it is probably number one in unemployment. There are 14 individuals who have gone through and received grants in Perth Amboy. Now, at the other end of the town, Highland Park, which is maybe 10,000, 11,000 people, has 11 individuals. I see New Brunswick, which would have a very high unemployment rate, has only 19. Is this missing certain counties, inner cities, urban areas, or is that more--

DEPUTY COMMISSIONER QUINN: Mr Mikulak, our sense is that it is the individuals. We have done some demographics of who the people are who are receiving these, and we find that because, again, this is a self-selection Program, that people on the higher end of the education scale are more likely to approach us, to follow up on our invitation to participate in this Program, than people on the lower end of the education scale.

We are talking particularly to community-based organizations to make sure that the word gets out that this is a Program that anybody who is within the Unemployment Insurance system is eligible for. It is aimed at preparing people for the jobs of the future, and the jobs of the future are going to require higher levels of skills.

What we have to make sure that we convey to people is that we exist to support their efforts to acquire those skills; that this is not a Program just for people who already possess those skills.

The other thing is, there are other programs that that population has available to them. A lot of the programming that has gone on historically has had a heavy remedial component. So, a lot of these people are going to other programs that are available to them that the dislocated professional, for example, might not have access to.

ASSEMBLYMAN MIKULAK: Okay. As part of the Program, the Legislature mandated counseling assessment of basic literacy skills to qualify displaced workers and unemployed workers participating in the Program. Can you tell me the total number of individuals enrolled in this Program, and what percentage or number needs to be placed in remedial education programs? You might have that in the figures we just got, so--

DEPUTY COMMISSIONER QUINN: While we are looking up the specific figures, I can tell you that every individual is assessed for his literacy skills. It is done universally. In terms of-- What's the number?

ASSISTANT COMMISSIONER DAVIS: Of the total number of WDP training grants that are given out, about 2 percent of those encompass a basic education component.

DEPUTY COMMISSIONER QUINN: We should note that that percentage is almost identical to the percentage in the Title III JTPA program. The Title III JTPA program is the dislocated worker program. We have found that our yield on the need for literacy training is about the same as theirs has been for the same population, which is about 1 percent for the Title III.

ASSEMBLYMAN MIKULAK: Okay, I'll buy that.

The individual self-investment training grants of up to \$4000-- If I have heard any complaints, there were a few people who came to my office who had gone through the process, had received individual grants, and were placed in some private business schools. They came back to me, and they had complaints about the way the schools were handling them. They felt they were not getting what it was set up to be. Who would I take that information to?

DEPUTY COMMISSIONER QUINN: The individual should take it directly to his or her counselor.

ASSEMBLYMAN MIKULAK: Okay, but they bring it back to me. They feel the need to come back to their legislator. Who would I refer that to?

DEPUTY COMMISSIONER QUINN: You could call Greg McCarthy, and we would track down the individual circumstance through the counselor. I would note, though, that we don't -- I guess the word "place" is accurate, but it should be--

ASSEMBLYMAN MIKULAK: Well, they placed themselves, but once they were in there, they felt-- The State is paying the money, and they feel that they are not getting the proper -- what it was all about. They are not getting their money's worth; the State is not getting its money's worth. So that is, like, a quality control--

DEPUTY COMMISSIONER QUINN: Exactly.

ASSEMBLYMAN MIKULAK: --measure. So, they should complain to their counselor, which I told them.

DEPUTY COMMISSIONER QUINN: They should go to their counselor. If you would call Greg McCarthy, our Legislative Liaison, Greg will look at it from our angle. Absolutely.

ASSEMBLYMAN MIKULAK: I would like to follow up on a couple of things in there, so that we are getting our money's worth.

Okay, thank you very much.

DEPUTY COMMISSIONER QUINN: Thank you.

ASSEMBLYMAN ROMA: Thank you, Assemblyman Mikulak

As a follow-up to the Assemblyman's question, what might be helpful to the Committee and to the members of the Legislature is a breakout of those people and their responsibilities for different aspects of the Program. This way, in the district offices if a question comes up, we can refer them to a particular person.

DEPUTY COMMISSIONER QUINN: We have set up a core of six or seven regional managers. We will break them out and make sure that each legislative office has the name and number of the regional manager in your district.

ASSEMBLYMAN ROMA: Again, any information that can be kept in the office, so that if there is an inquiry, a package can be sent out--

ASSISTANT COMMISSIONER DAVIS: We'll get it to you.

ASSEMBLYMAN ROMA: We're there to help out.

DEPUTY COMMISSIONER QUINN: Exactly. Absolutely. We'll get it to you. We'll get the information to you, and we will also get you copies of the videotapes.

ASSEMBLYMAN ROMA: In no particular order, but as I said, different letters have come in about different aspects. We get different points of view. But one of the areas seems to be -- and it was a follow-up on that EDWAA question -- dealing with the list of referrals being made locally and the heavy use

of college level courses that are not skill related, but degree related. There seemed to be a concern raised in that area.

DEPUTY COMMISSIONER QUINN: A concern that we are investing too much in college level courses that are not skill related?

ASSEMBLYMAN ROMA: As opposed to skill related type courses.

DEPUTY COMMISSIONER QUINN: We will only pay for courses that we deem to be skill related. Now, as you noted, the definition of skill has changed somewhat. For example, critical thinking is recognized nowadays to be a job skill, because so much of what workers have to do is diagnostic these days, what with robotics and etc. But we have attempted, through our counselors, to be very judicious in scrutinizing the curriculum and ensuring that we are only investing Workforce Development Partnership dollars in those components of the curriculum that our counselors consider to be skills related given the occupational area that the person is pursuing, and not purely academic.

So, if somebody, as part of training for a career, has to get a bachelor's degree, the legislation says very clearly that we can't refuse to fund parts of it just because it is part of the pursuit of a bachelor's degree; that we have to do the skills course. So, if there is a -- with no offense meant to people from this discipline -- a philosophy course, we, in all likelihood, would not fund that. If there is a communications course, then we might fund that if it is determined that communications skills are an integral part of what this person is going to need to perform in a job. It takes a lot of time and it is a rigorous process that we put this through. Obviously, the institutions are trying to define skills as broadly as possible because they want to get paid for all of these courses, but we haven't been at all shy about saying no.

Now, we do try to find some other moneys, probably through the Department of Higher Education, to pay for it, so that the overall package which might be sponsored by us might include payment for a course like that, but it wouldn't be paid for with Workforce Development Partnership moneys. It might be paid for with some Higher Education moneys that become part of the package. But because it comes in under the rubric of the Workforce Development Partnership, there may be the perception that we are using our moneys to pay for that course.

ASSEMBLYMAN ROMA: Okay. Further questions?

ASSEMBLYMAN MIKULAK: No.

ASSEMBLYMAN ROMA: Can you give us a little more information about the General Motors Corp. grant? I understand it was \$4.5 million.

DEPUTY COMMISSIONER QUINN: Yes. May I ask Hal English, who is Administrator of our Customized Training Program, to talk about that? Is it all right with you, Mr. Chairman?

ASSEMBLYMAN ROMA: Sure.

H A L E N G L I S H: It is part of the skills upgrading. The plant was shut down for retooling. They went from the Corsica/Beretta to a pickup truck. They have a year's probation to make that truck a reality and to make the best quality truck in the country, or that plant won't make it. They have invested \$11 million. The corporation pumped it into training moneys and an overall training package to slowly bring -- well, not really so slowly, but within the next nine months -- to bring everybody on board and some new hires. There were 2466 employees laid off in that plant for 18 months collecting Unemployment.

Our portion of the money is paying for two shifts to come on immediately at a very slow pace to learn. The whole plant has been computerized, completely renovated. It is gutted, and has all up-to-date, high technology work. The

employees will be working side by side, first and second shifts, on each particular job. They will be trained in how to do that job and how to match the quality and how to run the computers, and also, some health and safety and some environmental concerns, and a new way of doing business -- total quality management -- those kinds of things.

In doing that, our portion of it allowed them to bring those people off the unemployment rolls earlier than they had anticipated, which, in essence, is going to save Unemployment moneys.

I don't know how much more in-depth--

ASSEMBLYMAN ROMA: I think what might also be helpful-- As I indicated before, we have received information from the Department as to the applications in progress; those that have been awarded. It makes it easier for us to gauge the success of the Program if we have the opportunity to visit some of the sites, so having the information as to what has been approved is, of course, helpful. Those applications in the pipeline would also be important, because on a daily basis we receive phone calls from different businesses. It allows us to interact and work on some of that information to send it on to you.

So, whatever is completed, whatever is pending, what is proposed in terms of your best projection, would be helpful. I think at some point in the future, members of the Committee would like to visit a number of sites.

DEPUTY COMMISSIONER QUINN: Absolutely.

One thing that we did, Mr. Chairman, that I didn't mention earlier was, we held, a couple of months ago, a session for legislative staff, Federal and State, to introduce staff to the program, show them how it works, introduce them to the key players, show them what the procedures are, give them paperwork, etc. We would be more than willing to do that again. We got more of a response from the Federal delegation

than we did from the State, but we would be glad to do that again, because it is important to us that staff have as much information about the Program as possible.

ASSEMBLYMAN ROMA: Okay. Are there any additional questions?

ASSEMBLYMAN MIKULAK: No.

ASSEMBLYMAN ROMA: Thank you for being here. I don't know what your schedule is this morning, but there are a number of people who are prepared to testify. I'm sure you have members who will remain behind, but you are certainly welcome to remain with us. There will be additional questions; there will be additional input, but we want to thank you for your cooperation.

DEPUTY COMMISSIONER QUINN: Mr. Chairman, we look forward to continuing the partnership. We appreciate your interest in the Program, and we will respond in a timely way to any inquiries you have. You, of course, can feel free to call me at any time. Greg McCarthy's number is 292-1700, and we will give that to you in writing. He is our Legislative Liaison.

ASSEMBLYMAN ROMA: Give us everything you have that will be helpful.

DEPUTY COMMISSIONER QUINN: We will back the truck up to your door, Mr. Chairman.

Thank you.

ASSEMBLYMAN ROMA: Thank you. Give my best to Commissioner Bramucci.

DEPUTY COMMISSIONER QUINN: I will. Thank you.

ASSEMBLYMAN ROMA: Bill Tracy, Executive Director, New Jersey State Employment and Training Commission.

W I L L I A M A. T R A C Y: Good morning, Mr. Chairman, members of the Committee. My name is Bill Tracy, and I am the Executive Director of the New Jersey State Employment and Training Commission. Thank you for the opportunity to be here

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today to share some observations on the Workforce Development Partnership.

The legislation you sponsored has clearly established our State as a national leader in training New Jersey's workers for the demands of a more rigorous labor market. As The Star-Ledger reported on Tuesday, June 8, New Jersey now ranks second in the nation in the amount of resources committed to retraining its workforce. I think this sends a clear message to business that we are serious about maintaining a high-skill workforce for our State.

The Commission's first-year evaluation of the Workforce Development Partnership will be presented to you in December. It is already clear, however, that the program is having a positive impact on workers and employers.

The State Department of Labor has just provided you with details on the implementation of the Program. I would like to share some indications of the impact that the Workforce Development Partnership Program is having on the overall employment and training system. I think it is important to look at the way the provisions of the law are influencing the broader system, as well as the outcomes from the Program itself.

One clear benefit to the customers of the system is the opportunity for informed individual choice provided by the individual grant program. The requirement for certified counselors has sent a strong message that specific qualifications must be met by counselors who work in all employment and training programs. The requirement from Workforce Development has now been extended to all publicly funded employment and training programs.

The voucher system also has created a healthy competition between service providers, and has intensified the focus on the need for flexibility in offering programs scheduled to meet the needs of individual workers.

The establishment of stronger eligibility requirements for training providers has also been extended to all publicly funded training. These actions, when coupled with the pending private training school protection legislation, provide a framework for improving the quality and protecting the student in all private training facilities in the State.

The partnership's required connection between occupational skill training and basic and remedial education has led to substantive collaboration between the executive branch departments on this issue. Plans are underway to connect a variety of State and Federal programs which address the workforce literacy needs of our citizens with services under your law. As a matter of fact, as I speak, literally, a hearing is being held across the street on the workforce literacy needs of the State, and those findings will be incorporated in the Commission's recommendation for connecting remedial and occupational education.

I think there are several encouraging signs also emerging from the customized training portion of the Program as well. Existing business and education linkages are being strengthened, and new relationships are forming as a direct result of the customized training application procedure. The business and human resource plans required by the law are having their desired effect. Higher skills and higher wages are being directly connected through these agreements. The bottom line is that this Program is pushing the high skill/high wage paradigm to reality.

It appears that the Partnership is well on its way. Activity levels are approaching full funding limits on an annual basis. The inevitable start-up backlogs are being reduced, and the early implementation snafus are being responded to and addressed. Implementation is in full swing and the executive branch is engaged at its highest priority level.

Although these observations are anecdotal, they are, I believe, representative of the overall experience to date. The Commission's formal report, which is due in December, will be based on the detailed study of one full year of operational experience under the Program. This report will include both quantitative and qualitative analysis on all elements of the Program.

Thank you for the support and confidence you have placed in the Commission. I would be happy to answer any questions you may have at this time, Mr. Chairman.

ASSEMBLYMAN ROMA: Thank you, Mr. Tracy. Under Question 6, requirements for service providers--

MR. TRACY: Yes?

ASSEMBLYMAN ROMA: --that set of interrogatories that I referenced before--

MR. TRACY: I would think of them as the architect's question to the contractor.

ASSEMBLYMAN ROMA: Okay. So now we get into the specifications.

MR. TRACY: Yes, sir.

ASSEMBLYMAN ROMA: As we were looking through that, a number of questions were directed to the Department of Labor, but it is your responsibility for answering those questions. I guess one of the questions had to do with-- Question 6e: Why should it take more than two-and-a-half years from the effective date of the Act to apply information about program results to the selection of service providers and counseling?

MR. TRACY: The law requires that a long-term impact of two years of Program implementation be applied to service providers. We are suggesting the evaluation which is currently being designed anticipates that we will look at a two-year program outcome of the Program and study its impact on the wages and duration of employment for the individuals who have gone through the training grant.

That is what we suggested would be in the guide. In the interim, there will be, on an annual basis, outcome facts that are known about how many individuals are enrolled in an institution, how many individuals have completed training, and how many of those individuals have secured employment. As appropriate, that interim information will be made available to counselors, but in terms of the long-term impact, we are looking at studying two years out, the impact on wages and length of employment.

If I implied that there wouldn't be any annual outcome measures, that was inaccurate. We will provide annual roll ups on the basis of providers, but to really judge the impact of the providers we will need that two-year experience.

ASSEMBLYMAN ROMA: So you are using the history of those service providers prior to the date of the Act and up to--

MR. TRACY: No. We will be using the history of those service providers during the Act to specifically report on this. Under the JTPA--

ASSEMBLYMAN ROMA: Well, you're taking that into account, as far as that history of those providers?

MR. TRACY: Yes, sir, but-- I don't mean to compound the issue, but for the purpose of evaluation of providers under this Act, we will use experience under this Act. There are the beginnings of analysis of the activity of providers under JTPA. We are now trying to work on how to apply those outcome measures to provide counselors with information, without sort of clouding the waters by looking at the activity of providers for the JTPA system and this system.

ASSEMBLYMAN ROMA: Simply stated, we will have information prior to that two-and-a-half year period.

MR. TRACY: Every year, Mr. Chairman. Sorry.

ASSEMBLYMAN ROMA: Further questions?

ASSEMBLYMAN MIKULAK: Yes. Is the Commission looking into new strategies to see that individual grant applications

and the business customized job training applications are increased?

MR. TRACY: We will, in our annual evaluation, make observations and suggestions on ways we see to make the Program more effective or to get the most leverage from resources, yes.

ASSEMBLYMAN MIKULAK: Okay. Thank you.

MR. TRACY: You're welcome.

ASSEMBLYMAN ROMA: One further follow-up question. I think it is under 6c. The question was asked: What would it cost the SETC to set standards for evaluating providers and conduct the evaluation of the Program itself, including any necessary cost of additional staff? You really didn't give us particulars on that question.

MR. TRACY: We didn't give you the particulars. If I may try to amplify on that: We have a Request for Proposal that was let out. Two contractors have responded. The Commission is now in the process of working with the Treasury Department on selecting a contractor. If we had to perform this job ourselves, we would have to acquire full-time staff with a variety of expertise in mathematical methods, statistical methods, social science, evaluation, and design. The contract allows us to acquire those skills for the period of time we need them to design the Program and to carry out the annual evaluations for the Legislature.

I can't give you a precise number, but we are looking at about \$200,000 a year for the five-year period in the approach we are taking. We would, in all probability, have to expend more resources than that if we had to acquire individuals with these skills and put them full-time on staff.

ASSEMBLYMAN ROMA: These full-time people that you referenced in your answer-- The contract allows the State to secure this resource when needed, and not have to require full-time staff to provide these services.

MR. TRACY: Yes, sir.

ASSEMBLYMAN ROMA: How many full-time staff people were you envisioning by that response?

MR. TRACY: I would anticipate that we would need at least one individual who is knowledgeable on the construction of statistical social science research at the Ph.D. level. I would expect that an individual at that level would require an annual salary of between \$60,000 and \$70,000. We also need someone to analyze and develop the system of using the wage report data, someone with a computer background at a slightly less level. We would also need someone to design both the survey and the statistical models required to evaluate the customized training outcome, both for the workers and the impact on the employers. That would probably need at least one person, possibly two individuals: one to do the outcome evaluation for workers, and one to do the outcome evaluation for the companies, because the complexity there is trying to come up with a method to only look at the impact of this training service on the company, and hold all other impacts that are occurring in the real world constant so that we can say with some certainty, "This is the impact the Program has had on the company." Just those four individuals would require in excess of the \$200,000 a year, which would be the maximum we would anticipate over the five-year period spending for a contractor. We would also be able to acquire a higher level of experience in proficiency on contracts than we could if we were recruiting and hiring staff.

ASSEMBLYMAN ROMA: Okay. Thank you. Are there any other questions? (no response) Once again, thank you for your help and participation.

MR. TRACY: Thank you very much.

ASSEMBLYMAN ROMA: Jeff Stoller, New Jersey Business and Industry Association. Good morning, Mr. Stoller.

J E F F R E Y N. S T O L L E R: Good morning, Mr. Chairman. How are you?

ASSEMBLYMAN ROMA: Very good. How are you doing today?

MR. STOLLER: Good morning, Assemblyman.

ASSEMBLYMAN ROMA: Could you identify the gentlemen to my left, your right?

MR. STOLLER: Well, I think I will let them introduce themselves. We just met a few moments ago. These gentlemen are from the Trane Company of Hamilton, which is one of the companies represented on our Industrial Relations Committee. They have been involved with their particular customized training grant from the application all the way through, and I thought that in addition to my general remarks, which I will make briefly for the Business and Industry Association, I thought you might welcome the chance to speak with some people who have been involved in an actual Program. Perhaps they can introduce themselves in a moment.

ASSEMBLYMAN ROMA: Okay. And, in fact, as part of your presentation-- I don't know if all of it will be done today, but if you have access to information, what we would like is, any information that your Association would have available to point out what they like about the Program, and what it may be necessary to look at again. But, through your membership, if there is any additional information you can give us that would be helpful, we would appreciate your input.

MR. STOLLER: Okay. We would be glad to do that. In fact, the Department of Labor has supplied us with their ongoing list of the companies that have been involved with grants to date. In fact, that is how we connected with Trane. I know the staff had reached out to Trane, as well as one of the Trenton area companies involved. So, we could certainly take a thorough run through of that list and make sure that we contact our people in those companies and see if we can't get a formal written submission to you.

ASSEMBLYMAN ROMA: Just as part of your process, I am sure you have sent information out to the members.

MR. STOLLER: Yes. Well, we have talked about this, certainly, with our Industrial Relations Committee members. We are poised, if you feel there needs to be more done to supplement what has been done to get the brochures and other information out-- We are glad to participate in any way.

We had spoken to the Department of Labor at the very early stage when they were speaking to some of our individual groups. The Employer Legislative Committee groups were having occasion to speak with some of the regional people, the people out there in the employment services offices. So the word was getting out, but since they were getting such a large response at the beginning, we have not had as extensive a campaign as we might have, because they were sending things out through "Employer Update," and some of the other things. I think at the point that we talked to them about communications effort, they said, "We're getting plenty of response right now. Why don't you hold off and see at what point we need to give another boost?"

So, if this is the time now to get more publicity out there about the Program, we would be glad to participate in any way.

ASSEMBLYMAN ROMA: May we have some sort of response from your members as to who has participated so we have some percentage?

MR. STOLLER: Well, I am sure it is a very small percentage. The list that I've gotten, the one that I recognized immediately was Trane because of our connection on the Committee. But of the group, obviously we have 14,000 companies, and--

ASSEMBLYMAN ROMA: But from those people, depending on whether or not they have had a good experience or otherwise--

MR. STOLLER: Oh, of the ones who have participated?

ASSEMBLYMAN ROMA: The ones who have participated. I think that information would be extremely helpful to the Committee.

MR. STOLLER: Absolutely, we could do that.

ASSEMBLYMAN ROMA: So, if you can rebroadcast or get in touch with them to get that information, and have that made available to the Committee, we would appreciate your efforts.

MR. STOLLER: We would be glad to. In fact, we are interested in the information as well.

If I could simply make some brief comments from the Association's perspective, and then turn it over to Mike and Ron to describe their experience.

First of all, we are very pleased that you are taking the time to do this oversight right now. So many initiatives come out of Trenton, and it is not for three or four more years that we turn around and try to assess what has happened and what hasn't happened. So we appreciate your efforts and the staff's efforts in looking at this issue now.

We also appreciate the Department of Labor, which has opened the door to the Business and Industry Association and the general business community since this legislation went through. I was able to be involved with a group last summer that was helping the different departments draft the regulations that would operate. I believe that group worked very well together. In fact, I think the reason we are hearing such good things back about the application itself, is because there was a very deliberate effort to come up with an application that would have as much detail as was necessary, but which would be accessible, which people could deal with. From what we have heard back, that is not one of the stumbling blocks. There may be others here who can comment on what has been going on in terms of the processing and the time involved, but the actual application, I think, was a very successful effort on behalf of the Department of Labor.

BIA has also been involved with the design team that has been following the development of this Program on and off. One comment: I know we were talking earlier about how many

people have actually been served. I do think we ought to be giving the Department credit for the number of people they have been counseling, even if they don't eventually end up in this specific Program with customized training. I do think that there have been literally thousands of people at this point now who have received the counseling, and as a result of that counseling have been referred to an appropriate program elsewhere in the system. So I don't necessarily see it as a failure of this Program not to have taken on 48,000 individuals in the first year, if, in fact, some of those people who have come to the Program for help and direction, in fact, are getting guidance to the proper programs.

I think what we should be assessing is the entire system -- the entire workforce development system's success, and I think as you get more information through the Committee, we'll all be interested in seeing, you know, what the actual numbers show.

ASSEMBLYMAN ROMA: You must have helped us with the questions that we prepared, that we sent and none were answered, because question 3A deals with that information specifically: Approximately 71,000 individuals have expressed interest in the Workforce Development Partnership; approximately 41,000 individuals have received orientation in the Workforce Development Partnership; approximately 19,000 individuals have received at least one counseling session; approximately 5200 training grants have been awarded; approximately 3300 individuals are receiving additional unemployment benefits during training.

MR. TRACY: Great. So, again, I think it's reaching people and, again, it is as voluntary a program as we've seen in quite a bit. It's their option to now pursue it beyond a certain stage. So, again, I think that the anecdotal word that we are getting back from our system is that there still are some problems -- certainly you heard already about some of the

processing delays -- but it seems that everything's going in a good direction in terms of recognizing the problems and addressing them systematically.

I guess my closing comment before I turn it over to our visitors is: The one concern that we voiced in other settings, which we still would like to reiterate again today, is our concern that as much as possible, this Program continue to really try to focus its efforts on situations where you can -- maybe not guarantee employment, but where there seems to be a real direct connection between the people receiving the customized training and there being a specific position for them to step into at the end of the process. I know that is one of the key goals of this entire approach. I just hope that as we continue with whatever changes we make as we go along, that we not drift too far from that goal of trying to make sure that we are training for skills that there is, in fact, some demand for. Whether it's the employers or nonemployers involved in the Program, we hope that the goal remains trying to keep that placement element a top priority.

ASSEMBLYMAN ROMA: Thank you.

MR. TRACY: I'd like Mike and Ron to, perhaps, introduce themselves.

MR. WILLIAMS: If you haven't filled out a form with your names, please do so for the record. It makes it easier for the transcriber.

MR. TRACY: Okay, Greg. We can do that afterwards.

M I C H A E L G E A R Y: Chairman Roma, and other members of the Committee, my name's Mike Geary from the Trane Company, located right here in Hamilton Township. Beside me is Ron Rago. I'm a member of our Human Resource Management Team, and Ron is a DFM Coordinator -- a Demand Flow Manufacturing Coordinator.

Number one, we'd like to thank this legislative Committee for taking the time to implement such a Program.

It's definitely necessary, as it's been expressed here earlier. A Program of this magnitude is necessary, not only to be competitive throughout the country -- I believe there were stats to the point that we're number two in committing resources -- but we're here to say that we have to compete worldwide. I think it's very important that the Legislature, as well as local businesses, take that recognition and meet the challenge.

Trane has been very fortunate to be a participant in the Customized Training Program. We're still in the infancy stages. When I say "infancy stages," we just recently signed the contract as of last week, but we've had a close connection with the Department of Labor from last September until just last week when we signed the contract.

Overall our impressions are mixed, to put it honestly. Number one, it's allowed us to achieve our manufacturing goals. Four to five years ago, we adopted a manufacturing philosophy of a demand flow and JIT. With that conception of a new manufacturing philosophy, it was important that we retrain our workers not only in participative management, but also their skills in meeting a new technology we were bringing to our plant.

With the demand flow implementation we also implemented continuous improvement, and our continuous improvement program constantly brings in new technology that may displace workers. With that displacement comes on-the-job training, making that worker fit into the new technology that we're implementing in our plant.

The Customized Training Program also allows us to introduce a program we call "Working." It's a Zenger-Miller program that keys on interpersonal skills and participative management. As it was expressed earlier, such terms as creative thinking, as well as other participative management skills such as getting your point across, being able to provide

feedback, thinking on your feet, are all important skills necessary in today's business. The Customized Training Program has allowed us to implement those skills as well.

In conjunction with all those skills we've also been able to implement a "Skills 2000" program in conjunction with Mercer County Community College. This is a workplace literacy program that allows us to update our skills such as English as a second language, blueprint reading, and other skills necessary such as math and reading, to allow our workers to be able to use the technology we're implementing every single day. One of the pros we found about the application process was that we found the application to be quite simple and quick in nature. However, we did hit a bump that was expressed earlier. We were in contact with the Department of Labor from the initial beginning of the Program and we experienced some delays. After our initial application was accepted and we were awarded-- The delay that we incurred was on the actual signing of the contract. That was a disappointment on our end, but by the same token, we realize that it is a brand-new Program and there are bound to be "bumps."

Part of the other disappointment that we experienced was the confusion between the contract process and the reimbursement. I believe you asked a question, sir: How many people were actually awarded grant money versus how many people received money? One of the key positive things of a program like this is, it makes businesses take a long, hard look, and implement a short-term and a long-term training business plan. We've done that; we met the challenge that the State required. We've implemented training and we're doing training as we speak; every single day, training occurs.

However, the actual dollars received from the State haven't come through yet. That's a disappointment on our end. But, overall, we're here to say that we're very pleased that the legislation has gone through, and we ask that a program of

this nature be the first step in meeting the business needs of today.

ASSEMBLYMAN ROMA: Just to give us a time reference: Can you give us an idea of when you applied and when the money actually came through?

MR. GEARY: Okay. We applied back in September. I believe it was toward the end of September we actually received the application. We took, probably, another three weeks to fill it out, complete it, and return it. Back in, I believe, the end of October or early November, we received word from the Department of Labor that we'll be awarded a \$144,000 contract. At that time we worked closely with the State Department of Labor, going over the terms of the Program, what would be needed and required to complete the participation in the customized training program. Last week we signed the actual contract itself.

ASSEMBLYMAN ROMA: I didn't mean to interrupt you.

MR. GEARY: Oh, I'm sorry.

But, overall -- and I just want to close with this notice -- like we said, it is necessary that the State take a leadership role in providing programs of this nature. We ask that this step be considered the first steps of crawling, and continue to add the programs to make us walk, not only to be a leader in the United States, but within the world.

ASSEMBLYMAN ROMA: Can you give us, perhaps a little information about your business?

MR. GEARY: Trane is a manufacturer that employs 750 people. It manufactures residential heating and cooling systems.

ASSEMBLYMAN ROMA: You can appreciate the concern that we have, especially about manufacturing businesses.

MR. GEARY: Absolutely. I think it's a concern that should be well recognized. The jobs throughout the United States are changing every day. They're becoming more computerized. The skills that are needed need to be upgraded.

In my lifetime I'll probably be retrained four to five times to be able to meet the needs of just survival. I challenge the workers that work in our location, you know, to meet that challenge as well.

ASSEMBLYMAN ROMA: Today's focus is on workforce development. However, as you can appreciate, we have many different initiatives in both Houses, not only for job retraining, but incentives to business, trying to create more economic opportunities.

I'd appreciate your input and that of your company, and when you return, if you could direct it to the Committee as to other areas that we should be examining--

MR. GEARY: I'd be glad to. I think, just to comment on that one step further, it's really not a one-sided street. We need to develop a partnership, and the partnership, like I said, has to compete worldwide.

ASSEMBLYMAN ROMA: Thank you.

MR. GEARY: Thank you for your time.

ASSEMBLYMAN ROMA: Was there further testimony?

R O N A L D R A G O: No comment. I think Mike--

ASSEMBLYMAN ROMA: Thank you, Mr. Stoller. Thank you.

MR. STOLLER: Thank you very much.

ASSEMBLYMAN ROMA: Arthur F. Jones, Executive Director of Bergen County Private Industry Council.

A R T H U R F. J O N E S: Good morning, Mr. Chairman, and members of the Assembly Committee. I thank you very much for having this opportunity to appear before you. As you recall, a year ago I was here, at that time expressing my concerns about the pending legislation, which was eventually enacted on July 7.

I remain in support of the overall efforts of this Committee and the Legislature in their collective attempts to provide positive direction to training and employment initiatives in the State, and especially in regard to the Workforce Development Program. However, those concerns that I

had expressed a year ago to this Committee remain just as real today.

Just as an overall statement: I believe that the Workforce Development Program is a good one. What Bill Tracy said is correct, that it has become a national model, a national reference point. But I think the fascination, nationwide, towards the Program here in New Jersey is based upon the very innovative methodology of funding the Program -- using the Unemployment Trust Fund.

I was at a conference in Boston, and Oliver Quinn presented the Workforce Program to those who were assembled there. Most of the questions were based on this fascination with this unique means of providing the revenues for it.

As far as some of the other details, like how do you get away from the IRS and this and that, become somewhat convoluted, and I won't even attempt to get into that part of the subject matter.

I will say to you that training programs sponsored under the Workforce Development Program and administered by the Employment Service are not goal-oriented in terms of job placement and job retention. I urged a year ago, and I urge now that benchmarks be established to measure student/client progress and achievement in each curriculum that they participate in.

I believe that fixed unit cost, performance-based contracts, as we have in JTPA should be utilized wherever possible. There must be payment holdbacks established to ensure placement in a job for which the client was trained at a preestablished wage, and there must be retention in the job with the prospect of upward movement in that job.

As I pointed out a year ago, performance standards must be established for the Workforce Development Program, and that such standards be the same as those under JTPA to avoid the possibility of double standards which exist right now in

the actuation of the Program, especially if they are in place in the same training facility or vendor attended by both the JTPA and Workforce clients. It creates confusion not only for the vendor, it creates confusion even for our staff. It certainly creates confusion for the clients.

Just as a footnote: Where various vendors in Bergen County had refused to continue working with us if they had to, in a sense, suffer under performance-based contracts, they are now delighted to be participating in the Workforce Program because they are not held to the same standards as they are under the JTPA system, and they know that very well.

I had also recommended that the vital role of job counseling be assigned, or at least co-assigned to the 17 Private Industry Councils in established service delivery areas in the State, where job counseling has been conducted most successfully for almost 10 years, since the inception of JTPA. In addition to job or vocational counseling, the SDAs provide certification and eligibility determination, education assessment, workshops in preemployment and job readiness skills, job search assistance, support counseling during training, and referrals to other social service agencies when there is a need for other services. That could be alcohol and drug abuse; there could be mental health references made.

Nevertheless, the Workforce Development Program was assigned to the Employment Service or Job Service for implementation, in spite of the fact that that particular agency and organization lacked the capability, by comparison to the JTPA system, to perform job counseling. Nor did it have the capacity, because of greatly reduced staffing, to meet the overall scope of the new Workforce Program.

A year ago at this time the Employment Service was downsizing, and apparently there was an early retirement plan that was offered to some of the staff people. Those who were there for many years opted to take that, leaving many of the

agencies and offices with a bare-bones staff. Until this past February 1993, there was no linkage between the Workforce Development Program, as run by the Employment Service, and the 17 PICS and SDAs throughout the State. However, in Bergen County, as a result of a modest allocation of \$94,000 under the 8 percent Workforce Development Program, we were able to hire a specific Workforce Development job counselor, whose function it is to assist eligible disadvantaged workers, and to ensure coordination and direct linkage with the rest of the JTPA general assistance programs and the PIC and SDA system.

We were also able to assist eligible workforce clients faster, which is very important, whereas -- and I know for a fact -- there are at least two- to three-month delays reported in other Employment Service offices around the State. In fact, in Englewood, the waiting time is three months at that office. Its staff, by the way, is undergoing some stress management courses right now. We have a great deal of empathy and sympathy for our colleagues in the Employment Service offices, and the fact that they're undergoing stress management, I think, attests to the fact that perhaps they're overworked by this particular Program.

For reasons unexplained to us, all PICs and SDAs have been advised not to expect Workforce Development funding as of July 1, 1993. My hopeful expectation is that we're going to receive what was told to us earlier, a preliminary allocation of \$194,000. However, now, as we prepare our final budget for the coming year, we've been told not to plan on that Workforce Development allocation. However, the net effect of the loss of this prospective money will be a cessation of an increasingly successful aspect of the Workforce Program, now that we have a piece of it, so to speak. We will lose a skilled job counselor who was hired specifically to provide the services to the Workforce clients who come to us, and it will also result in the severing of the linkage that brought the Employment Service

and the JTPA systems closer together at the local level, which really was a plus for the client; that strengthened the client/customer service.

Other representatives of the JTPA system have already-- I think they will be communicating their particular concerns to you, but we are all in agreement that the Workforce Program must have accountability built into it to ensure the successful training and placement of New Jersey's workers back into the mainstream of full employment.

I certainly invite your questions on the subject of what I have remarked about here, and I will give you a copy of this. This was faxed to me this morning, and I will give you that for duplication. (refers to attachments)

As another postscript: Bill Tracey had been asked about the history of the service providers. I can say to you with full confidence that we have developed a very extensive history of all those training schools, vendors, and service providers with whom we have worked over the past five years. The particular objective evaluation has been utilized for the review and examination of the new programs that we're about to embark upon on July 1.

So, Mr. Chairman, I guess what I'm saying to you is, the best of the SDAs and PICs throughout the State already have this evaluation information in hand, and I think they'd be willing to share that with this Committee and also with members of the Workforce team. I will say to you that, at the local level, we do share this type of information as to what vendor is good for this particular training Program and what are the outcomes. Any outcomes, obviously, are based upon the number of individuals who have gone through the school successfully; that they have been placed in a job or jobs they had been trained in, and at a given wage. So we have a complete history, and that's available right now. You should not have to wait a year, or two years, because the Workforce system

throughout the State is utilizing, for the most part, that list and roster of service providers that the JTPA system has been working with for the past 10 years.

ASSEMBLYMAN ROMA: We still have a representative from the Department of Labor with us. That information can be taken back. I don't know if you're in a position to respond right now concerning the letter, but--

G R E G O R Y M c C A R T H Y: No, I'm not, Mr. Chairman.

ASSEMBLYMAN ROMA: Let me suggest that you can take the letter and concerns back to the Department, and I'd also like a written response as to those areas where we can make some improvements.

MR. McCARTHY: If I could just request clarification on the questions?

MR. JONES: Sure.

MR. McCARTHY: Thank you.

ASSEMBLYMAN ROMA: I believe the letter that was submitted by Mr. Jones outlines some of the concerns, and he may have amplified some of the areas. But in particular, might there be some particular questions we can take back to the Department of Labor?

MR. JONES: Yes. Well, for example, the very basic point that concerned me -- and I feel almost the Achilles' heel of the Workforce Development Program -- is that it does not have the performance-based aspects to it. I know for certain when it comes to the schools of higher education -- I'm talking about vocational education schools -- they are most willing to accept the voucher of the \$4000, but on the other hand they cannot assure placement. I know historically that those schools do not place at the same levels as the proprietary schools do, and that's a very important point.

My colleague from Ocean County, who apparently had written that letter to the Committee -- his name is Lou Gedding, he's my counterpart in Ocean County -- obviously has

made an observation that there is a preponderant number of Workforce Development Partnership clients who are going to a college called the Community College of Vo-Tech School in Ocean County. He had cited some statistics there which show almost an overwhelming number of individuals opting to go to the college. Whether it's skill related or job related, it's very hard to determine. But the way our system works and the schools with whom we place individuals into training programs, they've got to meet the requirements of what we place on them; and that is, to train them in a relevant field and that there is a job, for the most part, awaiting those individuals at a given wage.

There's also another point, Mr. Chairman, that came up in your remarks to Commissioner Quinn, and it had to do with jobs that meet the local labor market demand. There is some confusion in that particular area, and I will give you a brief document that we have created at the Bergen PIC to reduce that confusion and to eradicate the problem.

There have been situations where clients -- Workforce clients -- who have gone to the Employment Service office in Englewood, which is the base for the Program in Bergen County, have been told that a particular occupation is not in demand. One that comes to mind is paralegal, another is cosmetology. And a very important one, and one that we send as many clients as we can to the Bergen Pines Hospital for such training, and that's licensed practical nursing. So those clients who will go to the office through the Employment Service are told those are not labor demand jobs, and yet we can show, conclusively, that we can provide jobs for those individuals who successfully complete those programs.

What the resourceful vendors have done -- and one that comes to mind is Parisian School, which is a very good school in Bergen that provides an excellent cosmetology program -- they are able to show that there are employers out there;

retail shops which will hire their graduates. So the device or document that we have come up with would carry the signatures and addresses and the documentation from at least three prospective employers, and we have utilized that to make the case to the Employment Service that that is a demand occupation for which there is a job available.

ASSEMBLYMAN ROMA: Those categories that you indicated, cosmetician, licensed practical nurse--

MR. JONES: Licensed practical nurse, and the other was paralegal.

ASSEMBLYMAN ROMA: Have you received a response as to why they do not fall into labor related categories?

MR. JONES: Well, Mr. Chairman, it's-- The State Department of Labor that utilizes, where the Employment Service depends upon this demand list -- occupational demand list that they put together-- It's ironic that this very list, which is the basis for their judgments, is a list that is not necessarily held in high esteem by the United States Department of Labor. Because in those situations where we have developed discretionary grant applications to serve dislocated workers, the Federal people do not-- They discount that basic demand list.

ASSEMBLYMAN ROMA: But should we be changing the definition, or should we be adding to a list of job titles?

MR. JONES: No. Well, what's interesting, one has to go into the language of the legislation. On the form or document that we had prepared for our own purposes, we have culled that statement right out of the legislation. Without boring you, I'll just state briefly that the labor demand list is intended as a guide for training decisions, and is not meant to serve as a final denial or approval of training. Factors such as an individual's employability plan, local and regional labor market conditions, the potential market available to the trainee, the impact on an individual's marketable skills and

earning power, etc., etc., really are the things that go into the ultimate decision as to what type of training program, and where it would be provided.

A labor demand occupation is defined as -- again, this comes from the language -- an occupation for which there is likely to be an excess of demand over supply for adequately trained workers during the subsequent period.

So in some respects, we have attempted to address that by sharing common information about a given client. We've been able to relieve what otherwise would be a very stringent policy on the part of the Employment Service: "That, therefore, this is not a labor demand occupation; therefore, we will not approve you going to a particular school that would offer that." So we have interceded on behalf of such clients, but those are clients who are the Workforce clients out of the Employment Service. For those that we're serving, and I am pleased to say it sounds like a modest figure, but since early April we have already enrolled at least 10 individuals in the Program. But there are no outcomes that I can tell you of.

ASSEMBLYMAN ROMA: Which are the three highest demand categories?

MR. JONES: What is the highest demand? Anything in the health care field, right now. Unfortunately it's a growth industry. It also reflects the growing, aging population, and certainly in Bergen County, the three major hospitals are all going through significant expansion plans and they are hiring.

ASSEMBLYMAN ROMA: Mr. Williams has a couple of questions.

MR. JONES: Yes?

MR. WILLIAMS: I'm interested in what you're saying about your data on the service providers. One question I have -- this is relevant to part of the legislative package that applied to JTPA -- was it-- As we've been asking SCTC already, we're talking about long-term follow-up data on the long-term

placement up to two years. What's the time frame that you use to see how effective the Program is, in terms of how long after placement--

MR. JONES: I was, Mr. Williams, remarking in respect to the history of that particular service provider, and in terms of successful completions, of successful graduates completing the Program at a given school, and being placed in jobs in Bergen County or Passaic County and at a given wage.

In terms of the follow-up, we are going to be doing more of that. In other words, to determine how long they are being retained in the job.

MR. WILLIAMS: What's the follow-up now, 13 weeks?

MR. JONES: Well, we go beyond that. We go beyond that. We do six months, and in some cases we might do a year on a random basis, but there's going to be more requirement to do that, to determine the status of clients who've been served through the JTPA system.

MR. WILLIAMS: Can information be provided about that, on how that's evolving, and maybe some examples of what's provided?

MR. JONES: I can provide you with the objective evaluation reports or studies that we have developed to determine the performance of a service provider. I guess that's innovative, but I would also venture to say that the better PICs or SDAs throughout the State have also developed that information. So, that I can do.

In terms of recidivism rates and things like that -- people coming back to the system -- we see it, but we don't necessarily track it on a formal basis. But a client may have been a REACH client, a welfare-to-work-transition client, who was trained and placed in a job. He may come back into the system again when that individual has reentered into the welfare system. We may see that person a year after, or two years after. But of course those circumstances are reflected

with the economic conditions right now, which are very difficult and very hard to predict. It's just an unusual time that we're doing business.

But, just to reiterate, I believe the most important point is to build accountability into the Workforce Program, put in benchmarks, and performance standards. And these are not new points, because there are various design committees working on this sort of thing, although I don't know how far they have progressed. I can also say to you that I have given to Bill Schwartz -- he's the manager of the Workforce Program -- I've given copies of the types of contracts that we have used, and suggested that the Workforce Program include that type of contracting in its overall programs. So that information has been provided. Where it stands right now as being included in the programs, I don't know.

ASSEMBLYMAN ROMA: You know, it may be helpful in some of those job categories, in terms of who has been approved, who has not been approved, to get us a better sense as to what we might look at in terms of those job demands and who is being approved.

MR. JONES: Well, I think what could occur, and it would be a very simple move to eliminate the stringency of the interpretation, is to just review what is in the legislation. And we have summarized what's in the legislation.

ASSEMBLYMAN ROMA: But if you could give us some specific information where we could look at certain categories, and then ask the question, "Why isn't this category eligible?" I think that might be helpful.

MR. JONES: Okay, we could do that.

ASSEMBLYMAN ROMA: Thank you.

MR. JONES: Mr. Chairman, I completed my remarks, if anyone else has any questions?

ASSEMBLYMAN ROMA: Thank you. I appreciate your input.

MR. JONES: You're very welcome. I'll turn this over to-- Thank you very much.

ASSEMBLYMAN ROMA: SaraLee Pindar, New Jersey Council of County Colleges. And I believe there's also a panel that will testify?

S A R A L E E P I N D A R: Good morning, or good afternoon as the case may be. I just want to introduce-- I have testimony, but given the hour, I want to introduce immediately the Community College people who are here, who are practitioners, and can tell you how it's going from their point of view. I'd like to ask first for the one who has to leave immediately for an appointment, Raylee Dunkel, Mercer County Community College. She's head of contracted training there.

ASSEMBLYMAN ROMA: You've just moved up to the top of the list.

MS. PINDAR: Thank you.

R A Y L I E D U N K E L: Good afternoon.

ASSEMBLYMAN ROMA: Everyone has filled out a sign-in sheet?

MS. DUNKEL: Yes. My name is Raylie Dunkel. I'm Director of the Center for Training and Development at Mercer County College.

I would like to address some remarks to you in concern with the County College's role in administration of the grants once they are awarded. I'd like to give you some sense of what it is that we do with the companies; how we work with them to bring the Program to fruition, and how we monitor it all the way through. The process is really one that takes a lot of hand-holding. It goes over an extended period of time.

We start with identification of a company. Either they will identify us and ask us to coordinate with them, or we will go out and solicit, and try to bring the Workforce Development Program to some of the companies that we've already been working with or feel could use such a program.

We will explain the Program. We try to get the managers of the company to take a look at their processes and at their training programs, and utilize the intent of the bill to bring some new types of programs into their companies.

The problem that we're finding is that when we identify companies -- or companies identify themselves -- that are eligible for this type of training, they are companies that are in some type of difficulty. Many times the type of difficulty they've gotten themselves into has a lot to do with their management style. They've traditionally cut costs by hiring people who are uneducated for the type of job they are doing. They save money by not spending any additional money on their education, and therefore, the employer is unsophisticated in the means of putting together a training program that will address those needs. We come in and we have to do a lot of education of the employer as to how to go ahead and set up such a training program that is appropriate for the priorities that they've set. Many times we have to work with them to help set those priorities.

We've also found that because of the level of unsophistication of working with these types of programs, they do try at times to sabotage the training program, because they don't understand it or they don't believe in that process. So we go in with an extensive hand-holding situation to make sure that these programs meet the requirements and eventually satisfy the contracts that have been signed.

These types of situations increase the administrative costs to the college in bringing these contracts to fruition. It's a tremendous impact on our departments, and it's a situation that we believe should be addressed in looking at the entire package. We believe in this type of training.

We believe in the Workforce Development Program for a number of reasons. I think it brings some very interesting and innovative types of programs together in the community, and

this also has an impact on the administrative decision making that goes into it. We're bringing coalitions together that had never sat at a table before. We're introducing small businesses to the idea that they can and should train their workforce to keep them competitive with the larger companies and foreign enterprise.

We've worked with some large companies in the area that have immediate needs for individuals to be trained to a particular skill level. We provided that training, and then these people do become employed at those companies.

The programs are of particular interest to the Community College because we feel it is part of our legislative mission to participate in these types of programs. Strong companies in the community are of essential value to the fabric of that community, and that is the community that each of us exists in. We feel we must have the strong companies to eventually be able to hire our own graduates out of traditional college programs. It's important for us to be introduced to these companies, which would not ordinarily seek out the services of the community colleges, so that they do understand the full scope of the services and supportive programming that we can bring into their companies at extremely good prices to that company, because we are a community college.

We benefit our clients by bringing them training and evaluation processes that they would ordinarily never have engaged in before. Many of the companies have not bothered to assess their workers to assess the true level of training that's needed to fill the gaps, because they never understood the actual skill level that these people are working at. It forces these companies to reassess their priorities for business. If these individuals-- If these companies have never been involved in a lengthy training process with their employees, they really have never, therefore, been involved in the evaluation of what they need. The application process that

WDPP puts them through forces them to sit down and take a look at this, which we think is a very healthy attribute of the program for the individual company. We support it and we look forward to continued participation with them.

ASSEMBLYMAN ROMA: Thank you. Is there further testimony?

BEVERLY RICHARDSON, Ph.D.: I believe both of these are on? (refers to microphones)

I'm Beverly Richardson and I have been the overall person responsible for coordinating our efforts with the Workforce Program at Mercer County Community College for the individual. So, I will provide you with some information as to how we feel about the Program -- the progress -- so far, and some of the concerns that we have to date.

First of all, let me say that we think it's an excellent program, and it's evident already that it's giving hope to individuals, the reasoning being, it's a very highly individualized kind of program. We've found that no two contracts are the same, which means that we have the flexibility in working with the Department of Labor to look at the individual in a holistic way, to plan and provide an educational program and training that makes sense, and that also will meet the occupation demand.

We find that we can be concerned with the correct educational and training fit for the student, since assessment is an important part of the process. That's really very valuable to us in terms of retaining the student throughout the training -- throughout the educational process.

Last, but certainly not least, is the support that the cooperative effort and partnership that we have with the Department of Labor staff-- It is obvious to our institution that the staff are committed to their clients and determined to have them succeed. Communication back and forth is on a daily basis.

Let me tell you a little bit about the students. Since October 1992 we have entered into contracts with 270 Workforce Development Partnership Program clients. Our downtown campus has been the major intake center because of its central location to the Department of Labor, and as much as possible, we really do believe in one-stop shopping. We believe that our clients are frustrated enough without us running them around, so we don't believe in a merry-go-round syndrome.

Students can enroll in any one of our 57 degree programs or 15 certificate programs. We have a Career Training Institute and an inordinate number of community education training courses. As Raylie has pointed out, we also do contracted training -- customized training.

There are 170 of our students in 29 different programs that are considered demand occupations. One hundred of these students are in the Career Training Institute or enrolled in specialized training courses such as: Lotus, computer operations, construction certificate -- that kind of thing. Our group is very diverse in age, ethnicity, job backgrounds, life experiences, income history, and skill levels -- very diverse.

We find that the students are committed and motivated, as evidenced right from the start because of the research that they have to complete; the plan they have to put together before the Department of Labor will approve them.

Also, I'd like to note that seven out of the 58 that are in our self-paced, open-entry intensive career training workshop have already received jobs, and they haven't even completed the training. The incomes range from \$18,000 to \$27,700. We have that documented at this point.

In answer to the gentleman's response in terms of the PIC response, I'd like to say that our performance standards are very similar to those of JTPA; in fact, even more stringent

than those of JTPA. Additionally, Mercer County Community College and other community colleges in the State are now guaranteeing that should a student leave us and not be able to perform at the point we said they would, that we would be willing to retrain them at any point. We are beginning to do that with our Career Training Institute Program.

Let me tell you a little bit about our concerns. Our college staff saw some 450 applicants to yield the 270, because of the process. It is a good process, but because it is individualized, because there are demands on the clients in order to approve for it, it is a time-consuming process. In fact, that means that 180 of the individuals who were not approved actually were seen by us three to four times for about 30 or 40 minutes each. That can be a problem as we keep moving through this process. While we're flexible, and we'll continue to be flexible, it should be noted that most of our offerings have been on a semester basis, and so we have had to create; we've had to expand our offerings to include, or to be able to provide training and educational programs as individuals come in to see us. We have no doubt though, that our open-entry self-paced intensive training programs can easily be expanded.

One of the problems is that the cash flow for the community college has been a problem in that there's no front funding. We are funded only at the end of the students' training or educational program year.

Staff involvement is tremendous, and I understand that much of that had to do with the start-up of a program and the turnaround time, when initially, we had some 25 high-level management staff involved in the program. On a day-to-day basis, we have about 15 staff members -- middle management staff members -- involved in the program. That's clearly because we want to do one-stop shopping. We want to communicate on a day-to-day basis with the Department of Labor. So we've entrusted the responsibility for this Program

to individuals who have a full picture of what our offerings are, and can help the student and also make some decisions on a day-to-day basis.

While we have these concerns, we are very impressed because of the newness-- One would think, because of the newness of the Program that we would have far more problems than we do now. We find there are minimal problems, and we believe this is a Program that is very valuable and that we ought to continue it, and that we ought to address some of those concerns immediately so that we can build in even more successes.

ASSEMBLYMAN ROMA: Just a quick question: Obviously the flexibility of the Program is extremely important and it has worked very well, from your viewpoint. What areas might we look at from the standpoint of making the Program better? You indicated that funding, in terms of funding being at the end as opposed to at the front, was one of the concerns that you raised.

DR. RICHARDSON: There might be some partial payment, understanding--

ASSEMBLYMAN ROMA: Some sort of a staggered payment--

DR. RICHARDSON: Pardon?

ASSEMBLYMAN ROMA: --or installment payments, if you will?

DR. RICHARDSON: Installment payments, if you will? That would be fine.

ASSEMBLYMAN ROMA: Something that would ease the cash flow?

DR. RICHARDSON: Exactly. I think the Department of Labor has facilitated, in our instance, a number of meetings so that we are continuously working through some of the problems and concerns. I'd like to hope that that would continue and encourage that it continue -- maybe in even more of a structured way.

ASSEMBLYMAN ROMA: I'm just thinking aloud. I guess the reasoning behind having the payment at the end is to ensure the completion. So, if we were to have some sort of staggered payments that would allow for the accountability, and if for some reason that student were to leave school, then the payments could be discontinued.

DR. RICHARDSON: It's like with any other program in terms of financial aid, or any other kind of program we might enter into. That is the case, yes.

ASSEMBLYMAN ROMA: One of the other questions that was raised was in terms of the administrative cap. Has that also presented some difficulties?

DR. RICHARDSON: Absolutely. In fact, this is the financial assistance we are alluding to, that some kind of administrative cost would be helpful -- administrative expense -- would be helpful so that we could continue to be flexible.

I think the beauty of this Program is the kind of time we are allowed or expected to spend with the individual clients, and we'd like to continue that.

ASSEMBLYMAN ROMA: Do you have some suggestions along those lines?

DR. RICHARDSON: At the moment, no. But clearly, I'd be delighted to get together with my community college partners and determine what might make sense for the system as opposed to just Mercer.

ASSEMBLYMAN ROMA: If you could do that and forward the information to our Committee, it would be appreciated.

DR. RICHARDSON: I'm sure Sara would coordinate that effort for us.

ASSEMBLYMAN ROMA: I think we may have a couple of other questions.

MS. DUNKEL: The administrative caps are what I was trying to address. In order for us to ensure the viability of the program on a contracted basis, which is a very different

situation than what Beverly is dealing with on an individual basis, it requires extensive hand-holding. I can't allow the Program to be sabotaged because an employer isn't sophisticated enough to see how the training has to go through.

One case in particular: When we set up a 20-hour training program for a group of people, the employer fought -- you know, was outraged -- that we were taking people off his production line. He had agreed to this. He thought that 20 hours of training meant that each person would get one hour of training. How do you address the objectives of the Program in one hour? It was an absolutely absurd situation. I was late coming in here this morning because I was on the phone with the same employer, because we had an instructor at the door this morning and -- a very similar situation. These are the extensive types of administrative impacts that we have to deal with, and we are committed to the Program. I can't allow-- I can't just say, "Okay, one person is fine." How do you ensure viability of the training Program? We have to have accommodation for that.

ASSEMBLYMAN ROMA: Maybe he was thinking along the lines of an emerging cost?

MS. DUNKEL: I don't know what he was thinking of.

ASSEMBLYMAN ROMA: You made reference in your earlier testimony as to seven individuals placed directly in employment?

DR. RICHARDSON: Yes.

ASSEMBLYMAN ROMA: And given testimony that we've heard today, what areas of employment, if you can give us a general idea?

DR. RICHARDSON: I can give you a general idea. Micro computer repair has been -- three of those, in fact, because they're about to complete their end of the Program, and they started early, as we do have a Micro Computer Repair Program. We have computer operations and automation. Office technology is also an area in which the jobs were secured. We've also done things in specific skills training -- Lotus.

We were talking today. You mentioned construction--
(confers with colleagues)

MS. DUNKEL: I've been engaged in one particular program that is nine additional hires, what you've spoken about. Ordinarily, the nature of a contracted training program would not necessarily set up new employment. However, we were contacted by Martin-Marietta, who engaged in a very special training program specifically for them. WDPP individuals came through that program. They were the feed line. Martin-Marietta needed people to be trained to do a very sophisticated circuit board assembly program. So far, nine people have been hired at \$14 an hour. It's an excellent relationship.

This is something that could not have happened under previous types of arrangements. These are people who were unemployed. They were people who had some experience in the field, and were given the opportunity to use those skills -- to use their prior employment history -- but be trained to extremely specific standards for military applications. This is quite different than the type of training situation where you have somebody who's never been employed, who's been marginally employed, that comes into a JTPA or PIC-type program, and goes into a cosmetology program. I can't imagine that these people would have wanted to become cosmetologists. These are highly skilled individuals who were given the chance to reemploy at that level of employment that they like.

ASSEMBLYMAN ROMA: Thank you. Further testimony?

NANCY LAUDENSLAGER: Good afternoon. My name is Nancy Laudenslager, and I'm from Warren County Community College. The facts and comments that I'll be making this afternoon are on a more micro level. They're specific to the individual portion of the Workforce Development Partnership Program and the impact it has had at Warren County Community College, which is also representative of many of the other county colleges in New Jersey.

I think New Jersey can be very proud of the quality of the individuals who are participating in the training programs. If you were at Warren County Community College today, you would find approximately 15 motivated individuals who are excited about the opportunity to learn new skills which professionally and personally prepare them for employment in today's labor markets. They are enrolled in a variety of programs at the college. Each of these individuals, as Beverly has mentioned, has very different and special needs. The diversity includes age, their educational level, their ethnicity, their work experience, persons with disabilities, and requires flexibility to be used with each individual, and to assess what's best for that person.

Among all the diversity, we've also found many similarities. There are some shared concerns -- and I see many clients every day. There are concerns that come up constantly, and we do a lot of hand-holding, as Raylie said. Just some of the comments are: "I'm 50 years old, and I've been out of school for 30 years." "I don't know if I can do this." "I don't remember how to study." "I've been out of work for almost a year and can't find a job." "I'm getting desperate." "I can't do math. I was never good at it." "How old are the other students at the college?" "I don't think I can compete with younger students." "This is an opportunity to better myself." "I didn't do well in college or high school before," or, "I didn't complete high school, but I'm working on my GED next month." "Will this be a barrier to attending the college?" "You know, I was really naive and not too smart when I was 18, but I've been a good, hard worker, and I'm ready to do something."

The programs and services at the county colleges are successful worker preparation systems that are consumer based to meet the needs of trainees, while at the same time reflect the demands of the labor market. From December 1992 through

May 1993, over 200 Workforce Development Partnership individuals have received personal counseling and career information at Warren, and many of these individuals have come back for numerous repeat contact and consultations. During that time 57 individuals sponsored with Workforce Development Partnership funds were enrolled in courses and programs at Warren. If you're familiar with Warren, you know we are the smallest county college in New Jersey, so our enrollments compared to others -- there's a significant difference.

We've had 23 individuals enrolled in college credit, career preparation courses that led to a degree, and 34 individuals who were enrolled in nonsemester-based skills training programs. To date, 27 individuals have completed their training, and 10 are employed.

All the students, regardless of their funding source, whether they're paying on their own, they're getting a Pell Grant, it's PIC, we-- Because of our smallness at the college, they're all grouped together. We don't have programs just of PIC, just of Workforce. We have a match of all kinds of skill levels and backgrounds in the classroom, and we don't differentiate between what the outcomes are. Everybody is expected to have the same outcomes, and they're quite rigid.

And also, to address the earlier issue about demand occupations: They're enrolled in a variety of demand occupations. What's in demand in southern New Jersey is not in demand in the Warren area.

ASSEMBLYMAN ROMA: That was going to be another question that I would get into, because obviously there are certain areas where there are different occupations. Perhaps when you meet with the other members, that might also be a way of giving us some regional differences as to what areas we may target.

MS. LAUDENSLAGER: Yes, we will do that. And, of course--

DR. RICHARDSON: Excuse me. We have asked the Department of Labor to actually compile a listing, by region, and we do have that information. We've not had any problems in negotiating a particular contract for a client, once we could prove that indeed it was a demand occupation in our area. There have been no problems in that area.

MS. LAUDENSLAGER: Yes, and the same in Warren. The counselors are very flexible. And if they've spoken to a counselor at the employment service, and they were not happy with the initial answer, then I would say to them, "Get more information. If you really believe in this, get more information, and go back and talk to them." In some cases they have done that. So, it's really up to the individual.

ASSEMBLYMAN ROMA: What kind of a range of occupations are we talking about in different areas, for example, with respect to your experience?

MS. LAUDENSLAGER: All right. Well, for instance, we certainly wouldn't be training people in the casino area. That certainly wouldn't be appropriate.

We train-- There is a lot in the office systems area. There are quite a few jobs in the medical area. I don't agree that that's wide open, and that there are jobs in every medical field. Again, that's very specific to the area, but there are specific fields in the medical area.

ASSEMBLYMAN ROMA: In what areas of the medical field?

MS. LAUDENSLAGER: We have a program called Medical Office Management. It's along the lines of the medical assistant. That class is comprised of several PIC clients, several Workforce, and several people funding this from their own resources. The last class, everyone has gotten jobs. The average wage is about \$12 an hour. It's primarily women; it's primarily office jobs. It's very traditional, but they are good. They are good jobs; they're getting benefits, and that's a major need in the area.

DR. RICHARDSON: The first that comes to mind was a community ad assistant -- an individual who wanted to pursue that. We noted that within the school system, there were a couple forthcoming, and that this particular person was interested in working as an assistant in a community agency, and was able to get the job, actually. That particular one comes to mind.

But we are also training in radiography, medical technology, soldering, phlebotomy. We are looking at the possibility of child care -- home child care programming -- and we involve ourselves in what's called the DACUM process to find out whether or not we actually have jobs in our area in those particular fields, and whether we can provide the quality training we need to. So, we will do that for the child care.

MS. LAUDENSLAGER: We recently developed a program at the college with the Association of Retarded Citizens -- the Director of that program -- because he indicated to me that there was a need for direct care advisors to work in group homes; that would be someone to work with mentally disabled people. He identified that there was no training program available. They provided training once the employee was already hired, but by that time, many of the employees didn't even stay with the organization because this was a whole new field. They never had any orientation with it.

Along with staff, through that organization, we have developed this program, and we will be offering the program perhaps twice a year. Again, we only offer it if we feel that there are jobs available for these people. So, we have anticipated offering the program twice a year, maybe having about 15 people each time, and that will meet the needs for a while. When there is another demand for additional employees in that area, we will do the program again.

So we constantly have to be looking at those kinds of situations to see when it's appropriate.

Assuring a smooth transition for an unemployed individual to assume the role of a student, which is a whole new role that they now have to take on, requires that many college personnel become involved and processes be developed and put into action.

A few of the examples: There is the preparation of the certifications; there are progress reports; there are data bases to record Workforce Development information; there is the billing; there is contact on a daily basis with the employment service to receive information about clients; to do status updates; and to prevent or troubleshoot problems that individuals may be experiencing.

If I know there is someone in the class -- and I primarily hear this through the teacher, or the instructor -- that she thinks there is a concern with one of the students, the first thing I'll do is get on the telephone to the counselor at the employment service and say, "I think maybe you want to work with me with this client." They're very dedicated. They've called them from home in the evening, because the next day I know that the student will come to me and say, "I received a phone call from my counselor." So, we work very closely with them.

Also, to help facilitate the information gathering and decision-making process on career choices, it's not unusual for us to arrange for an individual to talk with an instructor of a program; perhaps spend a couple of hours auditing the program, or speaking with students who are currently participating in the program. We encourage that. If they're not sure that that might be an appropriate program or career for them, we say, "Come and spend some time here. Talk to the students who are in there. See what they think of the program." We will often arrange that.

Administratively the colleges are overwhelmed with trying to continue to provide the high quality services and

programs at the lowest costs. Resources are not available, for instance, at Warren County Community College to hire a placement specialist. But we're still addressing the issue.

To address the placement issue and the necessary follow-up of the individual-- It's not just placing them, but in the interim, a lot of those people need some coaching, they need some guidance, they need somebody to talk to, to say, "This isn't going well for me. This interview I flopped. What do I have to do next?"

What we've done is, we work with the Employment Service, and they have allocated one of their employees to be at Warren County Community College two days a week. This person is specifically there to provide placement assistance for the Workforce Development Partnership Program.

Today, as we speak, because I got a phone call this morning that an AIMS system is going to be installed in the college for placement assistance-- We're also in the process of coordinating any information that we have at the college with the placement assistance, so we're sharing resources there. For instance, we get calls from employers to see if we have any students available for work. All that information is coordinated.

In the past year, three major companies in Warren County restructured and reduced their workforce by 25 percent each. These were good paying jobs. The job recovery rate is very slow. The competition for jobs is fierce, and many qualified candidates find themselves frustrated and unemployed for lengthy periods of time. Continued job growth and development must flourish to assure each citizen the opportunity to prosper. So, yes, we need the skills so that they are capable of performing the jobs, but we also have to make sure that the jobs are available.

To illustrate what the Workforce Development Partnership really means to an individual -- and sometimes

these are things that can't be captured with hard statistics -- I offer the following: One individual quit drinking and earned a 3.0 this semester. One individual who previously flunked out of college earned a 3.9 GPA while enrolled in 18 credit hours of study, and is now Treasurer of the Student Government Association. One individual, in the Office Systems Training Program, which is a short-term training program, missed several days of class. We were very concerned because no one heard from her; that is very unlike the students in the class. We found out she was physically abused at home. But she did complete the program and she is now gainfully employed and living independently with her young child.

There are many more success stories to be told, and these success stories would not have occurred without the cooperation, the pooling of resources, and the quality of personnel on both the local and State levels at the Department of Labor and at the county colleges. We believe the public recognizes the quality of our programs and the responsiveness of our institutions to the State, local, and individual student needs. The staff at Warren County Community College is very pleased to have the opportunity to be a part of the Partnership Program, and we look forward to contributing and impacting the success of creating a world-class workforce in New Jersey.

Thank you.

ASSEMBLYMAN ROMA: Thank you.

MS. DUNKEL: I'd like to address something, please?

The demand occupation issue tends to focus around the individual placement. As the individual comes into the Program and looks for training programs, there is a match to the demands that are an occupation. I think that there is a parallel that goes unstated when it comes to dealing with demand occupations as they apply to companies that are entering into the contracted training issue. I've come across a number of instances, and I think the manufacturing-- It's easier to

demonstrate in a manufacturing unit, although I've been asked to a number of service organizations that are facing the same problems. As technology impacts on their working environment, the demand occupation changes. They have people who are currently employed at a particular type of occupation at a particular level of education. They must change this individual in order to make him adaptable to the workplace as it has changed around him. You do not dismiss people who have worked for you for 25 years because there is a new piece of equipment in place in the factory, or the fact that a job has become obsolete because of a change in technology. People are highly skilled; you just don't dismiss them, you retrain them.

Companies are faced with the dual impact of having their workforce change around them, and because of the downturn in the economy, they have had to dismiss their workers who are usually the younger, more technology-based individuals. Therefore, they are left with an older workforce which is less educated as to how to deal with this new technology. In manufacturing you have a tremendous impact on process control. The changeover from mechanical devices to subrobotic devices on an assembly line forces people who became machine mechanics, became maintenance mechanics within an organization because they were undereducated previously, to have to deal with highly sophisticated situations. You have people who have been dealing with an assembly line who have been just packaging something, who now have to deal with statistical process control. These are dedicated workers. You don't throw them out because the demand occupation has changed. You retrain them. The Workforce Development Partnership Program allows for that retraining, keeping those people employed. That is the intent of the bill, to remain employed, not only to find new employment.

I have not worked with situations that have allowed for that type of training. I have been doing contracted

training for over five years through the community colleges. I have not seen this type of Program available, and as I started my statement, we are working, very often, with companies that do not want to address these issues to begin with. It's very easy to go to a Schering-Plough and say to them-- They come to us and say, "My technology has changed. Retrain my workforce." The smaller companies don't or won't do this, and therefore, this bill provides for that type of retraining so these companies don't go under. Manufacturing in New Jersey -- it's no secret that it's disappearing. This bill can help keep some of this manufacturing by allowing companies to address the changing workplace as it exists today.

ASSEMBLYMAN ROMA: Thank you. Just one parallel, if I may: One of the other areas that we're working on as a Committee that deals with Employee Assistance Programs, and, of course, there are many different reasons as to why someone loses a job-- I would imagine that some percentage would be attributable to some sort of a problem with substance abuse. In your experience, obviously, it's an area that is worth pursuing and we're working on it, and we'd like to see it incorporated somehow.

DR. RICHARDSON: As we speak, a workshop is being held at our community college on substance abuse. As part of all of our training -- all of our educational programming -- we have instituted what we call a Life Skills Program. Within that Life Skills Program are issues that are dealt with such as substance abuse and other kinds of things -- work habits, dress for success -- what's important in the workforce -- getting in on time, being prepared. Those kinds of things are also part of the curriculum. They are not necessarily part of the contract, but we deem them important in terms of turning out an individual who is ready -- truly ready -- to start in the workforce, so it's integrated into all of our programming.

ASSEMBLYMAN ROMA: Thank you. I thank you for your testimony.

MS. DUNKEL: May I clarify two things about the statewide-- First, I'd like to say that of the 1023 Workforce Development clients who were in community colleges by the end of March-- They were half and half, half in credit programs, half in short-term intensive noncredit programs. Secondly, what you hear here is representative of all 19 colleges. This is not unique to Warren and Mercer. It is truly representative, and I've learned that by going to the meetings of the various organizations. The academic officers meet once a month, as do the deans of continuing education, the contracted training specialists, and so forth and so on. We all know what one another are doing, and we share our information as we have been sharing it with the Department of Labor.

The other thing is, I'm just going to submit my testimony in written form, along with the catalog that we did for the Employment Service counselors. We have, by the way, offered space. Every community college has offered space for ES placement counselors. It is true that we laid off placement counselors. It is not true that we are doing nothing but, you know, giving college degrees.

ASSEMBLYMAN ROMA: Thank you, once again.

Robert Boccino. Private Career Schools Association.
Good afternoon.

R O B E R T B O C C I N O: Good afternoon. Just as an aside: What they're talking about in the guides and the career guides today and over three sessions, is that there is training for Workforce Development counselors. That's where I have to leave to go talk to, on behalf of the private schools, where they're looking at the guide and they're learning how to read the guide. In essence, what they have to do, they have to go beyond the title. They have to go beyond like, say, electronic

technician, which I'm familiar with, where they say there's not a demand. They have to look at the outcomes of the Program and what they're able to do, and look for some programs that enable them to enroll in Workforce Development. Because, as an example, an Electronic Technician Program is a nondemand occupation, yet medical technology or office equipment repair and maintenance is a demand, and the outcomes of electronic technician are able to perform in those instances. Larry Seidel, who's head of SIDS -- Secure Information Delivery Systems -- is presenting the training program. I had called him because of those concerns.

I just really want to talk, basically, about the Workforce Development Program and my feelings about it. Just something about me: I'm President of DeVry Technical Institute, which is in Assemblyman Mikulak's district. I'm also on the State Employment Training Commission Occupational Education Task Force, which was instrumental in helping the bill, writing to the legislation, and is also responsible for the evaluation legislation, and I'm past-President of the Private Career Schools Association. So, I've been involved in education for 30 years, and at the State level.

This is one of the few pieces of legislation that I can remember that actually addresses the workforce and the training needs and employment needs of the workforce. If you look at the objectives of the legislation which are: to prepare workers for jobs in the future; improve the ability of the workforce to meet the skill levels of the employer; retrain jobs; create jobs; shorten duration of unemployment; and revitalize careers, there's very few pieces of legislation which allocate funding to those outcomes. It addresses the displaced worker and the employed worker, as well as the disadvantaged worker, and this is one of the few pieces of legislation that also does that. You know, you're taking employed workers and you're giving them the ability to stay employed.

What we're finding is that most of the individuals sponsored by the Workforce Development vouchers tend to be older, better educated, have a prior work history, and are self-motivated, responsible, accountable, and reliable. And they have a history of employment -- employability -- and possess the skills that employers are looking for. That's all they really need, the training in areas of specialization.

The private vocational schools offer post-secondary education programs, and are an integral part of the educational system as we've heard here today. Our expertise is really short-term, career-oriented job entry programs and training that meets the needs of the marketplace. Private schools are successful because the graduates are successful. If it wasn't for our ability to place our graduates in the marketplace, we would not be able to recruit students in the marketplace and we'd no longer be in existence. So, our accountability is there every day, and our accountability for updating our programs to assure that they meet market demand and market needs is continually before us.

And we are regulated. We're regulated by the Department of Education primarily, and their six agencies which regulate private schools. There is a Senate Bill No. 846 which hopefully will be out-- It was just amended on the floor at the last Senate hearing, and it should be out before the Assembly fairly soon, which will consolidate all private vocational schools in the Department of Education to give consistent oversight, responsibility, and regulatory requirement responsibility to that Department, so all preparatory schools are measured against the same standards and meet the requirements as established by the Department. Right now, because they're in different agencies, there are different levels of accountability, and it also creates a private career school student protection fund, which is an insurance fund which protects the students or clients if a private school goes out of business, that the resources are not lost.

One of the things that makes us different than a county college or a community college is that we emphasize graduate placement. We do intensive active lead development and follow-up, resumé preparation, interview preparation, career seminars, and we're accountable for each graduate. We measure the success of our institutes in these programs by the ability to place our graduates. That is the viable difference between private vocational schools and many colleges and universities.

I can give you an example: Two good friends of mine, both sons graduated, one from Albright, one from Villanova. They both called me up and they wanted to know how to do a resumé. You know, "Can you help me?" What can you do? We gave them some of the information that we give to our own students.

There are some recommendations that I have, and it comes from the perspective of being on the Occupational Task Force and also, being part of the industry, and that is that we delineate placing responsibilities and expectations to providers, and all providers must be accountable and meet the same criteria. When we look at, again, some nonmatriculating courses, and the reasons why a lot of students are now in community colleges is they're in nonmatriculating programs and there isn't-- At the beginning of the Program there wasn't a specified demand for outcomes, that the student has to be placed, because the legislation, as it's written, requires that students be placed in jobs -- high-skill, high-wage positions.

One of our concerns is that in nonmatriculating courses where they're taking specific courses, nobody's responsible for placement. I'll give an example: In my institution we've had requests for students to take, as an example, Lotus or DBASE or just some COBOL programming courses, and I refused to take them in because I don't have the ability to place those individuals -- or secretaries. That's not my

area of expertise. I can place electronic technicians. I can place computer information systems, but I can't place secretaries or middle managers who have management experience and now want computer experience. That's one of the things we have to be careful of. We have to make sure that no matter who or where the student goes, or the client goes, that there is an accountability for placing that individual, whether it be a county college, a college, or a private school. And the marketplace will determine, as in JTPA, that if you don't provide the outcomes, you're not going to get the clients.

Employer matching requirements for all customized training grants: It's come to our attention that there are consortiums that are being formed that are using other Federal funds, and part of this legislation requires that the employer make contributions -- in-kind contributions, salary contributions, some type of contribution -- to a customized training program, and that a matching requirement be instituted for all programs. Also, that customized training grants linked to specific jobs be assured by specific employers. Also, some of the customized training grants were being used where individual training grants should have been used in terms of training people who were unemployed, not for specific jobs, but to give them skills, and that's really the purpose of individualized training grants.

Both those recommendations have been approved by The State Employment Training Commission and have gone to the Governor.

In essence, I firmly believe, after many years in education, this is one of the only programs that addresses those individuals who are already employed or recently unemployed who have work experience.

ASSEMBLYMAN ROMA: Thank you.

Robert Dunn, Electronic Manufacturing Company?

R O B E R T G . D U N N : Thank you very much. Speaking on behalf of a very excited and successful client of this program, maybe to characterize my business a little bit: Electronic Manufacturing employs 25 people. We are a precision metal fabricator focusing on the niche business of electronics, particularly the electron tube industry. It's been in existence for 60 years. It's located in the Central Ward of Newark, and it's been at its present location for 30 years. I've owned the business for the last five.

At the time of acquisition we had 17 employees. We've increased it by eight. I think, just as a slight digression, but a commentary on manufacturing in New Jersey and the United States: It had been the backbone of both and we've been managing to lose it; it's been slipping away. One of the elements has been that of quality.

Integrated into the training program we've had was both the upgrading of skills of the various individuals and also a program of total quality management. It was for the management personnel, and myself, as well as just the press worker. It was to get a complete understanding of the total interrelationship of each individual worker; it was team aspects; learning how to use the various pieces of equipment; the aspects of quality without getting into too much of the sophisticated statistical process control, but down to the level of the individual as they needed it.

Not only did it improve our quality, but it also had some side benefits that we really didn't realize we'd have. It established a sense of empowerment and commitment in the individual employees, that they felt they were part of the process, part of the company. It really did an awful lot for morale. Without this quality and upgrading of skills, I'm not sure that we'd be able to serve our client base because they're going through the same sort of programs. We are very appreciative of this. We've basically completed our program.

We're waiting for-- We will be waiting for the last payment on this, and I have nothing but the highest praise for such a Program and how it helps small companies like ours.

One more thing: I won't attribute all this to the training program, but we're estimating our sales may increase this year as much as 20 percent. I won't say it's all due to the training, but it sure didn't hurt.

ASSEMBLYMAN ROMA: That's a very nice story.

MR. DUNN: Thank you.

ASSEMBLYMAN ROMA: We want to hear more of those stories. Thank you very much for being here, and thank you for your testimony.

Robert Peabody, Morris, Sussex, Warren Private Industry Council. Welcome.

R O B E R T H . P E A B O D Y: Good afternoon, Chairman Roma. As you said, I'm Robert Peabody. I'm Executive Vice President of Area Lighting Research, Incorporated, based in Hackettstown, New Jersey. I'm also the Vice Chairman of the Morris, Sussex, Warren Private Industry Council; Chairman of the Sussex, Warren Employers Legislative Committee; and the immediate Past Chairman of the Warren County Economic Development Advisory Council.

I'd like to present comments on the State's Workforce Development Partnership Program. I support the State's efforts to highlight workforce development; however, I feel that there are some areas of the Workforce Development Program that can be improved.

Let me start with the 8 percent Workforce Development Program allocation for disadvantaged workers. It was my understanding in reading the bills -- the package of bills that you passed last year -- that this portion of the Workforce Development Program would be allocated to local Private Industry Councils to replace the funding lost as of June 30, 1992 under the New Jersey Jobs Training Program, known as the NJJTP.

This Program's dollars were used by the PICs and Local Service Delivery Areas to help extend the Federal Jobs Training Partnership Act dollars. These moneys were specifically used to assist New Jersey residents who were in real need of job training, however, could not be trained under the Federal program because they did not meet the eligibility guidelines. These people were either underemployed or, due to a "glitch" in the Federal regulations, just missed the income eligibility -- and that would apply, for instance, to displaced homemakers whose husbands had left them with no means of support. However, Federal guidelines mandate that the husband's income be included in the eligibility determination. The NJJTP provided the safety net for those residents truly in need, but who are just short of meeting the Federal guidelines. I would strongly encourage that the Workforce Program adopt the same eligibility standards as the NJJTP. Let's help these residents get into the workforce before they have to resort to welfare assistance. The investment in training these people would have the end result of a tax reduction, as opposed to the onerous cost of welfare dependency.

In practice, the start of the 8 percent Workforce Development Program was delayed. Allocations for this Program for the period covering July 1, 1992 to June 30, 1993, were not released until mid-February of 1993. Given the State of New Jersey's Local Government Services laws, which counties must follow to augment their budgets, these moneys were not available to service local residents until mid- to late-March 1993. In addition, the administrative dollars on these allocations were reduced from the 10 percent cited in the law to 5 percent. Given the complex nature of administering this grant, 5 percent administrative dollars were not sufficient to administer this Program, at least in the three counties that I'm talking about.

The allocation for July 1, 1993 is also in question. To date, the PICs have not been notified of an allocation for this Program. For the sake of continuity in providing services to participants and to ensure the success of the Program, allocations must be made available to the Private Industry Councils as soon as possible.

As a member of the business community and a resident of New Jersey, I have a keen interest in assuring that tax dollars are spent efficiently and effectively. Therefore, I'd like to speak to issues concerning individual grants issued under the WDP.

The emphasis of all government programs is to prevent duplication and the inherent problems that duplication creates. In addition to costing extra tax dollars to train the administrators of such programs, it causes confusion on the part of the general public trying to access services. The WDP Individual Grants Program is a duplication of an already existing program that has proven itself successful. Since its 1982 inception, the JTPA Program in New Jersey has been extremely successful in training and putting our residents into the workforce.

The residents in Morris, Sussex, and Warren Counties have complained to the Private Industry Council about long delays in accessing services and erroneous information concerning eligibility under the extended benefits program, which has affected their ability to stay in training programs to completion. Additionally, clients are disheartened when they discover they pay full tuition for training programs even when JTPA pays a lesser, negotiated rate. Many times the client fully bears this extra cost at a time when they can least afford to do so. For example, a local private, for-profit school, which services many WDP and JTPA clients, charges fees to the general public of approximately \$9000, while the JTPA fee is \$4900, because it's negotiated.

The WDP contracts with training agencies for services, however, do not require performance achievement in the form of a "holdback." JTPA holds back parts of payments to ensure placement and success of placement. Since JTPA contracts force vendors to ensure job placement, the different contracting procedures create a problem causing the vendors to discriminate against JTPA participants. Most vendors will enroll WDP clients over JTPA clients, limiting the number of slots available to JTPA. In effect, this difference in contracting pits one person in need against another person in need.

Thus far, statistics generated by the WDP Individual Grant Program have emphasized numbers of residents counseled, assessed, and enrolled in programs. While this information is extremely important, there has been little information available on the numbers of individuals who have successfully completed training, have secured training related jobs, and period of time between training completion and job placement. While inputs are important, the outputs of the Program should be measured to determine the level of the Program's success.

The last section of WDP that I would like to speak to is the Customized Training Program. There are two areas of concern that New Jersey businesses have with this section of the law.

The bureaucratic red tape and delays inherent in the system have caused businesses in our tricounty area to decline these much needed training services. In a time when New Jersey needs to retain and promote business upgrading activities, business finds it difficult and cumbersome to tap into this government resource. We need to promote a relationship between business and government instead of preventing the formation of ties.

In an era which promotes the coordination of grant funding and services, the WDP does not require that the local JTPA offices be notified of its activities. In the past, the

JTPA Director was notified and "signed off" on all customized training activities within his/her area. When appropriate, Federal JTPA funds were used as the first source of revenue for businesses needing customized training. If we do not use the Federal funds allocated to New Jersey first, the result is that we are spending unnecessary State dollars and may jeopardize the continuance of the Federal funding.

That seems like a lot of negatives. As I said in the beginning, I'm in support of and applaud the efforts of the Legislature to create this Program. I think there are some areas that we need the rough edges taken off of. On a larger scale, I think we also have to remember that this Program is, in a sense, an emergency Band-Aid for hemorrhaging in New Jersey and the loss of a lot of jobs. This Program will not solve all of those problems, by any means. It is a step in the right direction, but please remember that I represent a manufacturer in New Jersey, and there are very good reasons why a lot of jobs are leaving New Jersey.

There are a lot of protected jobs in New Jersey, and I'm referring to jobs such as lawyers, doctors, nurses, CPAs, government employees, our legislators. These jobs are all protected in one sense or another. Legislators, obviously, you have to live in this State and be elected by the people. You do not have competition from someone in California, or someone in Bermuda.

ASSEMBLYMAN ROMA: I have competition in June and November.

MR. WILLIAMS: I was going to say every November 3, Mr. Chairman.

MR. PEABODY: But it is local competition. It is local competition. Our lawyers or doctors, etc. are all licensed to practice here. They do not have competition from Brazil and South Korea. Our government employees, no matter what department-- I don't want to pick on the Department of

Labor -- I've had a long, good relationship with the Department of Labor. They do not have competition from the Pennsylvania Department of Labor for delivery of services in the State of New Jersey. However, the manufacturers of New Jersey must pay a very high mandated social responsibility cost, and it is included in our products. I don't mean to say that I don't agree with much of that mandated social responsibility, whether it be preserving the environment, whether it be good pension plans for employees, whether it be health care coverage for employees, and on and on and on. But realize that as a manufacturer, our competition from China, South Korea, Malaysia, India, or Brazil, does not have those costs and, therefore, it's not in their products.

The attempt on the part of this bill to provide education for highly trained and skilled workers is a step in the right direction, but please don't think that that ends the problem.

Thank you.

ASSEMBLYMAN ROMA: If I may, we've heard from the Department with respect to the 41,000 people who have received orientation, the number of people that had been contacted. I think it's on -- the pages are not numbered, but I think it's three or maybe page four. The delays that you're referring to in terms of accessing the information, erroneous information, what do you reference with respect to that paragraph? What type of information is erroneous?

MR. PEABODY: Information that we're getting from people who have gone through assessment and have been told that a career choice that they want is a possible one. For instance, one that comes to mind is that a young woman was assessed that she would like to be a police officer, was sent to pursue education in that area, and was immediately turned down because there's a requirement in New Jersey where the age limit is 35 for that, and she just happened to be 35. So,

therefore, the assessment that she should pick and go after that particular profession was not a good one, and was never really explained to her through this system.

ASSEMBLYMAN ROMA: The delays that you're talking about?

MR. PEASE: Those may be due to the problems of start-up, and those are being corrected. Only time will tell.

ASSEMBLYMAN ROMA: Thank you for your testimony.

The Department is here. I don't mean to put you on a spot, but if you feel that some response is necessary, I would welcome the input of any one of the members.

MR. MCCARTHY: Yes. Appreciating anecdotal stories that this gentleman brought up, we, through the Chair, would be happy to respond to the gentleman's testimony.

ASSEMBLYMAN ROMA: If you would come forward? Yes?

MR. MCCARTHY: No, no, in writing, through the Chair.

ASSEMBLYMAN ROMA: Okay. So we'll provide a copy of that.

MR. MCCARTHY: Yes, if we could get a copy of that.

ASSEMBLYMAN ROMA: We'll give you a copy of the testimony, and if you would look through it-- I'm sure there will always be times when there will be problems, especially when you have special legislation as in the case of the police officer. However, it points out one of those areas in terms of those areas that may be job demands, and perhaps that's one of the areas we should be looking at.

Harvey Steinberg?

H A R V E Y S T E I N B E R G: Can you take a pure, simple citizen just for now?

ASSEMBLYMAN ROMA: Sure. Sure.

MR. STEINBERG: Okay, thank you. I've been sitting here for most of the morning and since it's late-- I have myself down as a private citizen, which is the way I usually

introduce myself. I wouldn't want to misrepresent, though. I am interested in the Department of Labor's programs at this point, not only because of my background and my own personal way of going about things, but also because I would like to do some work with them as professionals in that, so I don't want to have any misjudgments about that.

What I think I might do at this point, though, and it won't take long, is first of all, given the hour, just do a little something to wake up this activity by some questions which I don't need to be answered, but nevertheless that provide some food for thought. Just coming from the testimony that existed here today, I could do 100 of these.

ASSEMBLYMAN ROMA: I notice that you're referring to certain cards. If you could reduce that in writing and forward it to the Committee it would be helpful to have a complete record, okay?

MR. STEINBERG: I shall. It beats the notes that I took as I was thinking.

ASSEMBLYMAN ROMA: Thank you.

MR. STEINBERG: May I speak, as that's what I'm about to do?

ASSEMBLYMAN ROMA: You may speak.

MR. STEINBERG: Okay, thank you, sir.

I won't give a history of my background and why I'm here and what I know. Unless you ask for it, I don't like to do that kind of thing.

Let me ask some questions: If an employer is not sophisticated-- Given the testimony, if an employer is not sophisticated enough to know the value of methods of training as were brought forth -- the community college representatives who deal with so many of them -- then I would have to ask how good an executive of business is this person in the first place? I have long thought-- I've been on all sides of the fence: government, labor movement, business, community, the programs that you're talking about, etc.

If I had any thoughts to give for legislative ideas, I would ask that you transmit over to other committees, or have someone sponsor a bill having to do with management training for employers and for employees, in particular, who are going to be contracted for for training programs. We have heard-- The idea of-- This presumed perfection of employers which is really systemic, and all that we talked about, is foolish. We see that in our society all about us, where our largest and smallest employers are falling apart for all kinds of management failures, etc. And I speak of that, by the way, having come from -- in doing management work also. That was actually related here today -- small businesses whose employers don't really understand training, don't like it, think an hour is enough, and then fight it all along the way once they get the grants. What is this saying about them as managers of their own businesses, no less of employees?

Here's another one: How can one be in support-- How can this Committee, how can the Legislature be a support of our manufacturing thrust, which is a concern of the Committee -- and of mine, too -- if people are not being trained for it? The labor force competence is one of the things that brings employers, including manufacturers, into our State, and remaining in our State. We have heard, again, from the community college representatives, of those key jobs, you know, in demand that they are trying to satisfy. Nowhere among the three of them, nor among the State representatives, was there an indication-- She said that represented the State. Nowhere among them was manufacturing indicated. Health care, licensed practical nurse, cosmetology, office employment-- Where is the manufacturing thrust in this?

I think the State is attempting to recover. We have also heard some good things about that, though, from the representative of the Department of Labor, with the automobile plan, and some other people here.

But nevertheless, I mean if we-- You have to take a look at the large-- And these people represent the large scene. I would really have to question where we're at.

Now, as far as the Legislature's function goes, I would have to say this: If one wants to work with the private sector, the private sector's objection all along, since MDTA days in 1964 when the first program started of training, like the Federal government, and all throughout the years -- and I can mention all of them-- We're really at the same stage of training, I must say, as we were -- what are we now -- 30 years ago. We are. We're always starting anew.

One of the things that employers cavil at, and hesitate to get into involvement with labor departments as we've also heard, is something quite opposite from what I've heard from JTPA people, from people who represent PICs, that I've also heard here this morning, and that has to do with all the regulations, the lack of flexibility; not so much telling us what we have to do, but that does not conform to the dynamics of a business.

I would also say that applies in terms of things like objective evaluations, which, presumably, are the thing today, the state of the art. This is not the state of the art. This is very useful; this comes from the economics profession, and that's the way they go about their business, looking at things after they happen -- what happened before, what were the outcomes.

I would have to say: What is the process? We're not going to solve problems by looking at-- You solve problems by knowing what happened along the way. It's important for you to have that. As legislators, you know if something is working or not. That's not the whole story, though, when it comes to evaluation, not by far. It should really be something that moves from and back into project management. Project management being: how the training succeeds; how it's getting

absorbed and assimilated into the employment; seeing, specifically, how well the employer is doing as a result of it, and how well the worker is doing as a result of it.

Another thing that bothers me, and I mentioned this at my last testimony here when you were doing the Apprenticeship Program testimony three or so weeks ago at which a couple of legislators asked really interesting questions, and in a sense, almost concurred-- It has to do with this immediacy, this quick fix that we have on training people for that next skill.

We've heard here, again, from the college representatives--

Am I speaking too much, sir? You tell me.

ASSEMBLYMAN ROMA: I can't tell you. I do know that you have a number of cards before you--

MR. STEINBERG: No, no, no. You know, they--

ASSEMBLYMAN ROMA: --and if you could, what is necessary, the testimony that you have before you-- In order to make a proper record, it will be necessary to reduce that to writing, so we have one continuous record.

MR. STEINBERG: Let me say one thing more then. Instead of going on to specific sorts of things which don't, in a sense, all hang together unless I make them hang together in a--

I don't like to pick at things. There are overarching concepts in this kind of thing which are not being addressed. I will do that.

In terms of the WDPP, I think that everyone would agree -- not everyone would agree, but most folks would agree, very overwhelmingly perhaps -- that this is a valuable Program in itself. Its potentials are for the training of some 25,000 persons a year, given the level of funding that it's at, at \$50 million, and the per capita expenditures, which I would have to guess would be \$1500 or so. Administratives add up. That's one thing, so that has to be supported.

The other thing that has not been mentioned and is almost, presumably embarrassing, perhaps, to mention at a public forum, is the virtual fact that this represents a symbol of hope to the persons of New Jersey. Aside from the actual training of individuals or what happens with our industry, so much of what happens in the legislative halls and in our society and through the media has to do with symbolism. And this is an important thing. There is the expectation that we all have to pull together as a society; that the Legislature is interested; that the executive branch is working toward the betterment of the people.

I just thought that I should articulate that, particularly in these troubled times. It's a function of government; it's legitimate, and not one to be backed away from as explicit.

I think that the Apprenticeship Program, in a sense, when we went through that a few weeks ago, was that sort of thing. There are problems in it. There are problems in training for the next skill, when Ray Peterson gets up and says, which was absolutely correct, not that people have seven jobs during their lives; people have seven occupations during their lives. What happens after they're trained one time? What happens for the next six occupations?

The idea of generic training, aside from moving from this kind of doing the skill this way to doing the skill that way-- The idea of the critical thinking, the conceptual thinking, is behind it all. You're not going to--

So in a sense, some of these programs are symbolic, because the persons who are being trained are going to be unemployed and disemployed again in three, four, or five years. They're going to be set back on their heels. The technology is going to change. There will be a-- I've seen this through 30 years, if you think of it. If you think of it, you'll know that that's so, too.

I won't repeat some of what I said at that point, but in a sense, that is the symbolism in the Program. There are other symbolisms that go on that are purely that. I was present at a--

This is the last thing that I'll say.

ASSEMBLYMAN ROMA: Thank you.

MR. STEINBERG: For example, I was present at a bill that did pass the Legislature. It was signed by the Governor. You know, I'm also a political partisan, but aside from that, both parties, incredible bills, for every-- Well, I first brought it along before I left-- I didn't know I was going to be here today. It's purely symbolic that there is a jobs impact on expenditure -- on any regulations that would be made by State agencies.

ASSEMBLYMAN ROMA: Is this a separate piece of legislation that you are referring to?

MR. STEINBERG: Yes, it's been done. The point that--

ASSEMBLYMAN ROMA: May I suggest the following: There are probably any number of bills dealing with employment opportunities--

MR. STEINBERG: That passed. It's been passed.

ASSEMBLYMAN ROMA: --that we are working on. We passed an ECRA reform bill. We realized that this was a number of pieces of legislation. It's job retraining. You have to have a job in order to have somebody retrained to be able to go there and take advantage of a job retraining program. But at the same time, we recognize that this is one part of the puzzle, and we're rapidly trying to address a problem that is not just in this State, not just in this country, but throughout the entire world.

So there are many different factors that impact job opportunities, but we certainly appreciate your input.

MR. STEINBERG: Okay. That's fine.

ASSEMBLYMAN ROMA: If you could just give us a summary?

MR. STEINBERG: Surely, surely.

The one last thing that I will leave you with is that I'm afraid of the rigidity, because you are legislators making legislation, and therefore wishing to act, and therefore making specifications, that I would disagree with the JTPA people, with others who want more and more micromanagement by others outside the people doing the work -- outside of the companies. I just had this happen in other respects.

The more that you people -- not you people -- put upon the agencies and the customers as to what they should do, how they should do it, how they have to report, and all of that, the less dynamism there will be in the Program, as you said, for our State and for our country.

That's my final comment upon that. We need effort; we need work; we need more trust in our institutions, and less of a technocratic obsession with sitting on top of them telling them what to do.

Thank you.

ASSEMBLYMAN ROMA: Thank you.

Mike McNeil, Frequency Engineering Laboratories?

M I C H A E L M c N E I L: I'm going to keep it short. Basically, I just came down to say thank you. We've been involved in the training program now for about two years -- your particular Program. Basically, I really want to say thank you to the Department of Labor for the way they responded to a problem that we had. We had written a letter; I don't know if you were aware of it. We were awarded a big, military type contract building mines -- not the type of old mines that you see, the big round ones, but the sophisticated electronic mines.

What had happened was that we didn't have the skill level in-house to do that particular job. That job would have been farmed out. What happened was that we made an agreement with John, also the President of our union local, and we

searched in the State of New Jersey and practically all around the United States to try to bring the skills in. They brought in some engineering as far as the NC machinery and stuff like that. We could not find the skills. So what we had to do was that we agreed -- the union, which I represent, the State Department, and the company that I work for, Frequency Engineering -- that we had to go overseas to bring the help in.

We brought those people in with the agreement that we had gotten a grant, that we would start training our people here in the State of New Jersey to fulfill those jobs that these people had.

I can say that, specifically, that has happened. There is only one fellow left in our plant now who is from England who is on one of the machines, and he wished to stay in this country. Other than that, we have fulfilled that part of the bargain that we made. Our people are cross trained in that job.

Now, we're going on to do some more cross training. Without this cross training, we can't compete with the other companies. We just can't do it. You can't hire 99 people to do a job, and it only takes 30. That's what it's all about.

I don't know if everybody here understands that. A lot of times you pick up the paper and you see a company has a layoff, and they just got awarded a grant or something like that. A lot of people don't understand that in our particular contract we have lifetime call-back rights if a person gets laid off. That's what people need to understand and know.

What we do is, basically, we bid on a job. That job is in engineering for, say, a year, or a year-and-a-half. Then it comes out on the floor for, say -- three years it's on the floor. That's our term of business.

When we put our proposal together, I believe we proposed a three- to five-year business plan with the Department of Labor, which I think is great, and I think that

every company that goes into this should put some type of package together.

That's about all I want to say. If you have any questions that you may want to ask me, feel free to do so.

ASSEMBLYMAN ROMA: We're very happy to hear the good news.

MR. McNEIL: It's good news.

ASSEMBLYMAN ROMA: As you can appreciate, with everything that's going on, or happening out there, having a success story such as yours-- That's what we're looking to do, to help you.

MR. McNEIL: Well, we're hoping to be more successful. Again, I say, I want to thank everybody here who was involved in helping to put that package together for us. I want to thank you very much.

ASSEMBLYMAN ROMA: Thank you for participating in it.

Jeffrey Yesionowski, Monroe Systems for Business?

Good afternoon.

J E F F R E Y Y E S I O N O W S K I: Good afternoon. I'd like to thank you for inviting me here today to provide comments substantially supported by everyone in our company. My intent is not to read the entire transcript that I gave Mr. Williams earlier, because many of the comments mirror previous comments.

Monroe Systems, just to summarize, is a company that was formed in 1912 in the Oranges. It's been in New Jersey throughout its life. Currently, it's a privately held company for office products. Annual sales are about \$130 million. We have about 1500 employees, and 300 of those are here in New Jersey.

In general, we have many compliments for the Program. It's our belief that the DOL is probably underfunded. It does not have the budget that it needs. Since the inception of the

Program with our company, everybody has changed except for one person. We get the impression that there is a very high turnover rate, and we think that has contributed to many of the delays that we have seen.

As an example, our application was first submitted last November. It was changed again in December. The contract was signed in May, just recently. We have not yet received any funding. Coincidentally, we have people from the Department visiting our facilities to monitor employee performance next week. At that point we believe a voucher will be created, and we understand there is probably a six-week turnaround time before any funding is possible.

ASSEMBLYMAN ROMA: What was the initial application date?

MR. YESIONOWSKI: The initial application, the final one that was approved, was mid-December.

Perhaps the other area that we'd like to make comments on has to do with the Department of Employment Services. We feel that unemployment is extremely high in New Jersey, between 9 percent and 10 percent currently, probably, and we thought when we began to expand certain jobs and functions in our headquarters function that this would be a viable source for candidates. We're expanding jobs primarily in our Morris Plains Headquarters facility in two principal areas: sales telemarketing and dispatching. Both of those, we feel, we can do on a consolidated centralized basis versus operating independently in all 50 states. That means that over about a 9-month time frame, we're hiring about 100 white-collar employees.

Of the 92 jobs that already have been identified and approved by our Human Resources Department, 75 have been filled, but only five of those positions came through the Employment Services area. We thought that number would be far higher.

ASSEMBLYMAN ROMA: The information that you gave us previously, you said that there is a total of 1500 employees?

MR. YESIONOWSKI: Yes.

ASSEMBLYMAN ROMA: And of that amount, approximately 320 reside here in New Jersey?

MR. YESIONOWSKI: Yes.

ASSEMBLYMAN ROMA: And if I have the information correctly, 129 are in training, or will be?

MR. YESIONOWSKI: Yes, yes.

ASSEMBLYMAN ROMA: And the nature of your business is sales and service of office equipment?

MR. YESIONOWSKI: Primarily. We were principally only a calculator company; that's why the company was formed. International competition dictated that we had to expand to other areas, so now we're into copiers. We're the U.S. arm of the Mita Corporation, and we also carry facsimile lines and shredder products.

ASSEMBLYMAN ROMA: Well, thank you. Thank you for your testimony.

MR. YESIONOWSKI: Thank you.

ASSEMBLYMAN ROMA: Is there anyone else who wishes to testify? (no response)

I'd like to thank all who participated in today's hearing. It certainly gives us a better understanding as to the progress of the Workforce Development Program. Certainly, there have been a number of ideas that have been expressed. It's an opportunity to reflect on the legislation, and perhaps look at some other areas. And as with any legislation, it's necessary to conduct an overview and determine the success and shortcomings.

Once again, thank you for your participation.

(HEARING CONCLUDED)

APPENDIX



NEW JERSEY GENERAL ASSEMBLY

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BERGEN COUNTY
40 EAST MIDLAND AVENUE
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PARAMUS, NJ 07652
201-265-6680
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COMMITTEE
CHAIRMAN, LABOR COMMITTEE
MEMBER, VETERANS &
MILITARY AFFAIRS

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

June 7, 1993

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

Dear Commissioner Bramucci:

This is to inform you that the Assembly Labor Committee will hold a public hearing at 10 A.M. on Wednesday, June 16, 1993 in Room 8 of the Legislative Office Building regarding the implementation of the Workforce Development Partnership Program (WDP). I recognize and commend the tremendous effort that has been made by the department over the 11 months since the enactment of the legislation creating the program (P.L.1992, chapters 43 through 49).

The purpose of the hearing is to give the committee and the public the opportunity to understand what progress has been made in getting the program underway, and to explore how we in the Legislature can be of assistance to assure the full success of the program. The committee will take testimony regarding the program from the public and from representatives of business and labor. I would appreciate it if you or representatives from your department would make a presentation and respond to questions regarding the program.

What follows are questions regarding several major issues in connection with the program. Please provide written answers to these questions not later than June 15, 1993. Because most of the questions reiterate, amplify or follow up questions already put to the department during the budget review process, this request should not cause too great an inconvenience.

General

What are the most recent cash flow projections for the entire WDP through the end of fiscal year 1993, including the total expected revenues for the program for the year and the expenditures for each major component of the program: customized training grants; individual grants; 8% set aside for disadvantaged workers; 3% set aside for occupational safety and health training; department administrative costs; and State Employment and Training Commission administrative costs?

Customized Training Grants, Matching Funds, Publicity and Recruitment

P.L.1992, c.43 requires matching funds from employers receiving customized training grants, but not from community-based or employee organizations, because the Legislature recognized that such organizations usually lack the resources to pay the 40% match suggested by the law. According to the most recent information available to the committee, no grants have yet been provided to consortia, including consortia representing small businesses.

Please provide up-to-date information on the number, size and type of applications and awarded grants. How much of the money available for the customized training component of WDP will be expended during this fiscal year and how much will remain? What is the department's current policy regarding matching funds from community-based and employee organizations? How many consortia representing more than one business have applied for or received grants? What, if any, effect have requirements for matching funds had on the awarding of grants to consortia of small businesses? What means have been used to publicize and seek applications for customized training grants from businesses of various types and sizes and in various parts of the State? What is the average length of time from the date of an application for customized training services to the date of its approval?

Individual Grants, Counseling and Workplace Literacy

During the budget review process, it was reported that 1,390 applicants had received WDP individual training grants out of more than 50,000 individuals who had expressed interest in the program. Due to a shortage of counselors, some applicants had to wait more than two months just to receive counseling.

Please provide the most recent data regarding the number of people who have expressed interest in WDP individual training grants; how many have been counseled; how many have received grants; and how many are receiving additional unemployment benefits for training (ABT).

How much grant money has been approved? How much money has been paid in ABT? How much of the money available for individual grants and ABT will be expended during this fiscal year and how much will remain? How long is the longest waiting period for an applicant between expressing interest and being awarded a grant? What is the average period? How many applicants who have not been rejected are currently waiting for a decision regarding a grant? What are the major factors resulting in delays?

A major emphasis of the legislation creating the program was to increase workplace literacy and to ensure that each qualified WDP applicant for training receive the remedial education needed for success in the occupational training provided to the applicant. P.L. 1992, c.42 provides that an applicant's Employability Development Plan must include an evaluation of the applicant's need for remedial education to succeed in occupational training. The law requires that remediation provided in the plan be sufficient to ensure that the applicant will attain a level of basic skills at least equal to that deemed necessary for success in the occupation by the Dictionary of Occupational Titles. Nonetheless, the department indicated during the budget review process that less than 20% of all WDP participants were evaluated for basic skills and only 39 out of 1,390 individual WDP training grants (about 3%) included remedial training at that time.

Has the portion of WDP applicants who have been evaluated increased? Has the portion of WDP individual grants which include remediation increased? Please provide up-to-date data in absolute numbers and percentages. How many, if any, applicants for a WDP individual grant have been denied because of a low level of basic skills? Describe any progress or plans that have been made to ensure that assessment and remediation are provided at the required level.

P.L.1992, c.48 extends to programs funded by the Job Training Partnership Act (JTPA) the same requirements regarding remediation as are indicated above for WDP. During the appropriations process, the department indicated that all of the more than 19,000 JTPA participants in New Jersey received basic skills assessments. The department also indicated that remediation comprised 15% of all JTPA training costs, while it comprised less than 2% of WDP training costs. The U.S. Department of Labor (USDOL) found no conflict with federal law from the remediation requirements imposed on JTPA programs by P.L.1992, c.48.

Why is there such a large discrepancy between the portion of WDP participants who received the assessments (less than 20%) and the portion of JTPA participants assessed (100%)? What percentage of JTPA trainees receive remediation under each title of JTPA? What accounts for the difference between the portion of total training funds spent on remediation under WDP compared to the portion spent under JTPA? Describe any progress or plans that have been made to ensure that the required amount of remediation is provided in JTPA-funded programs.

June 7, 1993

WDP Allocation for Disadvantaged Workers

P.L.1992, c.43 requires that 8% of WDP moneys, or approximately \$4 million, be allocated for "disadvantaged workers," that is, individuals who are underemployed, have low pay or are receiving or eligible for public assistance. As of April 8, 1993, only eleven individuals in the entire State had entered into training under this component of WDP and a total of 32 had entered orientation or assessment.

What progress has been made in implementing this component of WDP? How many individuals have been counseled? How many have received grants? How much money has been awarded as grants? How many of the individuals are public assistance recipients? Is all of the training provided for labor demand occupations? How has this program been coordinated with the General Assistance Employability Program and JTPA? What means have been used to publicize and seek participation in this component of the program? What have been the main factors delaying this component of the program?

Occupational Safety and Health Training

In your testimony before the Assembly Labor Committee regarding the WDP legislation, you shared my enthusiasm for the requirement of that legislation that not less than 3% of WDP moneys, or approximately \$1.5 million, be used for occupational safety and health training. I regard this component to be of critical importance.

What progress has been made in implementing this component of WDP? Please list all of the grants awarded, each grantee and the amount of each grant. What means have been used to publicize and seek participation from businesses and other groups in this component of the program?

Requirements for Service Providers

To ensure the use by WDP of high-quality employment and training services, the legislation establishing the WDP requires the collection of information to evaluate each training service provider, based on the long-term success (over a period of not less than two years) of trainees in obtaining employment and increasing earnings. The State Employment and Training Commission (SETC) is authorized to set standards regarding the comparison of those trainees with similar individuals who did not receive training. It is required that the long-term information be used to assist in determining which training service providers are approved for the program and to assist in the counseling of prospective trainees. The department reported during the budget review process that the SETC was soliciting proposals from consultants to

evaluate the program and set standards for evaluating service providers. It was anticipated that a contract would be awarded to a consultant not later than June 30, 1993. The long-term information is expected to be available "at the end of calendar year 1994." The information will not be reviewed until 1995 for use in future "consumer guides" for trainees and no date is set as to when the long-term information will be used in the approval of service providers. SETC has indicated that existing unemployment insurance records regarding wages over the last five years could be used as a source for long-term information to assess the effectiveness of service providers.

Has the consulting contract been awarded? What are the costs of the bids and, if it has been made, the award? What would it cost the SETC to set standards for evaluating providers and conduct the evaluation of the program itself, including any necessary cost of additional staff? When will the evaluation standards be available? Why should it take more than two and a half years from the effective date of the act to apply information about program results to the selection of service providers and counseling?

Training service providers are required to serve WDP and JTPA trainees on a first-come, first-serve basis. This is intended to prevent providers from "creaming," or choosing only those trainees are easiest to train, while ignoring those in greater need. The department reported during the budget review process that most providers already accept trainees on that basis, but that the requirement has not been imposed on those providers that choose not to comply. The USDOL has found no conflict with federal law regarding these requirements as they apply to JTPA programs.

Since most providers are able to comply with this requirement, why hasn't it been applied to all providers?

Your prompt attention to these inquiries is appreciated, especially considering their importance to our mutual efforts to ensure the success of the program. I look forward to receiving your answers on the 15th and to your participation in the hearing on the 16th.

Sincerely,



Patrick J. Roma
Chairman, Assembly Labor Committee

PJR:ram

New Jersey Department of Labor's Answers to
Assembly Labor Committee's Questions
on the
Workforce Development Partnership

Question 1-General

Question 1a

What are the most recent cash flow projections for the entire WDP through the end of fiscal year 1993, including the total expected revenues for the program for the year and the expenditures for each major component of the program: customized training grants; individual grants ; 8% set aside for disadvantaged worker; 3% set aside for occupational safety and health training; department administrative costs; and State Employment and Training Commission administrative costs?

We expect to have approximately \$42.5 million available to fund the various elements of the Workforce Development Program in fiscal year 1993. Of that amount, \$19.6 million will be used for individual training grant services (qualified displaced workers - 30%), \$12.5 million for customized training grants, \$1 million for qualified disadvantaged workers (8% category distributed through the JTPA system), and \$5.4 million for administrative costs including \$3.2 million for start up costs. Included in the administrative category is \$200,000 for the State Employment & Training Commission; \$100,000 in start up costs and \$100,000 in costs for developing the evaluation process for the Workforce program. We expect to carry in to fiscal year 1994 \$2.4 million in the 8% category and \$1.2 million in Occupational Safety & Health training money and \$300,000 in un-designated program money.

Question 2-Customized Training Grants, Matching Funds, Publicity and Recruitment

P.L.1992, c.43 requires matching funds from employers receiving customized training grants, but not from community-based or employee organizations, because the Legislature recognized that such organizations usually lack the resources to pay the 40% match suggested by the law. According to the most recent information available to the committee, no grants have yet been provided consortia, including consortia representing small businesses.

Question 2a

Please provide up-to-date information on the number, size and type of applications and awarded grants. How much of the money available for the customized training component of WDP will be expended during this fiscal year and how much will remain?

39 applications have been received; 36 have been approved; and 3 have been denied. Currently 72 applications are being developed by companies, with the assistance of the Office of Customized Training Staff.

The 36 approved grants equal \$9,606,963.20 in Workforce Development Partnership funds and \$21,667,600.87 in company matching funds.

Business sizes:

These include all companies participating in all of the approved applications including consortia.

21 small businesses (1-100) employees
14 medium businesses (101-250) employees
23 large businesses (250+) employees

These businesses included 35 manufacturing companies and 23 non-manufacturing.

As noted in the answer to question 1a, we expect to provide \$12.5 million to fund customized training applications in fiscal year 1993. Since there is no statutory minimum set aside for this activity, there is no carry over attributed specifically to this activity. However, the \$300,000 in un-designated funding can be used by the Commissioner for customized training in fiscal year 1994.

Question 2b

What is the department's current policy regarding matching funds from community-based and employee organizations?

Non-employer applicants for customized training services are encouraged to demonstrate a commitment to the training effort by investing its own available resources, in cash and/or in-kind, toward the costs of the training needs of workers. Examples of non-employer contributions to the costs of services include such items as training facilities, training materials, training personnel, and direct funds. This provision is applied based on the applicant's ability to contribute. An inability to contribute will not disqualify an application from consideration.

Question 2c

How many consortia representing more than one business have applied for or received grants?

Five consortia applications have been approved: PATEX, North Ward Medical, North Ward Clerical, Meadowlands Chamber of Commerce, and Medishare. The Office of Customized Training staff is currently assisting twelve consortia in the development of Customized Training applications.

Question 2d

What, if any, effect have requirements for matching funds had on the awarding of grants to consortia of small businesses?

No negative effect. The contribution of employers has created a business investment on a better than \$2.00 to \$1.00 ratio, thus allowing us to spread program dollars further than would have occurred without the contributions.

Question 2e

What means have been used to publicize and seek applications for customized training grants from businesses of various types and sizes and in various parts of the State?

Publicity has taken the form of:

1. Notices in the New Jersey Department of Labor "Employer Update," which is distributed monthly to all employers in the State.
2. Small Business Seminars hosted at Community Colleges throughout the State.
3. Regional WDP forums.
4. Meetings with members of the AFL-CIO and Central Labor Councils.
5. Seminars at Chambers of Commerce.
6. Cable television and radio show appearances.
7. Meeting with the New Jersey Business and Industry Association and other business associations.
8. Monthly State Economic Development Network meetings.
9. Conducted training for State Utility Marketing Representatives including PSE&G, JCP&L
10. Statewide Business Enhancement Programs with the Department of Commerce.
11. Coordination with New Jersey Economic Development Authority.

Question 2f

What is the average length of time from the date of an application for customized training services to the date of its approval?

In the start up phase of the program the average length of time for the approval of an application was three months. We are currently approaching our goal of one month for the approval of an application.

Question 3-Individual Grants, Counseling and Workplace Literacy

During the budget review process, it was reported that 1,390 applicants had received WDP individual training grants out of more than 50,000 individuals who had expressed interest in the program. Due to a shortage of counselor, some applicants had to wait more than two months just to receive counseling.

Question 3a

Please provide the most recent data regarding the number of people who have expressed interest in WDP individual training grants; how many been counseled; how many have received grants; and how many are receiving additional unemployment benefits for training (ABT).

Approximately 71,000 individuals have expressed interest in Workforce Development Partnership.

Approximately 41,000 individuals have received orientation to Workforce Development Partnership.

Approximately 19,000 individuals have received at least one counseling session.

Approximately 5,200 Training Grants have been awarded.

Approximately 3,300 individual are receiving additional unemployment benefits during training.

Question 3b

How much grant money has been approved?

As noted above, we expect to make available approximately \$19.6 million for individual training grants through June 30, 1993.

Question 3c

How much money has been paid in ABT?

Through May 31, 1993, approximately \$7.4 million has been expended.

Question 3d

How much of the money available for individual grants and ABT will be expended during this fiscal year and how much will remain?

The minimum amount required to be allocated to individual training grant services for fiscal year 1993 based on the total amount of funding to be used during the fiscal year is \$12.7 million. Since the amount expended exceeds the minimum allocation, there will be no carry over into fiscal year 1994.

As to ABT, the amount available for calendar year 1993 is approximately \$38 million. Accordingly, approximately \$30.6 million is available through December 31, 1993. The amount available for this program is limited to 1.5% of the Unemployment Trust Fund balance on December 31 of the previous year.

Question 3e

How long is the longest waiting period for an applicant between expressing interest and being awarded a grant?

The average waiting period for an applicant expressing interest and being awarded a grant is 8 weeks. While individuals have been awarded a grant in less than 8 weeks, in some cases the award has exceeded the average, with the longest waiting period currently being 17 weeks. A contributing factor to longer waiting periods is the heavier demand for training and individual grants among the different labor market areas in the state.

Between orientation and the initial counseling session, WDP participants are expected to complete a series of self-directed and other activities which are critical to being able to make

informed career decisions. Depending on participant readiness and need, these employment development activities may include all or some of the following:

- Labor market research
- Occupational research
- Application for financial and tuition assistance
- Referral to other state and federal training opportunities
- Referral to other agencies for supportive services
- Standardized testing
- Active search for work

Upon completion of the self-directed activities and various assessment techniques, the participant and counselor jointly develop an Employability Development Plan (EDP) which include decisions relative to career choices, service providers and long term employment goals.

Question 3f

What is the average period?

Eight weeks.

Question 3g

How many applicants who have not been rejected are currently waiting for a decision regarding a grant?

There are approximately 2,400 clients who are actively working with a counselor to complete an Employability Development Plan (EDP) so that a grant decision can be made.

Question 3h

What are the major factors resulting in delays?

The Department's interpretation of the legislative intent of the Workforce Development Partnership was to reach the maximum number of displaced workers. In the months following the signing of the legislation, the Department developed an aggressive marketing strategy for the Partnership which included direct mailings to unemployed individuals, the establishment of a telephone hotline to answer inquiries on the Partnership, and the distribution of public notices and brochures to insure that all potentially eligible unemployed workers were notified. As a result of these efforts, the volume of clients expressing an interest in this program has been overwhelming. Through May 31, 1993 over 71,000 individuals have expressed interest in participating in the Partnership.

The complexity of implementing a new and innovative human capital development program posed inherent problems in delivering the required services. The amount of time between an individual expressing an interest in the program and the individual actually entering training is dependent upon a number of factors. These factors include: individual employability development activities; training provider start dates (semester bound and non-open entry/exit programs) and an individual's own motivation. As discussed in question 3e, applicants must perform a number of tasks themselves as part of this process. The Department cannot control the pace at which applicants pursue these tasks. In fact, some applicant option not to participate in the program.

A major emphasis of the legislation creating the program was to increase workplace literacy and to ensure that each qualified WDP applicant for training receive the remedial education needed for success in the occupational training provided to the applicant. P.L. 1992, c.42 provides that an applicant's Employability Development Plan must include an evaluation of the applicant's need for remedial education to succeed in occupational training. The law requires that remediation provided in the plan be sufficient to ensure that the applicant will attain a level of basic skills at least equal to that deemed necessary for success in the occupation by the Dictionary of Occupational Titles. Nonetheless, the department indicated during the budget review process that less than 20% of all WDP participants were evaluated for basic skills and only 39 out of 1,390 individual WDP training grants (about 3%) included remedial training at that time.

Question 3i

Has the portion of WDP applicants who have been evaluated increased?

I would like to clarify the statements made by the Department regarding the number of WDP participants evaluated for basic skills. From the inception of the program, all WDP participants have been evaluated for remedial education. Thirty-eight percent of the participants have been evaluated utilizing written tests; 62% of the clients have been evaluated utilizing assessment tools and techniques other than testing.

Question 3j

Has the portion of WDP individual grants which include remediation increased?

The portion of WDP individual grants which includes remediation has remained the same. The percentage of individuals receiving remediation under WDP is consistent with the JTPA Title III Dislocated Worker experience.

Question 3k

Please provide up-to-date data in absolute numbers and percentages. How many, if any, applicants for a WDP individual grant have been denied because of a low level of basic skills?

Basic skills training has been provided to 106 individuals which represents 2% of all WDP grant recipients. WDP candidates are not denied WDP grants because of a low level of basic skills. It should be noted that the program so far has attracted primarily workers with a strong attachment to the labor force who possess average or better than average basic skills.

Question 3l

Describe any progress or plans that have been made to ensure that assessment and remediation are provided at the required level.

Please refer to the answer to question 3i, j, k.

P.L.1992, c.48 extends to programs funded by the Job Training Partnership Act (JTPA) the same requirements regarding remediation as are indicated above for WDP. During the appropriations process, the department indicated that all of the more than 19,000 JTPA

participants in New Jersey received basic skills assessments. The department also indicated that remediation comprised 15% of all JTPA training costs, while it comprised less than 2% of WDP training costs. The U.S. Department of Labor (USDOL) found no conflict with federal law from the remediation requirements imposed on JTPA programs by P.L. 1992, c.48.

Question 3m

Why is there such a large discrepancy between the portion of WDP participants who received the assessments (less than 20%) and the portion of JTPA participants assessed (100%)?

There is no discrepancy between the portion of WDP participants who received the assessments and the portion of JTPA participants assessed. Each program assesses 100% of its participants. (Please also refer to the answer to 3i)

Question 3n

What percentage of JTPA trainees receive remediation under each title of JTPA?

Percentage of JTPA trainees receiving remediation:

Title IIA	10%
8% ED. Cord.	30%
3% Older Worker	1%
Title IVC	5%
Title III	1%
Jobs/FDP	27%

Question 3o

What accounts for the difference between the portion of total training funds spent on remediation under WDP compared to the portion spent under JTPA?

These programs serve different populations. JTPA primarily serves the economically disadvantaged many who are deficient in basic skills. WDP primarily serves displaced workers with a strong attachment to the labor force and who are generally less in need of remediation. The department data shows that over 80% of WDP grant recipient have 12 or more years of education. A more meaningful comparison would be between JTPA Title III dislocated worker program and WDP 30% individual grants (WDP: 2%; JTPA Title III: 1%).

Question 3p

Describe any progress or plans that have been made to ensure that the required amount of remediation is provided in JTPA-funded programs.

Under JTPA, remediation is supplied to all participants whose detailed assessment indicates that they are in need of such training. No corrective action is indicated.

Question 4-WDP Allocation for Disadvantaged Workers

P.L. 1992, c.48 requires that 8% of WDP moneys, or approximately \$4 million, be allocated for "disadvantaged workers," that is, individuals who are underemployed, have low pay or are receiving or eligible for public assistance. As of April 8, 1993, only eleven individuals in the entire State had entered into training under this component of WDP and a total of 32 had entered orientation or assessment.

Question 4a

What progress has been made in implementing this component of WDP?

In January 1993, \$1 million was distributed by formula to the SDA's to serve "disadvantaged workers." The balance of the 8% WDP funds will be awarded through a competitive application process. The Department is in receipt of 23 proposals totalling \$9 million which are currently under review by an interagency review panel.

Question 4b

How many individuals have been counseled?

168 have been counseled and enrolled in training by the Service Delivery Areas.

Question 4c

How many have received grants?

168 have received grants awarded by the Service Delivery Areas.

Question 4d

How much money has been awarded as grants?

Approximately \$400,000 has been obligated.

Question 4e

How many of the individuals are public assistance recipients?

74 are public assistance recipients.

Question 4f

Is all of the training provided for labor demand occupations?

Yes, all are in labor demand occupations.

Question 4g

How has this program been coordinated with the General Assistance Employability Program and JTPA?

Through interagency agreements, disadvantaged workers are referred by the WDP delivery system to JTPA for Title IIA or WDP 8% services. In addition, the General Assistance Employability Program operated by the Employment Service also refers clients to JTPA for training through the same interagency agreement.

Question 4h

What means have been used to publicize and seek participation in this component of the program?

Organizations serving disadvantaged workers including community based organizations, labor organizations, state agencies, non-profit and agencies serving individuals with disabilities received a direct mailing announcing the availability of 8% innovative demonstration funds. The Workforce Development orientation presentation which has been given to over 40,000 individuals includes a segment on services available under the 8% component of this program. All promotional material includes information on the 8% program.

Question 4i

What have been the main factors delaying this component of the program?

The Department believes that the program is on schedule.

Question 5-Occupational Safety and Health Training

In your testimony before the Assembly Labor Committee regarding the WDP legislation, you shared my enthusiasm for the requirement of that legislation that not less than 3% of WDP moneys, or approximately \$1.5 million, be used for occupational safety and health training. I regard this component to be of critical importance.

Question 5a

What progress has been made in implementing this component of WDP?

The Department recognizes the importance and value of effective occupational safety and health training services as a component of workforce development. However, early efforts by the Department and partnership organizations were devoted to getting the individual training grant and customized training segments of workforce development up and running as quickly and efficiently as possible. For this reason, in the initial stages of the Workforce Development Program, occupational safety and health training services have been provided as elements which were already integrated into the training curriculum delivered by service providers under individual training grants and customized training programs.

In addition, an intra-department cooperative arrangement has been made between the Office of Customized Training and Division of Workplace Standards to identify customized training occupations which may require occupational safety and health training services based upon national data of industries and occupations known to represent hazards in the workplace. In an effort to provide expedient service in the area of quality occupational health and safety training as required by the WDP legislation, the Department has taken advantage of the "in-house" expertise of the Division of Workplace Standards. Our federally funded Office of Occupational Health and Safety Consultation Services has been providing employer requested health and safety training since 1977 at private worksites throughout New Jersey. Personnel from this office, as well as from our Office of Public Employee Occupational Safety and Health, have prepared a catalog of currently available safety and health training courses specifically designed to meet some of the anticipated needs of employers availing themselves of this program. The availability of this source for occupational safety and health training is expected to supplement the offerings of labor organizations, training consultants and others in the marketplace.

Question 5b

Please list all of the grants awarded, each grantee and the amount of each grant. What means have been used to publicize and seek participation from businesses and other groups in this component of the program?

The Customized Training application requests participating employers and labor organizations to identify occupational safety and health training which may be needed. The Office of Customized Training has also recently received a proposal to deliver occupational safety and health training services.

The Department is now in the process of developing a request for proposals to elicit occupational safety and health training programs and products which will improve on existing services, relate to needs not currently being met, may take innovative approaches to solve existing problems, or serve as models to be replicated.

Negotiations have already taken place with representatives of the New Jersey AFL-CIO and discussions have been held with the Department of Health to expand and formalize the occupational safety and health component of the Workforce Development Program.

It is anticipated that partnership members such as labor organizations and employer groups will become actively involved in occupational safety and health training services during the second year of program operation.

Question 6-Requirements for Service Providers

To ensure the use by WDP of high-quality employment and training services, the legislation establishing the WDP requires the collection of information to evaluate each training service provider, based on the long-term success (over a period of not less than two years) of trainees in obtaining employment and increasing earnings. The State Employment and Training Commission (SETC) is authorized to set standards regarding the comparison of those trainees with similar individuals who did not receive training. It is required that the long-term information be used to assist in determining which training service providers are approved for the program and to assist in the counseling of prospective trainees. The department reported during the budget review process that the SETC was soliciting proposals from consultants to evaluate the program and set standards for evaluating service providers. It was anticipated that a contract would be awarded to a consultant not later than June 30, 1993. The long-term information is expected to be available "at the end of calendar year 1994." The information will not be reviewed until 1995 for use in future "consumer guides" for trainees and no date is set as to when the long-term information will be used in the approval of service providers. SETC has indicated that existing unemployment insurance records regarding wages over the

last five years could be used as a source for long-term information to assess the effectiveness of service providers.

Question 6a

Has the consulting contract been awarded?

The SETC has reviewed the responses to its request for proposal and has recommended the selection of a contractor to the Department of Treasury. It is anticipated that a contract award will be made before June 30, 1993.

Question 6b

What are the costs of the bids and, if it has been made, the award?

Two bids were received (the amounts shown reflect total cost over the five year life of the Act): One for \$495,392.75 and one for \$916,903.66.

Question 6c

What would it cost the SETC to set standards for evaluating providers and conduct the evaluation of the program itself, including any necessary cost of additional staff?

The cost would be substantially higher and resource use would be less efficient than the contractor proposals because the expertise needed to conduct this complex outcome and impact evaluation would require several additional staff. The contract allows the State to secure this resource when needed and not have to hire full time staff to provide these services.

Question 6d

When will the evaluation standards be available?

The first annual report to the legislature in December 1993 will provide the detailed evaluation design and standards.

Question 6e

Why should it take more than two and a half years from the effective date of the act to apply information about program results to the selection of service providers and counseling?

The act requires long term success of trainees in wages and duration of employment (over a period of not less than two years) to be the criteria for evaluating service providers. A substantial experience base will be needed before this criteria can be applied to the providers of service. Interim findings will be made available for evaluation and counseling purposes as appropriate.

Training service providers are required to serve WDP and JTPA trainees on a first-come, first-serve basis. This is intended to prevent providers from "creaming," or choosing only those trainees are easiest to train, while ignoring those in greater need. The department reported during the budget review process that most providers already accept trainees on that basis, but that the requirement has not been imposed on those providers that choose not to comply. The USDOL has found no conflict with federal law regarding these requirements as they apply to JTPA programs.

Question 6f

Since most providers are able to comply with this requirement, why hasn't it been applied to all providers?

The Department has no reason to believe that the first-come, first-serve requirement is ignored. An Employment Development Plan (EDP) is prepared for each individual served. Participants are sent to the schools identified in the EDP. We are unaware of any instance when a participant was turned away. This will be a subject for monitoring. Any violations of this provision will be remedied by the imposition of sanctions.



The Workforce Development Partnership Employment Security & Job Training Directorate

Raymond L. Bramucci
Commissioner

Charles G. Davis
Assistant Commissioner

New Jersey Department of Labor
Office of Customized Training

Hal English
Administrator

Approved
Customized
Training Applications
as of
June 15, 1993

TOTAL 36

Page 1

Applicant	Description	No. workers	Training provider	FUNDING
Alpha Wire Corp Elizabeth Verna Lewis 908-925-8000 Union	Alpha Wire Corp is a supplier of wire, cable and associated interconnection products for over 60 years.	358	To Be Announced	NJDOLOCT \$: \$69,338.00 Company \$: \$67,459.00 TOTAL \$136,797.00
American Standard Trenton Louis Cammiso 609-587-5100 Mercer	Producer of Vitreous China Plumbing Fixtures.	216	American Standard	NJDOLOCT \$: \$174,676.00 Company \$: \$244,718.00 TOTAL \$419,394.00
Crescent Tire & Auto Hammononton Rose Crescenzo 609-561-1155 Atlantic	Crescent Tire and Auto, Inc. is a small family-owned and operated business that specializes in auto repairs and tire sales.	8	Crescent Tire & Auto	NJDOLOCT \$: \$7,800.00 Company \$: \$14,500.00 TOTAL \$22,300.00
Crown Cork And Seal North Bergen Nydia Alvarez 201-854-5809 Hudson	Manufacturer of metal packaging; leading can and closure company. Manufacturer of 2 piece aluminum beverage cans.	80	NJIT	NJDOLOCT \$: \$125,000.00 Company \$: \$435,640.00 TOTAL \$560,640.00
Cumberland Dairy Rosenhayn Tony Iaconelli 609-451-1300 Cumberland	Cumberland Dairy is a full service dairy processor. Some of the major customers include McDonalds, Wawa, Hershey's and Southern Comfort Egg Nog.	13	Cumberland Dairy	NJDOLOCT \$: \$900.00 Company \$: \$900.00 TOTAL \$1,800.00
Elastic Stop Nut Union Michael Dillon 908-686-6000 Union	Manufactures precision engineered high quality fasteners for commercial and military aircraft engines and airframes.	431	Union County College	NJDOLOCT \$: \$601,674.00 Company \$: \$734,148.00 TOTAL \$1,335,822.00

Applicant	Description	No. workers	Training provider	FUNDING
<u>Electronic Manufacturing</u> Newark Robert Dunn 201-374-7600 Essex	Manufactures speciality metal items for the electronics and lighting industry.	10	Electronic Manufacturing	NJDOL-OCT \$: \$27,500.00 Company \$: \$27,500.00 TOTAL \$55,000.00
<u>Electronic Measurements</u> Neptune Sal Runfola 908-922-9300 Monmouth	Electronic Measurements, Inc. is a leading manufacturer of DC power suppliers for industrial, commercial and military applications.	72	Brookdale Collège & Electronic Measurements	NJDOL-OCT \$: \$99,671.00 Company \$: \$78,140.00 TOTAL \$177,811.00
<u>Frequency Engineering</u> Farmingdale Mike McNeil 609-938-9000 Monmouth	Frequency Engineering Laboratories (FEL Corp.) designs, develops, manufactures, tests and supports customer's component equipment, and requirements for advanced defense systems. The company offers its customers a wide range of technologies.	318	Frequency Engineering	NJDOL-OCT \$: \$542,160.00 Company \$: \$542,160.00 TOTAL \$1,084,320.00
<u>Frigidaire Company</u> Edison Paul Maccaro 908-287-2000 Middlesex	Frigidaire Company is a subsidiary of White Consolidated Industries. Frigidaire manufacturers refrigerators, ranges, freezers, microwave ovens, air conditions and dehumidifiers.	930	To Be Announced	NJDOL-OCT \$: \$529,200.00 Company \$: \$1,754,780.00 TOTAL \$2,283,980.00
<u>GE Marconi Electronic</u> Wayne Joseph Marsicovete 201-633-6297 Passaic	GE Marconi has been designing, developing and manufacturing defense electronics for the past 50 years. The company's products include military avionics, navigation and missile systems.	415	To Be Announced	NJDOL-OCT \$: \$760,283.00 Company \$: \$1,131,678.00 TOTAL \$1,891,961.00
<u>General Electric</u> Camden John Muka 609-338-2834 Camden	The Company manufactures communications equipment and systems to military and government sectors.	333	Camden County College	NJDOL-OCT \$: \$374,500.96 Company \$: \$671,800.00 TOTAL \$1,046,300.96

Applicant	Description	No. workers	Training provider	FUNDING
General Motors Corp. Linden Brenda Curry 908-474-4683 <i>Union</i>	General Motors Corp. Linden Assembly Plant has been producing automobiles since 1937. Linden joined the North American Truck Platform Group on January 1, 1991.	2,466	General Motors	NJDOL-OCT \$: \$4,500,000.0 Company \$: \$11,297,543.00 TOTAL \$15,797,543.00
Hill Refrigeration Trenton Jim Healy 609-599-9861 <i>Mercer</i>	Manufactures and sells commercial refrigeration equipment, display cabinets, walk-ins, condensing units and related equipment.	267	Mercer County Community College	NJDOL-OCT \$: \$154,750.00 Company \$: \$133,800.00 TOTAL \$288,550.00
Howmedica Inc. Newark Maryann Anderson <i>Essex</i>	A division of Pfizer Hospital Products Group. Developing and offering improved materials and techniques in the health care industry.	215	NJIT	NJDOL-OCT \$: \$62,000.00 Company \$: \$182,585.00 TOTAL \$244,585.00
IBEW Vineland Mike Becker 609-691-2547 <i>Cumberland</i>	International Brotherhood of Electrical Workers.	15	IBEW	NJDOL-OCT \$: \$20,000.00 Company \$: \$30,000.00 TOTAL \$50,000.00
Johnson Controls Edison Dave Heinz 313-454-5860 <i>Middlesex</i>	Manufacturer facility services and control systems, automotive seating, plastic packaging and automotive batteries.	130	Middlesex Co College	NJDOL-OCT \$: \$398,845.00 Company \$: \$1,469,435.00 TOTAL \$1,868,280.00
Meadowlands Regional Rutherford Glen Meyer 201-939-0707 <i>Bergen</i>	A Consortium of Colonial printing, Demetrio's Catering, Johnson Controls, New Dimensions, Nouveau Labs.	145	Bergen County Community College	NJDOL-OCT \$: \$131,584.64 Company \$: \$443,663.27 TOTAL \$575,247.91
Medishare Edison Ann Tarbell 609-646-5400 <i>Middlesex</i>	Vendor of training programs for certification of nurses aides. Absecon Manor and Oceanside Nursing Centers have contracted Medishare to provide training to 37 employees.	37	Medishare	NJDOL-OCT \$: \$8,600.00 Company \$: \$5,400.00 TOTAL \$14,000.00
Monroe Systems Inc Morris Plains Jeff Yesionowski 201-993-2619 <i>Morris</i>	Sales and service of office equipment; calculators, copiers, fax machines and shredders.	129	To Be Announced	NJDOL-OCT \$: \$175,600.00 Company \$: \$324,540.00 TOTAL \$500,140.00

Applicant	Description	No. workers	Training provider	FUNDING
<u>Nabisco Biscuit Co.</u> Fair Lawn Maryanne Dorman 201-794-4076 Bergen	Bakes and packages cookies, and crackers for nation-wide distribution.	100	Bell Atlantic	NJDOL-OCT \$: \$125,000.00 Company \$: \$946,900.00 TOTAL \$1,071,900.00
<u>New Wave Trucking</u> Little Falls Peter Farkas 201-785-2242 Passaic	Trucking and delivery service company.	7	New Wave Trucking	NJDOL-OCT \$: \$8,960.00 Company \$: \$8,960.00 TOTAL \$17,920.00
<u>North Ward Clerical</u> Newark Frances English 201-268-8900 Essex	North Ward Center is a training facility located in North Newark which not only provides skill training to the less privileged, but also provides child care for the trainees.	30	North Ward Center	NJDOL-OCT \$: \$66,420.00 Company \$: \$44,280.00 TOTAL \$110,700.00
<u>North Ward Medical</u> Newark Sal Misuraca Essex	North Ward Center is a provider of comprehensive and customized curriculum in medical office skills. The Center has a proven track record for not only providing quality instruction but other vital support such as free child care for participants.	30	To Be Announced	NJDOL-OCT \$: \$77,850.00 Company \$: \$51,900.00 TOTAL \$129,750.00
<u>PATEX</u> Passiac County Henry Aronson 201-596-6461 Passaic	Consortium: Silk & Rayon Printers & Dyers Association, ACTWU, Passiac County College & NJIT. ESL training to 100 trainees from various businesses.	100	Passiac County Community College	NJDOL-OCT \$: \$32,254.00 Company \$: \$21,503.00 TOTAL \$53,757.00
<u>Paramount Metal Finishing</u> Linden Richard Fuschetti 908-862-0772 Union	Paramount Metal Finishing specializes in applying coatings on metal and plastic substrate according to specifications.	14	To Be Announced	NJDOL-OCT \$: \$39,760.00 Company \$: \$39,760.00 TOTAL \$79,520.00
<u>Republic Container Corp.</u> Jersey City V. Balakrishann 201-333-2564 Hudson	Custom manufacturer and distributor of corrugated boxes and specialty packaging and point of purchase displays.	10	Republic Container Corp.	NJDOL-OCT \$: \$30,200.00 Company \$: \$58,800.00 TOTAL \$89,000.00

Applicant	Description	No. workers	Training provider	FUNDING
<u>Smithkline Beechum</u> Clifton Wm. McCarthy 201-614-3152 <i>Passaic</i>	Transnational health care company. Discovery, development, manufacturer, and marketer of human and animal pharmaceutical and clinical lab testing services.	249	Bergen County Vo-Tech	NJDOLOCT \$: \$90,871.56 Company \$: \$218,998.44 TOTAL \$309,870.00
<u>Sony Music II</u> Pitman Ned Horner 609-582-3229 <i>Gloucester</i>	Sony Music will transition their compact disk packaging lines from the "long box" currently in use to the new "jewel box" compact disk (CD) packaging production line.	32	Sony Music II	NJDOLOCT \$: \$88,320.00 Company \$: \$101,000.00 TOTAL \$189,320.00
<u>Sunshine Biscuits</u> Sayreville Margaret Dragon 908-254-2000 <i>Middlesex</i>	Largest of five bakeries throughout the U.S.	36	Sunshine Biscuits	NJDOLOCT \$: \$35,000.00 Company \$: \$35,000.00 TOTAL \$70,000.00
<u>Tenney Engineering</u> Union Robert Gayle 908-686-7870 <i>Union</i>	Tenny Engineering manufactures, markets and engineers high technology environmental test equipment, vacuum systems and insulated enclosures.	62	Tenney Engineering	NJDOLOCT \$: \$19,855.04 Company \$: \$45,617.16 TOTAL \$65,472.20
<u>Tetley Tea Co</u> Morris Plains Mickey McFall 201-993-3377 <i>Morris</i>	Tetley Tea Company blends and packages tea mix.	23	To Be Announced	NJDOLOCT \$: \$7,730.00 Company \$: \$7,730.00 TOTAL \$15,460.00
<u>Total Energy Service</u> Bound Brook G. J. Andeskie 908-356-3133 <i>Somerset</i>	Total Energy Service is a heating and air conditioning contractor with capability of design, sheetmetal fabrication, installation and service.	4	Total Energy Services	NJDOLOCT \$: \$16,300.00 Company \$: \$16,300.00 TOTAL \$32,600.00
<u>Trane Company</u> Hamilton John Adams 609-588-4250 <i>Mercer</i>	Manufactures commercial and residential heating and air conditioning equipment.	627	Trane Company	NJDOLOCT \$: \$145,360.00 Company \$: \$379,463.00 TOTAL \$524,823.00
<u>Tymac Controls</u> Franklin Mario Pompeo 201-827-4050 <i>Sussex</i>	Hi-tech manufacturing in the die-casting industry.	10	Tymac Controls	NJDOLOCT \$: \$20,000.00 Company \$: \$39,000.00 TOTAL \$59,000.00

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

TOTAL NJDOL FUNDING	\$9,606,963.20
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TOTAL WORKERS TRAINED	7,976
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TOTAL COMPANY FUNDING	\$21,667,600.87
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TOTAL TRAINING MONEY	\$31,274,564.07
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State of New Jersey
Department of Labor

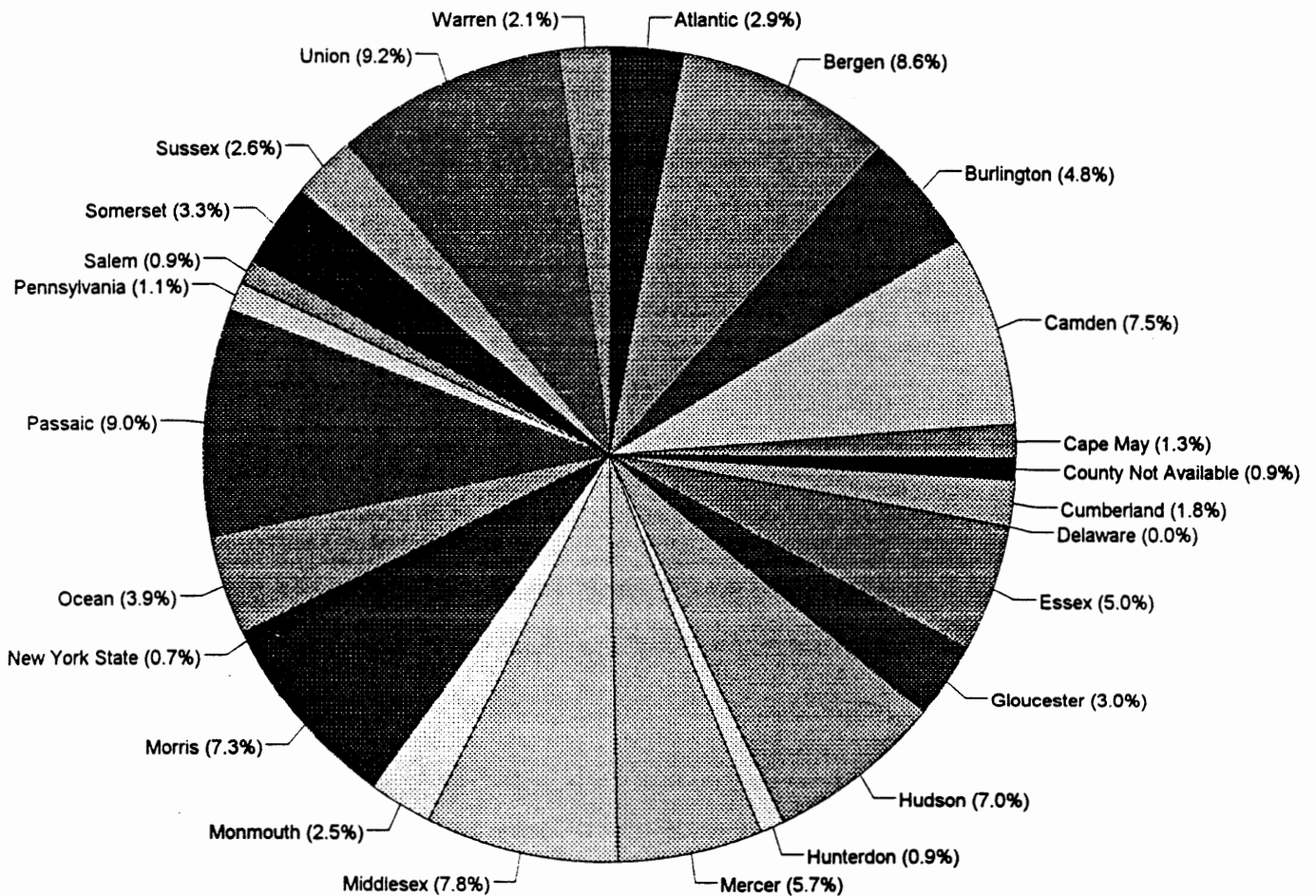
The Workforce Development Partnership Employment Security & Job Training Directorate

Raymond L. Bramucci
Commissioner

Charles G. Davis
Assistant Commissioner

Individual Grants by County/Region

May 31, 1993



Workforce Development Program Grantees - as of 5/31/93

Statewide total 4,647

County totals

Atlantic	135	Middlesex	361
Bergen	399	Monmouth	116
Burlington	223	Morris	339
Camden	349	Ocean	182
Cape May	62	Passaic	418
N/A	15	Salem	44
Cumberland	83	Somerset	154
Delaware	1	Sussex	120
Essex	233	Union	428
Gloucester	140	Warren	96
Hudson	327		
Hunterdon	44	New York City	28
Mercer	267	New York State	6
		Philadelphia	16
		Pennsylvania	35
		not entered by county	26

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* NEW JERSEY DEPARTMENT OF LABOR *
* * WDP REPORT 008A - WDP GRANT REC
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* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
* * COUNTY: ATLANTIC
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* WDP/ENDS FILE REPORTS *
* * REPORT DATE: MAY 31, 1993
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MUNICIPALITY	ZIP	SSNO	NAME
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ABSECON TOTAL:	14		
ATLANTIC CITY TOTAL:	31		
BRIGANTINE TOTAL:	5		
BUENA TOTAL:	1		
BUENA VISTA TOTAL:	2		
EGG HARBOR TOTAL:	11		
ESTELL MANOR TOTAL:	3		
GALLOWAY TOTAL:	5		
HAMILTON TOTAL:	12		
HAMMONTON TOTAL:	16		
LINWOOD TOTAL:	1		
MARGATE CITY TOTAL:	4		
NORTHFIELD TOTAL:	2		
PLEASANTVILLE TOTAL:	12		
SOMERS POINT TOTAL:	9		
VENTNOR TOTAL:	6		
WEYMOUTH TOTAL:	1		
ATLANTIC TOTAL:	135		

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*      COUNTY:  BERGEN      *
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*      REPORT DATE:  MAY 31, 1993      *
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MUNICIPALITY      ZIP      SSNO      NAME
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ALLENDALE TOTAL:      1
BERGENFIELD TOTAL:    17
BOGOTA TOTAL:         4
CARLSTADT TOTAL:      3
CLIFFSIDE PARK TOTAL: 19
CLOSTER TOTAL:        5
CRESSKILL TOTAL:      1
DEMAREST TOTAL:       1
DUMONT TOTAL:         11
EAST RUTHERFORD TOTAL: 5
EDGEWATER TOTAL:      4
ELMWOOD PARK TOTAL:   12
EMERSON TOTAL:        2
ENGLEWOOD TOTAL:      20
FAIR LAWN TOTAL:      16
FAIRVIEW TOTAL:       6
FORT LEE TOTAL:       14
GARFIELD TOTAL:       18
GLEN ROCK TOTAL:      2
HACKENSACK TOTAL:     37
HASBROUCK HEIGHTS TOTAL: 3
HILLSDALE TOTAL:      4
LEONIA TOTAL:         2

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***** WDP REPORT 008A - WDP GRANT REC.
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***** COUNTY:  BERGEN
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***** REPORT DATE:  MAY 31, 1993
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MUNICIPALITY	ZIP	SSNO	NAME
LITTLE FERRY TOTAL:	7		
LODI TOTAL:	20		
LYNDHURST TOTAL:	7		
MAHWAH TOTAL:	5		
MAYWOOD TOTAL:	6		
MIDLAND PARK TOTAL:	1		
MONTVALE TOTAL:	1		
MOONACHIE TOTAL:	5		
NEW MILFORD TOTAL:	4		
NORTH ARLINGTON TOTAL:	5		
NORTHVALE TOTAL:	6		
NORWOOD TOTAL:	2		
OAKLAND TOTAL:	3		
OLD TAPPAN TOTAL:	2		
ORADELL TOTAL:	2		
PALISADES PARK TOTAL:	10		
PARAMUS TOTAL:	2		
PARK RIDGE TOTAL:	2		
RAMSEY TOTAL:	3		
RIDGEFIELD TOTAL:	6		
RIDGEFIELD PARK TOTAL:	17		
RIDGEWOOD TOTAL:	5		
RIVER EDGE TOTAL:	2		
RUTHERFORD TOTAL:	5		

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* NEW JERSEY DEPARTMENT OF LABOR	* * WDP REPORT 008A - WDP GRANT RECIP
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM	* * COUNTY: BERGEN
* WDP/ENDS FILE REPORTS	* * REPORT DATE: MAY 31, 1993
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MUNICIPALITY	ZIP	SSNO	NAME

SADDLE BROOK TOTAL: 5
 TEANECK TOTAL: 31
 TENAFLY TOTAL: 3
 UPPER SADDLE RIVER TOTAL: 3
 WALDWICK TOTAL: 1
 WALLINGTON TOTAL: 8
 WASHINGTON TOTAL: 1
 WESTWOOD TOTAL: 5
 WOOD-RIDGE TOTAL: 5
 WOODCLIFF LAKE TOTAL: 1
 WYCKOFF TOTAL: 1
 BERGEN TOTAL: 399

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***** WDP REPORT 008A - WDP GRANT REC *****
***** COUNTY:  BURLINGTON *****
***** REPORT DATE:  MAY 31, 1993 *****
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MUNICIPALITY	ZIP	SSNO	NAME

BEVERLY TOTAL:	2		
BORDENTOWN TOTAL:	12		
BURLINGTON TOTAL:	19		
CHESTERFIELD TOTAL:	1		
CINNAMINSON TOTAL:	6		
DELANCO TOTAL:	2		
DELTRAN TOTAL:	11		
EASTAMPTON TOTAL:	1		
EDGEWATER PARK TOTAL:	3		
EVESHAM TOTAL:	19		
FLORENCE TOTAL:	4		
MANSFIELD TOTAL:	3		
MAPLE SHADE TOTAL:	11		
MEDFORD TOTAL:	16		
MEDFORD LAKES TOTAL:	1		
MOORESTOWN TOTAL:	11		
MOUNT HOLLY TOTAL:	10		
MOUNT LAUREL TOTAL:	20		
NEW HANOVER TOTAL:	1		
NORTH HANOVER TOTAL:	1		
PALMYRA TOTAL:	2		
PEMBERTON TOTAL:	14		
RIVERSIDE TOTAL:	2		

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*	NEW JERSEY DEPARTMENT OF LABOR	*	* WDP REPORT 008A - WDP GRANT RECI
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*	WDP/ENDS FILE REPORTS	*	* REPORT DATE: MAY 31, 1993
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MUNICIPALITY	ZIP	SSNO	NAME

SOUTHAMPTON TOTAL:	4		
TABERNACLE TOTAL:	4		
WESTHAMPTON TOTAL:	1		
WILLINGBORO TOTAL:	36		
WOODLAND TOTAL:	1		
WRIGHTSTOWN TOTAL:	5		
BURLINGTON TOTAL:	223		


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*          NEW JERSEY DEPARTMENT OF LABOR          *
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MUNICIPALITY          ZIP          SSNO          NAME
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AUDUBON TOTAL:      10
AUDUBON PARK TOTAL:      1
BARRINGTON TOTAL:      5
BELLMAWR TOTAL:      7
BERLIN TOTAL:      7
BROOKLAWN TOTAL:      1
CAMDEN TOTAL:      60
CHERRY HILL TOTAL:      40
CHESILHURST TOTAL:      2
CLEMENTON TOTAL:      17
COLLINGSWOOD TOTAL:      13
GLOUCESTER TOTAL:      41
HADDON TOTAL:      3
HADDON HEIGHTS TOTAL:      9
HADDONFIELD TOTAL:      6
HI-NELLA TOTAL:      2
LAUREL SPRINGS TOTAL:      7
LAWNSIDE TOTAL:      6
LINDENWOLD TOTAL:      19
MAGNOLIA TOTAL:      4
MERCHANTVILLE TOTAL:      4
MOUNT EPHRAIM TOTAL:      4
OAKLYN TOTAL:      2

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*                NEW JERSEY DEPARTMENT OF LABOR                *
*                *                *                *                *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*                *                *                *                *
*                WDP/ENDS FILE REPORTS                        *
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*                *                *                *                *
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*                *                *                *                *
*                *                *                *                *
*****

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MUNICIPALITY	ZIP	SSNO	NAME

PENNSAUKEN TOTAL:	21		
PINE HILL TOTAL:	9		
RUNNEMEADE TOTAL:	4		
SOMERDALE TOTAL:	2		
STRATFORD TOTAL:	6		
VOORHEES TOTAL:	7		
WATERFORD TOTAL:	8		
WINSLOW TOTAL:	19		
WOODLYNNE TOTAL:	3		
CAMDEN TOTAL:	349		

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                    *
*****
***** WDP REPORT 008A - WDP GRANT REC *****
***** COUNTY:  CAPE MAY *****
***** REPORT DATE:  MAY 31, 1993 *****
*****

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MUNICIPALITY      ZIP      SSNO      NAME
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AVALON  TOTAL:      1
CAPE MAY  TOTAL:      3
DENNIS  TOTAL:      5
LOWER   TOTAL:     13
MIDDLE  TOTAL:     15
NORTH WILDWOOD  TOTAL:      1
OCEAN CITY  TOTAL:      9
SEA ISLE CITY  TOTAL:      1
STONE HARBOR  TOTAL:      2
UPPER   TOTAL:      1
WILDWOOD  TOTAL:      4
WILDWOOD CREST  TOTAL:      3
WOODBINE  TOTAL:      4
CAPE MAY  TOTAL:     62

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*****	*****
* NEW JERSEY DEPARTMENT OF LABOR *	* WDP REPORT 008A - WDP GRANT RECIP
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *	* COUNTY: COUNTY N/A
* WDP/ENDS FILE REPORTS *	* REPORT DATE: MAY 31, 1993
*****	*****

MUNICIPALITY	ZIP	SSNO	NAME

TOTAL: 15

COUNTY N/A TOTAL: 15

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                    *
*****
***** WDP REPORT 008A - WDP GRANT REC *****
***** COUNTY: CUMBERLAND *****
***** REPORT DATE: MAY 31, 1993 *****
*****

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MUNICIPALITY	ZIP	SSNO	NAME

BRIDGETON TOTAL:	18		
DEERFIELD TOTAL:	2		
DOWNE TOTAL:	1		
LAWRENCE TOTAL:	2		
MILLVILLE TOTAL:	24		
SHILOH TOTAL:	1		
VINELAND TOTAL:	35		
CUMBERLAND TOTAL:	83		

*****	*****
* NEW JERSEY DEPARTMENT OF LABOR *	* WDP REPORT 008A - WDP GRANT RECIP:
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *	* COUNTY: DELAWARE
* WDP/ENDS FILE REPORTS *	* REPORT DATE: MAY 31, 1993
*****	*****

MUNICIPALITY	ZIP	SSNO	NAME

DELAWARE TOTAL: 1

DELAWARE TOTAL: 1

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                    *
*****
*****
*          WDP REPORT 008A - WDP GRANT REC1
*          *          *          *          *          *
*          COUNTY:  ESSEX
*          *          *          *          *          *
*          REPORT DATE:  MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME

BELLEVILLE TOTAL:	8		
BLOOMFIELD TOTAL:	14		
CALDWELL TOTAL:	1		
CEDAR GROVE TOTAL:	2		
EAST ORANGE TOTAL:	38		
ESSEX FELS TOTAL:	1		
FAIRFIELD TOTAL:	3		
IRVINGTON TOTAL:	32		
LIVINGSTON TOTAL:	5		
MAPLEWOOD TOTAL:	3		
MILLBURN TOTAL:	2		
MONTCLAIR TOTAL:	8		
NEWARK TOTAL:	82		
NORTH CALDWELL TOTAL:	1		
NUTLEY TOTAL:	3		
ORANGE TOTAL:	11		
SOUTH ORANGE TOTAL:	3		
VERONA TOTAL:	3		
WEST CALDWELL TOTAL:	3		
WEST ORANGE TOTAL:	10		
ESSEX TOTAL:	233		

41X

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                   *
*****
***** WDP REPORT 008A - WDP GRANT RECIP *****
***** COUNTY: GLOUCESTER *****
***** REPORT DATE: MAY 31, 1993 *****
*****

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MUNICIPALITY	ZIP	SSNO	NAME
CLAYTON TOTAL:	1		
DEPTFORD TOTAL:	10		
FRANKLIN TOTAL:	10		
GLASSBORO TOTAL:	13		
GREENWICH TOTAL:	3		
HARRISON TOTAL:	4		
LOGAN TOTAL:	2		
MANTUA TOTAL:	14		
MONROE TOTAL:	23		
NATIONAL PARK TOTAL:	2		
NEWFIELD TOTAL:	6		
PAULSBORO TOTAL:	5		
PITMAN TOTAL:	6		
SWEDESBORO TOTAL:	3		
WASHINGTON TOTAL:	10		
WENONAH TOTAL:	1		
WEST DEPTFORD TOTAL:	9		
WESTVILLE TOTAL:	8		
WOODBURY TOTAL:	9		
WOODBURY HEIGHTS TOTAL:	1		
GLOUCESTER TOTAL:	140		


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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          WDP REPORT 008A - WDP GRANT REC1
*          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *
*          *          *          COUNTY: HUDSON
*          *          *          *
*          *          *          *          REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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BAYONNE TOTAL:	41		
EAST NEWARK TOTAL:	2		
GUTTENBERG TOTAL:	3		
HARRISON TOTAL:	8		
HOBOKEN TOTAL:	13		
JERSEY CITY TOTAL:	154		
KEARNY TOTAL:	17		
NORTH BERGEN TOTAL:	23		
SECAUCUS TOTAL:	4		
UNION CITY TOTAL:	38		
WEEHAWKEN TOTAL:	8		
WEST NEW YORK TOTAL:	16		
HUDSON TOTAL:	327		

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                   *
*****
*****
*          WDP REPORT 008A - WDP GRANT RECIP
*          *          *          *          *          *
*          COUNTY:  HUNTERDON
*          *          *          *          *          *
*          REPORT DATE:  MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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BLOOMSBURY TOTAL:	5		
CALIFON TOTAL:	2		
CLINTON TOTAL:	2		
FLEMINGTON TOTAL:	11		
FRANKLIN TOTAL:	1		
FRENCHTOWN TOTAL:	2		
GLEN GARDNER TOTAL:	2		
HAMPTON TOTAL:	3		
HIGH BRIDGE TOTAL:	2		
LAMBERTVILLE TOTAL:	2		
MILFORD TOTAL:	2		
RARITAN TOTAL:	1		
READINGTON TOTAL:	4		
STOCKTON TOTAL:	3		
UNION TOTAL:	1		
WEST AMWELL TOTAL:	1		
HUNTERDON TOTAL:	44		

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*                               *
*      NEW JERSEY DEPARTMENT OF LABOR      *
*                               *
*      EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM      *
*                               *
*                               *
*      WDP/ENDS FILE REPORTS      *
*****
*                               *
*      WDP REPORT 008A - WDP GRANT REC.      *
*                               *
*      COUNTY:  MERCER      *
*                               *
*      REPORT DATE:  MAY 31, 1993      *
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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EAST WINDSOR TOTAL:	4		
EWING TOTAL:	7		
HAMILTON TOTAL:	28		
HIGHTSTOWN TOTAL:	8		
HOPEWELL TOTAL:	1		
LAWRENCE TOTAL:	18		
PRINCETON TOTAL:	7		
TRENTON TOTAL:	187		
WASHINGTON TOTAL:	2		
WEST WINDSOR TOTAL:	5		
MERCER TOTAL:	267		

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*****
* NEW JERSEY DEPARTMENT OF LABOR *
* * WDP REPORT 008A - WDP GRANT RECIP
* *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
* * COUNTY: MIDDLESEX
* *
* WDP/ENDS FILE REPORTS *
* * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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CARTERET TOTAL:	6		
CRANBURY TOTAL:	4		
DUNELLEN TOTAL:	4		
EAST BRUNSWICK TOTAL:	17		
EDISON TOTAL:	66		
HIGHLAND PARK TOTAL:	11		
JAMESBURG TOTAL:	7		
METUCHEN TOTAL:	19		
MIDDLESEX TOTAL:	3		
MILLTOWN TOTAL:	7		
NEW BRUNSWICK TOTAL:	19		
NORTH BRUNSWICK TOTAL:	16		
OLD BRIDGE TOTAL:	12		
PERTH AMBOY TOTAL:	14		
PISCATAWAY TOTAL:	23		
PLAINSBORO TOTAL:	11		
SAYREVILLE TOTAL:	21		
SOUTH AMBOY TOTAL:	6		
SOUTH BRUNSWICK TOTAL:	9		
SOUTH PLAINFIELD TOTAL:	14		
SOUTH RIVER TOTAL:	4		
SPOTSWOOD TOTAL:	11		
WOODBRIIDGE TOTAL:	57		

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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT RECI
* * *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: MIDDLESEX
* * *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME

MIDDLESEX	TOTAL:	361	

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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT RECIP
* *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: MONMOUTH
* *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY      ZIP      SSNO      NAME
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ABERDEEN  TOTAL:      4
ALLENTOWN  TOTAL:      3
ASBURY PARK  TOTAL:      7
ATLANTIC HIGHLANDS  TOTAL:      1
BELMAR  TOTAL:      4
COLTS NECK  TOTAL:      2
EATONTOWN  TOTAL:      2
ENGLISHTOWN  TOTAL:      1
FAIR HAVEN  TOTAL:      1
FARMINGDALE  TOTAL:      2
FREEHOLD  TOTAL:      6
HAZLET  TOTAL:      3
HIGHLANDS  TOTAL:      1
HOWELL  TOTAL:      7
KEANSBURG  TOTAL:      5
KEYPORT  TOTAL:      6
LONG BRANCH  TOTAL:      5
MANALAPAN  TOTAL:      1
MANASQUAN  TOTAL:      2
MARLBORO  TOTAL:      3
MATAWAN  TOTAL:      5
MIDDLETOWN  TOTAL:      12
MILLSTONE  TOTAL:      1

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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT RECI
* * *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: MONMOUTH
* * *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
NEPTUNE TOTAL:	7		
OCEAN TOTAL:	8		
OCEANPORT TOTAL:	2		
RUMSON TOTAL:	1		
SEA GIRT TOTAL:	2		
SHREWSBURY TOTAL:	1		
SPRING LAKE TOTAL:	1		
SPRING LAKES HEIGH TOTAL:	2		
UNION BEACH TOTAL:	3		
WALL TOTAL:	4		
WEST LONG BRANCH TOTAL:	1		
MONMOUTH TOTAL:	116		

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                   *
*****
***** WDP REPORT 008A - WDP GRANT RECIP *****
***** COUNTY: MORRIS *****
***** REPORT DATE: MAY 31, 1993 *****
*****

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MUNICIPALITY	ZIP	SSNO	NAME

BOONTON TOTAL:	6		
BUTLER TOTAL:	5		
CHATHAM TOTAL:	7		
CHESTER TOTAL:	5		
DENVILLE TOTAL:	13		
DOVER TOTAL:	55		
EAST HANOVER TOTAL:	2		
FLORHAM PARK TOTAL:	4		
HANOVER TOTAL:	7		
HARDING TOTAL:	1		
JEFFERSON TOTAL:	2		
LINCOLN PARK TOTAL:	4		
MADISON TOTAL:	5		
MENDHAM TOTAL:	3		
MINE HILL TOTAL:	3		
MONTVILLE TOTAL:	5		
MORRIS PLAINS TOTAL:	10		
MORRISTOWN TOTAL:	18		
MOUNT ARLINGTON TOTAL:	7		
MOUNT OLIVE TOTAL:	38		
MOUNTAIN LAKES TOTAL:	2		
NETCONG TOTAL:	4		
PARSIPPANY-TROY HI TOTAL:	38		


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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                    *
*****
*****
***** WDP REPORT 008A - WDP GRANT RECI *****
*****
***** COUNTY: MORRIS *****
*****
***** REPORT DATE: MAY 31, 1993 *****
*****

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MUNICIPALITY	ZIP	SSNO	NAME

PASSAIC TOTAL:	3		
PEQUANNOCK TOTAL:	5		
RANDOLPH TOTAL:	14		
RIVERDALE TOTAL:	3		
ROCKAWAY TOTAL:	24		
ROXBURY TOTAL:	26		
WASHINGTON TOTAL:	4		
WHARTON TOTAL:	16		
MORRIS TOTAL:	339		

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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT RECIPI
* * *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: N.Y. CITY
* * *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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NEW YORK CITY TOTAL: 28

N.Y. CITY TOTAL: 28

*****	*****
* NEW JERSEY DEPARTMENT OF LABOR *	* WDP REPORT 008A - WDP GRANT REC *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *	* COUNTY: N.Y. STATE *
* WDP/ENDS FILE REPORTS *	* REPORT DATE: MAY 31, 1993 *
*****	*****

MUNICIPALITY	ZIP	SSNO	NAME

NEW YORK STATE TOTAL: 6

N.Y. STATE TOTAL: 6

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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT RECIPI
* * * *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: OCEAN
* * * *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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BAY HEAD TOTAL:	1		
BEACH HAVEN TOTAL:	3		
BEACHWOOD TOTAL:	2		
BERKELEY TOTAL:	8		
BRICK TOTAL:	30		
DOVER TOTAL:	48		
JACKSON TOTAL:	12		
LACEY TOTAL:	13		
LAKEHURST TOTAL:	2		
LAKEWOOD TOTAL:	20		
LAVALETTE TOTAL:	1		
LITTLE EGG HARBOR TOTAL:	1		
MANCHESTER TOTAL:	2		
OCEAN TOTAL:	2		
OCEAN GATE TOTAL:	3		
PLUMSTED TOTAL:	3		
POINT PLEASANT TOTAL:	4		
POINT PLEASANT BCH TOTAL:	1		
SEASIDE HEIGHTS TOTAL:	3		
SEASIDE PARK TOTAL:	1		
SHIP BOTTOM TOTAL:	1		
SOUTH TOMS RIVER TOTAL:	1		
STAFFORD TOTAL:	8		

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                    *
*****
*****
***** WDP REPORT 008A - WDP GRANT RECI
*****
***** COUNTY: OCEAN
*****
***** REPORT DATE: MAY 31, 1993
*****
*****

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MUNICIPALITY	ZIP	SSNO	NAME

SURF CITY TOTAL:	2		
TUCKERTON TOTAL:	7		
UNION TOTAL:	3		
OCEAN TOTAL:	182		

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          WDP REPORT 008A - WDP GRANT RECIPI *
*          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                    *
*          *          *          *          *          *
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MUNICIPALITY          ZIP          SSNO          NAME
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BLOOMINGDALE  TOTAL:      3
CLIFTON       TOTAL:     51
HALEDON       TOTAL:      4
HAWTHORNE    TOTAL:     13
LITTLE FALLS  TOTAL:      6
NORTH HALEDON TOTAL:      1
PASSAIC       TOTAL:     59
PATERSON      TOTAL:    209
POMPTON LAKES TOTAL:      5
PROSPECT PARK TOTAL:      5
RINGWOOD      TOTAL:      3
TOTOWA        TOTAL:      4
WANAQUE       TOTAL:      2
WAYNE         TOTAL:     20
WEST MILFORD  TOTAL:     25
WEST PATERSON TOTAL:      8
PASSAIC       TOTAL:    418

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*****	*****
* NEW JERSEY DEPARTMENT OF LABOR *	* WDP REPORT 008A - WDP GRANT REC *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *	* COUNTY: PENNSYLVAN. *
* WDP/ENDS FILE REPORTS *	* REPORT DATE: MAY 31, 1993 *
*****	*****

MUNICIPALITY	ZIP	SSNO	NAME

PENNSYLVANIA TOTAL: 35

PENNSYLVAN. TOTAL: 35

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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT RECIP:
* *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: PHILADELPHI
* *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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PHILADELPHIA TOTAL: 16

PHILADELPHI TOTAL: 16


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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT REC
* * *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: SALEM
* * *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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ALLOWAY TOTAL:	1		
ELMER TOTAL:	5		
OLDMANS TOTAL:	2		
PENNS GROVE TOTAL:	3		
PENNSVILLE TOTAL:	13		
PITTSBGROVE TOTAL:	3		
QUINTON TOTAL:	2		
SALEM TOTAL:	3		
UPPER PENNS NECK TOTAL:	3		
UPPER PITTSBGROVE TOTAL:	3		
WOODSTOWN TOTAL:	6		
SALEM TOTAL:	44		

*****	*****
* NEW JERSEY DEPARTMENT OF LABOR	* * WDP REPORT 008A - WDP GRANT RECIP
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM	* * COUNTY: SOMERSET
* WDP/ENDS FILE REPORTS	* * REPORT DATE: MAY 31, 1993
*****	*****

MUNICIPALITY	ZIP	SSNO	NAME

BEDMINSTER TOTAL: 7
 BERNARDS TOTAL: 7
 BERNARDSVILLE TOTAL: 3
 BOUND BROOK TOTAL: 6
 BRANCBURG TOTAL: 6
 BRIDGEWATER TOTAL: 27
 FRANKLIN TOTAL: 42
 GREENBROOK TOTAL: 2
 HILLSBOROUGH TOTAL: 6
 MANVILLE TOTAL: 6
 MONTGOMERY TOTAL: 4
 NORTH PLAINFIELD TOTAL: 8
 RARITAN TOTAL: 3
 ROCKY HILL TOTAL: 1
 SOMERVILLE TOTAL: 22
 SOUTH BOUND BROOK TOTAL: 3
 WARREN TOTAL: 1
 SOMERSET TOTAL: 154

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          *          *          *          *          *          *          *          *          *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          *          *          *          *          *          *          *          *          *
*          WDP/ENDS FILE REPORTS                    *
*****
*****
*          WDP REPORT 008A - WDP GRANT RECI
*          *
*          COUNTY:  SUSSEX
*          *
*          REPORT DATE:  MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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ANDOVER TOTAL:	8		
BRANCHVILLE TOTAL:	3		
FRANKFORD TOTAL:	3		
FRANKLIN TOTAL:	6		
GREEN TOTAL:	1		
HAMBURG TOTAL:	9		
HOPATCONG TOTAL:	17		
LAFAYETTE TOTAL:	1		
NEWTON TOTAL:	20		
OGDENSBURG TOTAL:	2		
SPARTA TOTAL:	12		
STANHOPE TOTAL:	12		
SUSSEX TOTAL:	11		
VERNON TOTAL:	13		
WANTAGE TOTAL:	2		
SUSSEX TOTAL:	120		

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*****
* NEW JERSEY DEPARTMENT OF LABOR * * WDP REPORT 008A - WDP GRANT RECIP:
* * * *
* EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM * * COUNTY: UNION
* * * *
* WDP/ENDS FILE REPORTS * * REPORT DATE: MAY 31, 1993
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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BERKELEY HEIGHTS TOTAL: 4

CLARK TOTAL: 9

CRANFORD TOTAL: 22

ELIZABETH TOTAL: 101

FANWOOD TOTAL: 2

GARWOOD TOTAL: 4

HILLSIDE TOTAL: 43

KENILWORTH TOTAL: 10

LINDEN TOTAL: 38

MOUNTAINSIDE TOTAL: 3

NEW PROVIDENCE TOTAL: 1

PLAINFIELD TOTAL: 42

RAHWAY TOTAL: 26

ROSELLE TOTAL: 21

ROSELLE PARK TOTAL: 13

SCOTCH PLAINS TOTAL: 16

SPRINGFIELD TOTAL: 7

SUMMIT TOTAL: 8

UNION TOTAL: 45

WESTFIELD TOTAL: 10

WINFIELD TOTAL: 3

UNION TOTAL: 428

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*****
*          NEW JERSEY DEPARTMENT OF LABOR          *
*          EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM *
*          WDP/ENDS FILE REPORTS                     *
*****
*****
*          WDP REPORT 008A - WDP GRANT REC          *
*          COUNTY:  WARREN                          *
*          REPORT DATE:  MAY 31, 1993               *
*****

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MUNICIPALITY	ZIP	SSNO	NAME
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ALPHA TOTAL:	1		
BELVIDERE TOTAL:	7		
BLAIRSTOWN TOTAL:	10		
FRANKLIN TOTAL:	2		
GREENWICH TOTAL:	3		
HACKETTSTOWN TOTAL:	28		
KNOWLTON TOTAL:	3		
MANSFIELD TOTAL:	7		
PHILLIPSBURG TOTAL:	18		
WASHINGTON TOTAL:	17		
WARREN TOTAL:	96		

*****	NEW JERSEY DEPARTMENT OF LABOR	*****	WDP REPORT 008A - WDP GRANT RECIP
*		*	
*	EMPLOYMENT SERVICES MANAGEMENT INFORMATION SYSTEM	*	COUNTY: STATEWIDE
*		*	
*	WDP/ENDS FILE REPORTS	*	REPORT DATE: MAY 31, 1993
*****		*****	

MUNICIPALITY	ZIP	SSNO	NAME

STATEWIDE TOTAL: 4,647

MUNICIPALITY	ZIP	SSNO	NAME
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TOTAL: 26

New Jersey's Workforce Development Partnership Program

*Reprinted from a paper distributed at
the National Governors' Association, Princeton, New Jersey, August 1992*

Our nation is at a crossroads: Experts now agree that American workers must undergo constant retraining and re-education if we are to develop the high-skill, high-wage workforce needed to successfully compete in the new global economy.

Responding to that challenge, in 1991 New Jersey initiated a unique employment and training program intended to make skills training, education and a wide range of other support services available to qualified workers and employers at no additional cost in taxes to the citizens of New Jersey.

The Workforce Development Partnership Act passed with overwhelming bipartisan support in the New Jersey Legislature and was signed into law by the Governor on July 7, 1992. The New Jersey Department of Labor — in cooperation with the Departments of Education, Higher Education and Commerce & Economic Development, and local Employment and Training agencies — designed the program.

Fundamentally, the purpose of the program is to enable workers and employers to secure the educational and training services they need to improve skills and, as a result, increase productivity, enhance competitiveness, and improve the economic position of both.

Under the program, qualified individual workers can receive up to \$4,000 in training and/or education grants, unemployment benefit extensions, and tuition waivers good at all public institutions of higher education.

Employers, meanwhile, can receive matching funds to pay for training-related expenses that promise to improve their workers' productivity and their company's market position.

Both workers and employers must demonstrate a clear need for the services available through the program. Individual workers must undergo a process of skills

(over)

assessment and counseling which identifies the training opportunities that could lead to employment in a marketable occupation.

Employers must prepare a detailed business plan that shows how the proposed training of their existing workforce will improve the company's market position.

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

The State Employment and Training Commission, an independent policy and planning council, is charged with annually evaluating the program's effectiveness and reporting the results to the Governor and State Legislature.

WORKFORCE DEVELOPMENT PARTNERSHIP

Summary of Activity *June 15, 1993*

INDIVIDUAL GRANTS

1.	Number of individuals attending orientation.	41,000
2.	Number of individual training grants approved.	5,166
3.	Total Individual Grant Funds Obligated.	\$14,244,365.10
4.	Average Grant	\$2,757.33

CUSTOMIZED TRAINING

1.	Total Customized Training Applications Approved	36
2.	Total NJDOL Customized Training Funds Obligated	\$9,66,9632.20
3.	Total Company Funds Obligated	\$21,667,600.87
4.	Total Workers in Customized Training	7,976

Q&A: Workforce Development Partnership

For Individual Workers

Q: What is the Workforce Development Partnership Program?

A: The Workforce Development Partnership Program is a new, state-funded effort to help get New Jersey workers the basic education and skills training they need to make them more competitive in their search for high-skill, high-wage jobs that are or will be in demand.

Q: What does the program provide?

A: The program offers qualified workers career counseling, skills assessment, vocational and remedial education, and tuition waivers and grants to help pay for basic education and occupational training.

In addition, the program continues unemployment benefits for qualified workers who are participating in approved job training programs.

Q: Who is eligible for the program?

A: Generally speaking, workers who demonstrate what's called "a recent attachment to the workforce" — in other words, workers who have held a job in the recent past. If you're eligible for unemployment benefits (or have exhausted them in the past year), you're eligible for this program, since you must have such "recent attachment" to qualify for those benefits.

But remember that being *eligible* for the Workforce Development Partnership Program does *not* automatically mean you'll receive any benefits of the program. It simply means that you have the opportunity to review your situation with one of our counselors.

Q: Is there any way I can qualify if I haven't demonstrated "a recent attachment to the work force"?

A: Yes. Part of the program is intended to help "disadvantaged workers" — workers who are unemployed or underemployed and are eligible to receive (or currently are receiving) welfare. The Department of Labor will tell you if you qualify for this part of the program after you complete your orientation period and submit your application form.

Q: What workers are excluded from the program?

A: If you're entering the work force for the first time, or if you're eligible for other types of employment and training programs (such as the Job Training Partnership Act [JTPA]), you most likely are not eligible for this program. However, we encourage you to apply and let one of our counselors review your situation.

Q: What size training grant could I receive?

A: The amount you receive depends upon the amount and type of training you need. A Department of Labor counselor will be assigned to work with you and help you make those determinations.

Q: What is meant by "training"?

A: Training can be full-time vocational training, remedial education, or a combination of both.

Q: Can I train for any job of my choice?

A: No. Under the program, you must train for what is called "labor demand occupations" — jobs that are currently, or will be, in demand.

Q: Are there other restrictions on training?

A: Yes. Your training must also stand a good chance of improving your marketable skills as well as your earning power. In addition, you must begin training in a "timely fashion," and there must be a "reasonable expectation" that you can complete the training.

Q: Does on-the-job training qualify as training?

A: Through the Department of Labor's Office of Customized Training, you may be trained under an OJT agreement with your employer.

Q: Can I collect unemployment benefits while I'm in training?

A: Yes, if you're currently collecting benefits and if you enroll in training approved by the Department of Labor, you may be eligible for additional benefits. You must be eligible for no less than 26 weeks of benefits under the regular state program in order to collect benefits while you're enrolled in training. If you're eligible for fewer than 26 weeks of benefits, you're permitted to enter the program for training, but you can't receive unemployment benefits while training.

Q: Who provides training?

A: Training programs are offered by private and public vocational schools, and through your local JTPA office.

Q: Where can I use my tuition waivers?

A: Public institutions of higher education in New Jersey can waive tuition for certain courses. But you can only use those waivers provided that (1) the course you're taking is part of your approved job training program and (2) you're not eligible for state or federal student federal aid.

Q: Are there restrictions on tuition waivers?

A: Yes. The course you're taking must be part of your approved job training program and you cannot be eligible for state or federal student financial aid. In addition, you cannot "bump" a paying student from the course; there must be an open seat.

Q: Are there any age limitations?

A: No. But remember that the program is geared to workers who can benefit from retraining so that they may return to full-time employment.

Q: How much does it cost?

A: The program is free to qualified individuals.

Q: How do I sign up for the program?

A: You can sign up for an orientation to the program at the unemployment insurance or employment service office nearest you (you can find the address and telephone number of that office in the blue pages of your phone book under State Government, New Jersey Department of Labor).

Q: My employer just went out of business and I lost my job. Am I eligible?

A: Yes, you may be eligible for services from the Workforce Development Partnership Program.

Q: My company is in trouble. How can I participate in this program?

A: Through your employer. He or she can apply to obtain training designed to increase productivity, increase business competitiveness and prevent the loss of jobs (1-800-343-3919). You may also apply independently for a training grant.

Q: I'm employed, but consider myself underemployed. Can I qualify for the program?

A: Yes, if you are underemployed you may be eligible for a training grant to upgrade your skills — only, however, if your employer chooses to participate in the program. If you provide us with the name and address of your employer, we will send him or her information about the program.

Q: I've got a job and solid, marketable skills. Can I obtain a grant to finance training for a career change?

A: No. Workers with both a job and marketable skills do not qualify for the program.

Q: I just graduated from high school (or college). Can I qualify for a grant to help pay for trade school or vocational training?

A: No, because you haven't demonstrated a "recent attachment to the work force." However, you may be eligible for a Pell Grant (federal grants of up to \$2,400 per year based on financial need) or some other type of assistance. The institution you plan to attend can help you with this.

Q: Do I receive my grant directly, or is it forwarded to the training site or school?

A: After you and your counselor have worked together to determine the most appropriate school or agency to provide the training you need, the grant will be forwarded directly to that organization.

June 15, 1993

Workforce Development Partnership Profiles

Frank Buklow, Atlantic County

609/697-9459

Frank Buklow was a machinist prior to being laid off. Now he takes classes at Salem County Vo-Tech. After more than 1,080 hours of coursework, he will receive a degree that he hopes will help him get another machinist position.

Jesse Levinsky, Atlantic County

609/927-1577

After a career in personnel and training, Jesse Levinsky held a job for three years as a compensation analyst at an Atlantic City casino, only to get another pink slip. When he filed for unemployment compensation and discovered the Workforce Development Program, "I applied up right away. I'm 54 years old and I wanted to do something where age would not be a factor and that would allow me to work on my own if needed." He feels that his age would preclude a company from hiring him as a personnel director. In January he began a program in computer repair at Atlantic County Community College, which he'll complete in December 1994. Although he considers the program excellent, he concedes there are certain problems. "The State doesn't disseminate information fast enough. We [grant recipients] end up getting hurt inadvertently." Because of lack of continuity, recipients may have to go several weeks without any money. Also, it would be better if the school and the State marketed people for jobs after graduation, he says. Jesse is married and has two children in college.

Ron Rudolph, Burlington County

609/778-3122

Thirty-year-old Ron Rudolph made a living in the environmental field for about 14 years, most recently as a draftsman and field technician. "I'm good at it," he says, but he "reached a plateau" and couldn't advance without further education. He had been attending Burlington County Community College part time when he came across a flyer about the Workforce Development Program, which allows him to go to school full time. He's studying to become a civil engineer. Ron is currently in the process of divorce, and comments that "continuing at BCCC would have been a really big struggle without the help of the Program."

Jill Watson, Burlington County

609/726-9243

Jill Watson's last job, which she held for five years, was in the car financing section of Marine Midland Bank. After a "loss of business" precipitated a layoff, Jill enrolled in a court reporting course of study at the Cittone Institute. She had already started (in July 1991) when she learned of the Workforce Development Program. The State program "is

great and helped me a lot—I just wish they would do it again,” she says. She plans to finish the courses she needs with the help of student loans and her own savings. The court reporting program is self-paced, and she hopes to complete it by the summer of 1994. She hasn’t yet decided whether she wants to work “freelance” or for the government or court system. Jill is a married 28-year-old; she has no children.

Joanne Beltrano, Camden County

609/728-5976

Joanne Beltrano, 37, was an insurance underwriter before she was laid off. The training program she chose under the Partnership led to a license in property casualty. While she was completing the course, Keystone Insurance company hire her as an underwriter. “The course...definitely helped me get the job,” she states. Joanne is married and has a 5-year-old child.

Claudene Green, Essex County

201/371-4471

After Macy’s closed the store where Claudene Green, a customer service representative, worked, it occurred to her that a career change might be in order. After talking to a friend who was taking classes at Essex County Community College, she decided to investigate the medical field because “health care is a booming field.” She began an industrial laboratory technician training program at the college in February 1993, and will finish in June. She’s enthusiastic about her Partnership-sponsored training because the school offers on-the-job training with firms that have or will have openings. The college also has a job placement service, and Claudene says, “I am very confident that I’ll be able to get a job.” Claudene, who is in her thirties, is married with no children.

Fran Greicius, Gloucester County

609/384-1121

Fran Greicius, who holds a bachelor of fine arts degree, was a furniture company sales representative before she lost her job. Through the Partnership, she enrolled in a public relations program at Rowan College; in May 1993 she graduated from the program.

Gary Mohler, Gloucester County

609/881-4398

When Gary Mohler’s job as a dispatcher at a lawn care company was recently eliminated, he decided it was a logical time for a career change. Since he had long been interested in environmental technology (“There’s more and more demand in that occupation”), that’s what he decided to study through the Workforce Development Partnership. Gary has been taking classes at Gloucester County Community College and is so happy with his training that he intends to supplement the State’s contribution to his education and complete the two-year program at his own expense. He hopes to then get a job in environmental testing, monitoring, or lab work. Gary is a single 40-year-old.

Maria Abut, Hudson County

201/869-7811

Maria Abut, who came to the United States from Cuba, lost her last job as a bookkeeper when the company she worked for went out of business. In February 1993 she began an accounting program at SCS Business & Technical Institute to improve her skills. When she graduates from the program in June, she hopes to get a job with a firm that offers health benefits and a retirement plan. Maria is very happy with the Partnership, as well as the quality of training she has received.

Robert Caldwell, Mercer County

609/278-1247

Robert Caldwell has had careers as a commercial fisherman and as a heavy equipment operator/operating engineer. He's enrolled in a training program in plumbing and heating at Mercer Vo-Tech and has made the honor roll. He intends to take additional courses in the fall at his own expense. Robert, who is married with children, is now working as a plumber's apprentice.

Felitia D'Oria, Mercer County

609/588-8748

Felitia D'Oria had been a data processor for the New Jersey State government when she was "bumped" in October of 1992. The single 30-year-old has two years of college-level training in data processing, and feels that training in technical writing will make her more marketable. Prior to being laid off, Ms. D'Oria attended college at night at her own expense. In May she'll complete the technical writing classes that she began through the Partnership. The classes, offered at Trenton State College, include editing, literature, and magazine writing. She believes that her writing skills, combined with her data processing background, will help her obtain employment in journalism, public relations or technical writing.

Desiree Gray, Mercer County

609/588-5676

For 10 years, 37-year-old Desiree Gray answered questions about educational software while working for IBM's sales and customer service department. "I thought I'd be there (at IBM) until I retired," she says, but when the company didn't get a job it had bid on, she was among the "surplus" employees who were laid off. Through the Workforce Development Partnership, she was able to design a course of study that, she hopes, will help her begin a new career in the dressmaking business. During the day she takes business courses at Mercer County Community College; at night she learns the finer points of dressmaking and tailoring at Ewing Township night school. She chose this career path because she's been sewing since the sixth grade, and wants to turn this part-time activity into a full-fledged business sometime in the future. She's currently seeking full-time employment.

Waldimar Kowaler, Jr., Mercer County

609/585-0170

Waldimar Kowaler, Jr., is an honorably discharged veteran of the U.S. Navy, where he worked for four years as an electronics technician. With help from the Partnership, he has a comprehensive background in electronics engineering technology and a stable work history that included a position as engineering technician at GE/RCA Asto Space Division. He was laid off from GE in January 1991. He is currently enrolled at Mercer County Community College, where he studies MCR/data communications. Waldimar intends to secure employment in the field of micro-computer repair when he completes training. The married 34-year-old is the father of two school-age children.

Francisco Campos, Middlesex County

908/668-1827

Ever since 41-year old Francisco Campos came to New Jersey from the Philippines 18 years ago, he worked as a machine tender at Revlon. When the company moved its operations to Arizona, Francisco used Partnership funds to enroll in an auto technology and mechanic course at Union County Tech and Vocational School. He likes to work with machines, but realized it's not enough to run them; a worker also needs to know how to repair them. He hopes to land a maintenance job after completing his one-year training course. Francisco is married and has two children.

William Harvey, Middlesex County

908/752-7523

William Harvey had worked his way up to manager in the nearly 20 years since his first job in the restaurant business, but after being laid off he studied the job market in New Jersey and determined that dietetics looked like a more promising career path than radiology, his first choice. The divorced 35-year-old now attends Middlesex Community College and is also taking remedial classes at area high schools. He's thrilled with the course and extremely happy for the second chance that the Partnership provides. "You never get a second chance—this is unbelievable."

Christine Howell-Houston, Monmouth County

908/303-9674

When the U.S. Navy underwent a force reduction, clerk-typist Christine Howell-Houston was among those let go. The married 25-year-old mother of one had worked for the service for three-and-a-half years when she got her notice of termination. After learning about the Workforce Development Partnership, Christine, who had an associate's degree plus a third year of undergraduate credits, zeroed in on social work as a viable field. Next year she expects to receive a bachelor's degree in social work from Kean College. Christine's goal is to work for the N.J. Division of Youth and Family Services. Although she's pleased with the education she's getting, Christine believes that the Partnership still needs to be fine-tuned to facilitate payments for books and other fees.

Rodica Bush, Morris County

201/884-8988.

After Rodica Bush was laid off from her job as an architectural technician and mechanical draftsman, she decided she wanted to pursue paperhanging, figuring her experience in interior design would be applicable to a new career in this business. Rodica likes the training program at the Paperhanging Institute and believes it will allow her to either work for existing firms or even start her own company.

Ann Doran, Ocean County

908/269-6303

After working for eight years as a supervisor in a municipal construction department, Ann Doran was laid off. She decided to pursue training in hospitality administration and management because it seemed a good way to combine her management experience with her outgoing, people-oriented personality. She is currently an A+ student at the Star Technical Institute. She'll complete her eight-month, Partnership-sponsored training program in November 1993, and is looking forward to a new career. The 50-year-old divorcee thinks this training will give her more employment options; she'd like to try hotel or restaurant management, human resource management, or customer service.

Richard Sassaman, Ocean County

908/363-1152

Richard Sassaman is a veteran of the U.S. Army, honorably discharged, where he worked as a radio repairman for three years. He received his post-secondary education in electronics while in the service in the 1960s. He has an extensive background in electronics technology and a stable work history that includes high-paying positions at Honeywell and Unisys corporations. Downsizing at Unisys caused Richard to lose his job as senior customer service engineer, after which he learned about the Workforce Development Partnership. He was able to waive 1,800 hours of study through the College-Level Examination Program (CLEP), and enrolled at Ocean County Vocational Technical School in an aviation technology training program. He plans to cover additional costs above the Workforce grant, and after his training hopes to secure a job in the field of avionics. Richard, 47, is divorced and is raising two teenage daughters.

Rosa Addison, Passaic County

201/523-4877

Formerly a line machine operator for a cosmetics firm, Rosa Addison entered the chef's training program in February because "I love to cook." She would like to open a kitchen or luncheonette after she graduates from the four-month training program in July 1993, and already dreams of later expanding her product line to include homemade baked goods. Rosa has three grown children.

Betty Consiglio, Passaic County

201/831-0782

Before she found herself in the unemployment line, Betty Consiglio worked in the tool room of a pharmaceutical company. She wanted to take advantage of the Workforce Development Partnership, so she signed up at Bergen County Vo-Tech in a machinist training course. She didn't have a clear idea of exactly what machinists do before she enrolled, and has found that it's more technical than she had thought. "I'm just about keeping up with the course...and I would need much more training to be able to do the work of a machinist," she comments. Despite the difficult coursework, Betty lauds the Partnership for giving her both hope and real training. She intends to persevere and eventually become a tool and die maker. "Whatever I do, I will have benefited from the training and discipline," she says.

Edith Hall, Passaic County

201/345-6997

"Company downsizing" is the reason Edith Hall was let go from her secretarial job, a position she had held for 16 years. The 43-year-old mother of two wanted a complete change, and originally thought she wanted to be a surgical technician. After an anatomy class proved too difficult, however, she switched to an office automation and technician program. She's currently taking classes at Bergen County Community College. Once she completes her new course of study in May of 1994, Edith would like to work in the medical field as an administrative assistant. Because the Partnership was new when she first was introduced to the program, she encountered a few annoyances, but she believes that the program opened new doors for her and she "loves" the education she's receiving.

Maureen Olsen, Passaic County

201/838-3799

Maureen Olsen had been unemployed since October 1992 when she contacted the Workforce Development Partnership. Prior to that, she had worked for five years performing general clerical work; she was let go from this job because of lack of work. When she began looking for a new job, she found that the technological explosion had left her unprepared to compete in a job market where computer skills are a necessity. In April 1993 she will complete the computerized secretarial course that she has been taking at the Hohokus School of Secretarial and Medical Science.

Nancy Tallaksea, Sussex County

201/398-6547

Nancy Tallaksea is trained in fashion merchandising and holds a bachelor's degree from Centenary College. After she was laid off from her last job, in food sales, she scrutinized the classified ads to find which jobs appeared to be in demand. She eventually targeted chemical technology, figuring that this field would allow her two career possibilities—

one in the lab and one in sales (Nancy also has real estate sales experience). In January 1993, she started a two-year associate's degree program at the County College of Morris. Nancy is a single 27-year-old.

Beverly Wetzel, Sussex County

201/827-6656

"I was a secretary all my life and it wasn't that satisfying to me," states 52-year-old Beverly Wetzel. "Counseling is something I had wanted to do, but I didn't have the money. The Partnership provided the opportunity." When her latest secretarial contract wasn't renewed, she decided to work toward her associate certificate additions counselor (CAC) rating at the Sussex Council on Alcohol and Drug Abuse. The program started in January and will continue through June 1993. Beverly is married and has two grown children.

Joseph Capobianco, Union County

908/241-9494

Joseph Capobianco, a former design draftsman, was laid off after working for eight years at an avionics equipment firm. During the 10-month period that he was out of work, he noticed that companies placing newspaper classified ads often wanted "auto-cad" experience—and because he "wanted to go out to the drafting world again with better skills," so he enrolled in an Auto-cad training program at Kean College using Partnership monies. He recently enrolled in the second level of the Auto-cad course and just got a job where he can use his new skills. "As a result of the course, they snatched me up," he states. Mr. Capobianco is pleased with the training he received, but the four-month lag between the time funding was in place and the first day of class proved difficult, he said.

John Knecht, Warren County

908/475-1425

For the last 10 years, John Knecht earned a living as a furniture mover. Although at least 20 years had passed since he set foot in a classroom, he felt he needed to become computer literate to advance his career—so at 60 years of age, John enrolled in a computer basics training program. Now he's learning DOS, Word Perfect and Harvard Graphics at Warren County Community College. He is confident that his new skills helped him land a sales position with a publishing company. John is married and has grown children; he is a lifelong resident of New Jersey.

Application for Customized Training

Through the Workforce Development Partnership

New Jersey Department of Labor

Jim Florio, *Governor*

Ray Bramucci, *Commissioner*

Introduction

The New Jersey Workforce Development Partnership Program contains a Customized Training component designed to enhance the creation and retention of jobs in New Jersey through cooperative, broad, and in-depth worker training activities. The goal of the Customized Training Program is to assist in the development of a highly skilled, highly productive, globally competitive work-force.

The Office of Customized Training (OCT) is responsible for assisting businesses that apply for employment and training services under the program. In cooperation with State, federal, and local agencies, Office of Customized Training staff provide help in identifying skills training needs, developing educational programs to meet those needs, and establishing evaluation strategies to measure the effectiveness of the programs. Anticipated outcomes of OCT-sponsored training include an increase in workers' skills, earning power, and employment security. Businesses are expected to be more competitive and therefore more stable.

The Application for Customized Training Services is a skills training proposal designed to achieve the following:

1. Identify the skills training needs of New Jersey employers.
2. Identify a comprehensive, cost-effective educational program to meet those needs.
3. Provide the New Jersey Department of Labor with:
 - A process to ensure all available and appropriate resources are utilized in meeting the skill training needs, and
 - A method to evaluate the relative merit of a request for financial assistance.

Eligibility Guide

1. To be eligible for funding, an employer must address at least one of the following needs:
 - Creation, retention, or upgrading of labor demand occupations.
 - Prevention of job losses as a result of a potential facility closing, national or international competition, or changing technology.
 - Creation of jobs as a result of a company relocating into New Jersey or starting a business in the State.
2. Also eligible for funding are:
 - An employer organization, labor organization, or community-based organization seeking Customized Training Services to provide training in labor demand occupations in a particular industry; or
 - A consortium made up of one or more educational or training institutions and one or more eligible individual employers or labor, employer, or community-based organizations that seeks Customized Training services to provide training in labor demand occupations in a particular industry.
3. Factors which will be considered in evaluating the application for training services include:
 - Number and type of jobs created or retained
 - Demonstrated financial need
 - Training in occupations leading to higher wages
 - Training in occupations requiring a high skill level

- An emphasis on the training of individuals primarily for work in the direct production of goods and services
- Training provided within the context of a Business Plan and long-term Human Resource Development Plan

Applications will be reviewed by the Business Resource Network, a panel consisting of representatives from the New Jersey Departments of Labor, Higher Education, Education, and Commerce and Economic Development. The New Jersey Department of Labor must approve all applications for funding.

Program Conditions

- Participating businesses must provide a minimum of 40% of total program costs. In-kind contributions are acceptable. If warranted, the Commissioner of Labor can set a higher or lower contribution rate.
- If the training occupation is covered by a collective bargaining agreement, union concurrence is required.
- Costs incurred by an applicant prior to the execution of a formal training agreement are not reimbursable.
- Each potential trainee must complete an Office of Customized Training Program enrollment form.
- Trainees successfully completing the training program must be hired or retained by the participating employer.
- Program participation must not cause any displacement of current employees or any reduction in their work hours or replace, supplant, compete with, or duplicate an approved apprenticeship program.
- Participating businesses must provide workers' compensation coverage for any worker enrolled in the training program.
- An employer must justify that the amount of services would be significantly less than necessary if the requested funding is not provided.
- Employers creating new jobs through participation in the Customized Training Program should list those job openings with the New Jersey Department of Labor's Automated Labor Exchange (ALEX) system.
- If a company leaves New Jersey within three years from the conclusion of a skills training agreement under which the company received financial assistance, all monies received under that agreement must be returned.

Definitions

Allowable Costs:

All costs of providing and administering an approved skills training program. Items may include salaries of instructors, cost of instructional space, material, and non capital equipment.

Classroom Training (CRT):

Skills training provided to eligible participants while s/he is *not* engaged in productive work.

Demonstrated Financial Need:

Sufficient information to demonstrate that private resources are not available, thereby necessitating financial assistance from this program.

Employer Business Plan:

A description of the company and its training needs, a justification for assistance, expected outcomes, and long-term human resource development plan.

High Skill:

For purposes of Customized Training services, the term high skill is linked to the United States Department of Labor Specific Vocational Preparation (SVP) scale.

High Wage:

The prevailing industry wage for the training occupation.

Human Resource Development Plan:

Long-term, company-sponsored strategies designed to continually upgrade or develop the skills of employees so as to significantly enhance the firm's productivity and competitiveness and worker employment security.

Labor Demand Occupation:

An occupation for which there is or likely to be an excess of demand over supply for adequately trained workers.

Occupational Safety and Health Training:

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

On-The-Job Training (OJT):

Skills training provided to an eligible employee while s/he is engaged in productive work by a supervisor or skilled crafts person. A percentage of the trainees' wages, excluding fringe benefits, may be reimbursed to the company.

Program Enrollment Form:

A form completed by each potential trainee prior to his or her participation in the program.

Remedial Education:

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

Retraining:

The training of an employee with the intent that the employee will learn to perform a significantly different type of job than was previously held by that employee.

Specific Vocational Preparation:

The amount of time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job-worker situation.

Upgrade Training:

The enhancement of an employee's job skills with the intent that the employee will continue working at the same type of job (e.g., cross-training of skilled employees).

Vocational Training:

Training or education which is related to an occupation and is designed to enhance the marketable skills and earning power of a worker.

Application Instructions

For Individual Employers

An individual employer applying for financial assistance must complete the Employer Application (Part I), Employer Business Plan Related to Training (Part II), Training Needs Summary (Part III), Employer Certification (Part IV), and Concurrence of Collective Bargaining Agent (Part V).

For Organizations and Consortia

An organization or consortium applying for financial assistance must complete the Organization/Consortium Application (Part VI).

For All Applicants

All pages should be numbered and each part and sub-part clearly labeled.

Documents in support of an application, such as union endorsements, descriptions of training curricula, or company brochures should also be clearly labeled.

An original and one copy of the completed application must be submitted to:

Office of Customized Training
New Jersey Department of Labor
Division of Business and Worker Development
CN 058
Trenton, NJ 08625-0058

If you have any questions or need assistance in completing the application, contact your Customized Training representative or call the Customized Training office at (609) 292-8232.

New Jersey State Library

PART I
Employer Application
Office of Customized Training

Date of Application: _____

Company name: _____

Address: _____

Contact person: _____ *Telephone number:* _____

Total number of employees: _____ *County:* _____

**Number of hourly employees:* _____ **Number of salaried employees:* _____

Total number of individuals to be trained: _____ *Average hourly wage of trainees:* _____

Projected number of permanent employees to be hired within the next year: _____

Federal employer identification number: _____

New Jersey Employer Registration Number: _____

Type of business: _____

Primary product or service: _____

Has the company received previous financial assistance from the Office of Customized Training? Yes _____ No _____

Union affiliation, if applicable (indicate full name, address, telephone number, and contact person): _____

Parent company, if applicable: _____

Address: _____

Customized training representative (if assigned): _____ *Date:* _____

Telephone number: _____

PART II

Employer Business Plan Related to Training

Description of Company: Provide a description of your company which includes how long it has been operating in New Jersey as well as a mission statement.

- Description of business
- Mission Statement

Training Summary

- List the occupations for which training assistance is being requested. Use the attached Training Needs Summary sheet.
- For *each* occupation listed provide the following:
 - Job title
 - Number of course participants
 - Job description
 - Requested starting date
 - Location of training
 - Course description (for classroom training)
 - Course length
 - Skills to be learned (for on-the-job training)

Training Objective

Describe the anticipated improvement to the company's operation as a result of the proposed training program. Consider productivity, quality, competitiveness, growth, market share and profitability. Project target dates to achieve the above results. Anticipated improvements should be objective, quantitative and measurable.

Training Justification

- Explain the necessity of the requested training for your company
- Describe how Customized Training services will create, upgrade or retain jobs in labor demand occupations and explain, in detail, if the services are necessary to prevent loss of jobs caused by obsolete skills, technological change or national/global competition.
- Describe the company's long-term Human Resource Development Plan. (See definition page 3) Describe all training efforts for the last three (3) years. Note if governmental support for the training was received.

Financial Considerations

- State why your company requires state financial assistance.
- Provide historical balance sheets and income statements for the last three (3) years.

Company Contributions to Training

- List the physical and financial resources your company will contribute to a state-funded training program. Note the minimum of a 40% business contribution as specified under Program Conditions. (page 2)

Consequences of the Lack of State Training Assistance

- If your company does not receive state training funds, state the effect this would have on your operation in New Jersey.

86x

A. Training Occupation & Hourly Salary		B. No. New Hires To Be Trained	C. No. Current Employees To Be Trained	D. No. Total Trainees (B+C)	E. Check If Appropriate for OJT ¹	F. Check If Appropriate for CRT ²	G. No. Trainees Needing OS&HT ³	H. No. Trainees Needing Remedial Education	I. No. Trainees Needing Vocational Counseling Services
	\$								
	\$								
	\$								
	\$								
	\$								
	\$								
	\$								
	\$								
	\$								

¹On-the-Job Training²Classroom Training³Occupational Safety & Health Training

Employer Name _____

PART III **Training Needs Summary**

PART IV

Employer Certification

The employer certifies that it is not in violation of any applicable federal or State laws and regulations including but not limited to taxes, child labor, wages, workplace, and classroom safety standards. Further, all taxes, assessments, penalties, fees, or back wages due to or established by the Department of Labor have been paid.

The employer also certifies that all information contained in this application is accurate, complete, and true to the best of his/her knowledge.

Signature of Chief Executive Officer

Date

Type Name and Title

Company Name

PART V

Concurrence of Collective Bargaining Agent

If the occupation(s) for which training is to be offered is subject to a collective bargaining agreement, concurrence by an appropriate representative of that bargaining organization is required. The signature of such a representative below indicates concurrence regarding the requested training program.

Signature

Date

Type Name and Title

Type Union Name

PART VI
Organization/Consortium Application
Office of Customized Training

Name of applicant: _____ Date: _____

Address: _____

Check type of applicant:

Employer organization _____ Community-based organization _____

Labor organization _____ Consortium (list members) _____

Contact Person: _____ Telephone Number: _____

Has the applicant received previous financial assistance from the Office of Customized Training?

Yes _____ No _____

Please provide the following:

1. A brief description of the organization including related experience delivering this type of training.
2. A description of the training to be provided.
3. An explanation of why this training is necessary.
4. A description of how the trainees' pre-program skill level, competencies acquired during the training, and post program skill level will be measured.
5. An estimate of the total cost of the program and the amount being requested from the Office of Customized Training.
6. **For each participating employer, the Employer Application (Part I), Training Needs Summary (Part III), Employer Certification (Part IV), Concurrence of Collective Bargaining Agent (Part V), and a listing of the job title and a short job description for each employee who will participate in the program plan.**

The applicant organization certifies that all information contained in this application is accurate, complete, and true.

Signature _____ Date _____

Type name and title _____

A Sample Balance Sheet Format

Name of Business
Date (month, day, year)
Balance Sheet

Assets

Current assets \$ _____

Fixed assets \$ _____

Less accumulated depreciation \$ _____

Net fixed assets \$ _____

Other assets \$ _____

Total assets: \$ _____

Footnotes:

Liabilities

Current liabilities \$ _____

Long-Term liabilities \$ _____

Total liabilities: \$ _____

**Net worth (total assets minus total liabilities) or
Owner's equity**

\$ _____

Total liabilities and net worth \$ _____

Footnotes:

Historical Income Statement: Three-Year Summary

	1990	1991	1992
Sales			
Wholesale	_____	_____	_____
Retail	_____	_____	_____
Total sales	_____	_____	_____
Cost of materials (Total sales - cost of goods sold)	_____	_____	_____
Operating expenses			
Utilities	_____	_____	_____
Salaries	_____	_____	_____
Payroll taxes and benefits	_____	_____	_____
Advertising	_____	_____	_____
Office supplies	_____	_____	_____
Insurance	_____	_____	_____
Maintenance and cleaning	_____	_____	_____
Legal and accounting	_____	_____	_____
Delivery expenses	_____	_____	_____
Licenses	_____	_____	_____
Boxes, paper, etc.	_____	_____	_____
Telephone	_____	_____	_____
Depreciation	_____	_____	_____
Miscellaneous	_____	_____	_____
Rent	_____	_____	_____
Total operating expenses	_____	_____	_____
Other expenses	_____	_____	_____
Interest (mortgage)	_____	_____	_____
Interest (term loan)	_____	_____	_____
Interest (line of credit)	_____	_____	_____
Total other expenses (Operating expenses + other expenses)	_____	_____	_____
Net profit (loss) Pre-tax: (Gross margin - total expenses)	_____	_____	_____

EmployerUpdate

Ray Bramucci, Commissioner

Jim Florio, Governor



Training to Keep Employers on Top

If you are faced with the need to constantly improve your productivity and the capability of your workers just to stay competitive, New Jersey has a new resource for you and your workers.

With the creation of the Workforce Development Partnership Program, (WDPP), New Jersey became a national leader in preparing workers for the jobs of the future and improving the ability of our State's workforce to meet the skill levels employers require if they are to continue to compete effectively in a global economy. The WDPP is a unique employment and training program intended to make skills training, education and a wide range of other support services available to employers and qualified workers at no additional cost in taxes.

The laws creating the program were signed into law by Governor Jim Florio on July 7, 1992. The New Jersey Department of Labor — in cooperation with the Departments of Education, Higher Education and Commerce and Economic Development — is currently designing specific programs and steps that will have the Workforce Development Partnership Program up and running in November 1992.

Fundamentally, the purpose of the program is to enable workers and employers to secure educational and training services they need to improve skills and, as a result, increase productivity, enhance competitiveness, and improve the economic position of both.

Although the program is expected to invest at least \$50 million in the State's economy each year, no new taxes were necessary to fund it. A new

"training trust fund" has been created by reallocating a small portion of both worker and employer contributions to the State unemployment insurance trust fund, one of the healthiest in the nation. Employers' contributions and workers' contributions will not be increased. However, employers will be required to report the new deductions on their employees' W-2 forms for 1993 that will be due in January, 1994. The new trust fund will also supplement training and other efforts by employers to maintain a competitive workforce.

Under the program, employers can receive matching funds to pay for training-related expenses that promise to improve their workers' productivity and their company's market position, through the Department's Office of Customized Training.

Both workers and employers must demonstrate a clear need for the services available through the program. Employers must prepare a detailed business plan that shows how the proposed training of their existing workforce will save jobs, improve the company's market position or increase its productivity.

Qualified individual workers can receive training and/or education grants, unemployment benefit exten-

sions, and tuition waivers good at all New Jersey public institutions of higher education.

Individual workers must undergo a process of skills assessment and counseling that identifies the training opportunities that could lead to employment in a marketable occupation.

Employers who seek assistance from the Labor Department's Response Team will also receive assistance through an "account executive" who will help them deal with government agencies and access their resources. The account executive will help businesses obtain resources to help overcome the barriers to remaining competitive and in business in New Jersey.

The program is subject to a "sunset" provision (December 1997). The State Employment and Training Commission, an independent policy and planning council, will annually evaluate the program's effectiveness and report their findings to the Governor and State Legislature.

For more information, write to: Office of Customized Training, New Jersey Department of Labor, Division of Business and Worker Development, CN058, Trenton NJ 08625-0058, or call them at 1-800/343-3919.

Here's How to Reach the People and Offices You Need

The Department's Division of Employment Security Revenue has a new list of primary phone numbers for employers. Below is a list of the new numbers that you or your tax people may find useful.

General Information	609/292-2280	Worker Refunds	609/292-6144
Experience Ratings	609/292-2354	Federal Certifications	609/292-2310
Employer Status	609/292-2638	Qrtly Contr. Reports	609/292-0083
Collections	609/292-2292	Legal Processes	609/292-1065
Employer Refunds	609/292-0083	Delinquent Reports	609/292-7770



Help for Children's Medical Bills

You or one of your employees may be interested to know about New Jersey's Catastrophic Illness in Children Relief Fund, a financial resource for families faced with overwhelming medical expenses which accompany a child's illness.

Since it began assisting New Jersey families in December 1989, the program has helped over 250 families by providing more than \$4 million in assistance.

Traditional as well as non-traditional expenses may be eligible for coverage, including treatment for acute or chronic conditions and mental health or substance abuse problems.

One such family, who had established a successful family-owned business, was overwhelmed with medical bills incurred for their child's treatment for scoliosis. Although the family's health insurance covered most of the expenses, the family was still faced with expensive medical bills beyond what their coverage provided. After applying to the program, they were awarded \$5,000 to help pay their uncovered expenses.

Applications are being accepted now for expenses incurred during any consecutive 12-month period dating back to 1988. Families incurring high out-of-pocket expenses in 1992 are also encouraged to call for information on the program. A family may be eligible for assistance if incurred expenses exceed 30 percent of their gross annual income (or 40 percent of the family's gross annual income if that income exceeds \$100,000).

Expenses must be for the care of a child age 17 or younger. Among the medical and related expenses which have been approved for assistance to date are costs related to physician and hospital services, home care, medica-

tions and medical equipment, mental illness or substance abuse treatment, and medical transportation. Expenses for medication and services identified as experimental may also be eligible for consideration.

For more information, contact the Catastrophic Illness in Children Relief Fund program at 609/292-0600 or by writing to Mary Ann Whiteman, Executive Director, Catastrophic Illness in Children Relief Fund Commission, CN 364, Trenton, New Jersey 08625-0364.



1993 Rates Set for Benefits

Annual adjustments mandated by law will increase the maximum weekly benefits payable under New Jersey's unemployment insurance, State Plan temporary disability insurance, and Workers' Compensation programs effective January 1, 1993.

The maximum weekly benefit rate for unemployment insurance will increase from \$308 to \$325. The maximum weekly benefit rate for State Plan temporary disability insurance will rise from \$288 to \$304 and the maximum weekly benefit rate for temporary disability, permanent total disability, permanent partial disability, and dependency under the Workers' Compensation Law will go from \$409 to \$431.

Wages subject to taxation under the unemployment and temporary disability insurance programs are calculated as 28 times the statewide average weekly wage and will rise to \$16,100 in 1993 from the current \$15,300. State unemployment insurance taxes for employers currently range from 0.4 percent to 5.4 percent.

Legislation governing the programs stipulates that maximum benefit rates, eligibility standards and the taxable wage base are to be indexed to the statewide average weekly wage of the second preceding calendar year.

The average weekly wage rose by 5.3 percent to \$574.01 in 1991, from \$545.20 in 1990.

Under the unemployment insurance program, an individual's weekly benefit amount is computed as 60 percent of his or her weekly earnings during the base year, subject to a maximum of 56 2/3 percent of the statewide weekly wage. The base year consists of the first four of the last five completed calendar quarters preceding the filing of the claim.

A claimant's weekly benefit rate for disability under State Plan temporary disability insurance is computed as 66 2/3 percent of average wages, up to a maximum of 53 percent of the statewide average weekly wage.

Weekly benefit payments for Workers' Compensation are computed as 70 percent of a claimant's average earnings up to a maximum of three-fourths of the statewide average weekly wage.

In order to be eligible to receive unemployment or temporary disability benefits, a claimant must have worked at least 20 "base weeks" in covered employment in the claimant's base year. The amount of earnings required to establish a base week will increase to \$115 as of January 1, 1993, up from \$110 in 1992. The base week amount is computed as 20 percent of the statewide average weekly wage.

The amount of earnings required in those cases in which a claimant has not worked 20 base weeks will increase from \$6,600 in 1992 to \$6,900 in 1993. The alternative earnings level is indexed each year at 12 times the average weekly wage.

The contribution rate for those State and local government entities that choose to make contributions rather than reimbursing the trust fund for the unemployment insurance benefits paid to their former employees will remain at 0.4 percent of taxable wages for calendar year 1993.

For Your Files

Ray Bramucci, Commissioner

Jim Florio, Governor

For Your Files is a tear sheet of information about administrative and technical developments within the Department of Labor that affect your work, and the way we work with you. Tear it and file it for future reference, or share it with the appropriate member of your staff (accountant, bookkeeper, attorney, etc.).

Protect Your Experience Rating: When State Plan Disability issues a benefit check for an employee who is unable to work due to a non-occupational sickness or accident, a notice — form DS 7C — will be sent to you. It is important that you take a minute to check the DS 7Cs you receive against your records. Your tax rate for disability insurance is based on the benefits paid to your workers and charged to your experience rating. If attendance records and the disability payment period do not match, report the discrepancy. To report a discrepancy or for more information on State Plan Disability Insurance call 609/292-2242.

Want Your Forms Sent to Another Address? To have your unemployment insurance documents such as Form BC-3E (Notice to Employer of Potential Liability) or B-187Q (Unemployment Benefits Charged to Experience Rating Account) mailed to an address other than your official tax file address, a "syn-byte" number assigned by the Claims Control Section must be added on Form WR-30 (Employer Report of Wages Paid) for each quarterly report you file. For the Department's computer to use this "exception address," you need to write the three-digit syn-byte number in the blank space (or cross out the "000") after your employer registration number on the first page of your WR-30. For more information on this process, contact our Claims Control section at 609/292-2775.



Numbers to Remember

Employer Hotline Numbers

WR-30, UC-27, FS-68 Requests & Info	609/633-6400
Unemployment Insurance Information	609/292-7257
Disability Insurance Information	609/292-2242
Reporting Fraud	800/221-1679

Division of Employment Security Revenue Numbers

General Information	609/292-2280
Experience Ratings	609/292-2354
Employer Status	609/292-2638
Collections	609/292-2292
Employer Refunds	609/292-0083
Worker Refunds	609/292-6144
Federal Certifications	609/292-2310
Quarterly Contribution Reports	609/292-0083
Legal Processes	609/292-1065
Delinquent Reports	609/292-7770

Attention Payroll Department:

Effective January 1, 1993, employers will be withholding .025 percent of the first \$16,000 paid to employees as a result of the Workforce Development Partnership Program recently signed into law by Governor Florio. Also, as a result of this legislation, the employee portion of the State's unemployment insurance tax has been reduced from 0.625 percent to 0.6 percent. Therefore, while the amount withheld from your employees does not change, the reporting requirements do. Employers will be required to report separately on each employee's W-2 form for 1993 the amounts withheld for unemployment tax and for Workforce Development. These W-2s are due in January of 1994 so plan now to make the necessary changes. Also, each employee should be notified that his or her withholding includes an amount for Workforce Development. The State's Division of Taxation will be providing the official notice detailing the changes required.

New Jersey Department of Labor

Fall 1992

For Your Files

Ray Bramucci, Commissioner

Jim Florio, Governor

For Your Files is a tear sheet of information about administrative and technical developments within the Department of Labor that affect your work, and the way we work with you. Tear it and file it for future reference, or share it with the appropriate member of your staff (accountant, bookkeeper, attorney, etc.).

Q-Reps Makes Reporting Easier: There are ways of making your quarterly wage reporting easier to file. Nearly 45 percent of all employers in New Jersey submit their quarterly wage reports to the Department on magnetic tape. But for smaller businesses,

or where that technology is not available, employers can use IBM (or IBM-compatible) personal computers to submit their reports on computer disk. The "Q-Reps" (Quarterly Reports) PC program is now available in versions 1.01 for single unit employers and version 2.00 for multiple employer reporting. This software provides significant safeguards against the kind of errors which could result in penalties to an employer. For more information about purchasing a Q-Reps/PC program or about Q-Reps tape reporting, call 609/633-6400 or write the Division of Employment Security Revenue, New Jersey Department of Labor, CN 947, Trenton, NJ 08625-0947.



Dates to Remember
UC-27 & WR-30s Due
January 30
April 30
July 30
October 30

Benefit Rates for 1993: Annual adjustments mandated by law will increase the maximum weekly benefits payable under New Jersey's unemployment insurance, State Plan Temporary Disability insurance, and Workers' Compensation programs effective January 1, 1993. Next year, the maximum weekly benefit rates will go from \$308 to \$325 for unemployment insurance, from \$288 to \$304 for State Plan Temporary Disability and the maximum weekly benefit rate for temporary disability, permanent total disability, permanent partial disability, and dependency under Workers' Compensation will increase from \$409 to \$431. Wages subject to taxation under the unemployment and temporary disability programs are calculated as 28 times the statewide average weekly wage and will rise to \$16,100 in 1993 from the current \$15,300. State unemployment insurance taxes for employers currently range from 0.4 percent to 5.4 percent. Legislation governing the operation of the programs stipulates that maximum benefit rates, eligibility standards and the taxable wage base be indexed to the statewide average weekly wage in the second preceding calendar year. The average weekly wage rose by 5.3 percent to \$574.01 in 1991 from \$545.20 in 1990.

Making Sense of the ADA: If your business has at least 25 employees, you must have complied with all aspects of the federal Americans with Disabilities Act (ADA) by July 26, 1992. The ADA requires you to "reasonably accommodate" the disabilities of qualified workers and job applicants. Companies with 15 to 24 employees have until July 26, 1994 to comply with the law. The Department of Labor's Office of Communications, in cooperation with the Division of Vocational Rehabilitation Services, (DVRS), and the Department of Law and Public Safety, has developed a videotape which can help you understand the ADA. It illustrates how some firms have made simple and inexpensive accommodations for their disabled workers. The videotape costs \$7.50 and you can obtain a copy by sending your check or money order to the Department of Labor, Office of Communications, CN 110, Trenton, New Jersey 08625-0110. To find out how you can meet your ADA requirements, why not contact the DVRS at 609-292-5987.

Tear along perforation →



Outplacement at No Cost to Employers

If your company faces the need to downsize or even to close an operation, you may want to take advantage of the basic services of the New Jersey Department of Labor's Response Team. The Response Team assists workers you are laying off at the work site with such services as initial filing for unemployment claims, registering for employment services, and certifying them for federally and state-funded training programs.

The Response Team can also provide your workers with the same kind of outplacement services that many companies are hiring outside firms to offer at no cost to you. The costs are already covered through your federal taxes. And these services can prove very important to the workers you are forced to lay off.

A Response Team on-site career center can provide workers with a broad array of services to get them into new jobs, new careers, or the training that will qualify them with job skills that are in demand.

Career centers can provide vocational counseling and testing, classes in resume writing and interviewing skills and offer direction in how to find and land a job. A user-friendly computer system allows workers to conduct self-directed job searches through the ALEX system which lists job openings in New Jersey and across the nation.

A Career Information Delivery System (CIDS) allows dislocated workers access to computerized data about the labor market and job prospects in different fields, about colleges and their courses, and about day care centers.

For details, call the Response Team, toll-free, at 1-800/343-3919.

Seminar Will Cover Modern Apprenticeships

Modern apprenticeships and how your business can take advantage of apprenticeship programs will be the main focus of "the New Jersey Apprenticeship Seminar '93" at the Sands Hotel and Casino in Atlantic City, on February 25-26, 1993.

Developing the skills of workers through apprenticeships is a job-training method that has worked successfully for hundreds of years. The concept of apprenticeships allows employers to guide a worker through a regimen both of classroom training and hands-on skills training with experienced workers. In this way, a worker can develop skills and gain experience that will meet the very real needs of your worksite.

Not every job qualifies as an apprenticeable trade but, today, apprenticeships are being undertaken in trades ranging far beyond the building trades. Employers today have apprentice workers training for high-tech jobs in such diverse fields as electronics and computers, and/ jobs like programming, systems analysis, and data processing, while other workers are preparing for jobs in health services fields and even for more traditional apprenticeship trades like plumbing welding and carpentry.

The seminar is sponsored by the U.S. Department of Labor's Bureau of Apprenticeship and Training, the New Jersey Department of Labor, the New Jersey Department of Education and the County Vocational Schools of New Jersey. A registration fee will be charged.

For more information on the seminar or apprenticeships call Dennis Fitzgerald, of the U.S. Department of Labor's Bureau of Apprenticeship and Training at 908/750-9191.

Video Tour Shows How ADA Can Affect Employers

Copies of a brief video are now available to employers, employer groups, and others interested in seeing how the employment provisions of the federal Americans with Disabilities Act, (ADA) really affect New Jersey businesses. The video shows that meeting the requirements of the ADA may not be as complicated or expensive as you might think.

Businesses with 25 or more employees must comply with the ADA by July 26, 1992; those with 15 or more employees have until July 26, 1994 to meet all requirements.

The program provides a video tour of three New Jersey job sites that have complied with the ADA. You'll hear first-hand from owners, managers and disabled employees how simple and inexpensive accommodations "leveled the playing field" for disabled workers.

The eight-minute video, produced by the New Jersey Department of Labor and the New Jersey Department of Law and Public Safety, is available for \$7.50 per copy.

Included with the video is a federal guide, "The Americans with Disabilities Act: Your Responsibilities as an Employer," which provides answers to more specific questions about the ADA, and a brochure about New Jersey's Division of Vocational Rehabilitation Services, which provides free services to employers and disabled employees.

Send your check or money order, payable to the New Jersey Department of Labor, to: the New Jersey Department of Labor, Office of Communications, CN 110, Trenton, New Jersey 08625. Be sure to include your name, address and telephone. Allow four weeks for delivery.

About Employer Update

Employer Update is produced quarterly by the New Jersey Department of Labor to help keep New Jersey employers abreast of programs, services and administrative changes.

We welcome your questions, comments and suggestions. Send them, as well as any change of address or subscription requests, to: **Employer Update**, New Jersey Department of Labor, Office of Communications, CN 110, Trenton, New Jersey 08625-0110. If you prefer to call, our number is 609/292-7832. You can also FAX material to us at 609/777-3634. Subscriptions are free.

Employer Update

STATE OF NEW JERSEY
DEPARTMENT OF LABOR
OFFICE OF COMMUNICATIONS
CN-110
TRENTON, NEW JERSEY 08625-0110

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE \$300

New Jersey Department of Labor

Employer Update



Keeping Workers and Companies Competitive

A new program puts New Jersey in the forefront of training to help workers and companies remain competitive.



Unemployment Benefit Rates Adjusted for 1993

The annual adjustment to unemployment, disability and workers' Compensation benefit rates is made for 1993.



Help Available for Children's Medical Bills

The Catastrophic Illness in Children Fund can help you or a Worker cover a child's overwhelming medical bills.



Career Centers Offer Outplacement Services

The Department can provide outplacement services, at no cost to employers, for workers whose companies are closing down.

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PERMIT NO. 0-12

**Department of Labor's Response to
the Assembly Labor Committee's Supplementary Questions
on the Workforce Development Partnership**

Question 1

Please supply the Committee with the names, addresses and telephone numbers of Department of Labor staff who the Committee may use as contacts for obtaining information on the Workforce Development Partnership.

Greg McCarthy
Director
Office of Legislative Affairs
New Jersey Department of Labor
CN110
Trenton, NJ 08625

609-292-1700

Brian Peters
Director, Planning
Office of Research and Planning
New Jersey Department of Labor
CN110
Trenton, NJ 08625

609-292-6852

Virginia Pasqualini
Director
Office of Constituent Relations
New Jersey Department of Labor
CN110
Trenton, NJ 08625

(609)-777-3200

New Jersey Department of Labor Regional Managers

UI/ES REGION	COUNTIES	REGIONAL MANGER	TELEPHONE	FAX NUMBER
1	Atlantic Cape May Cumberland Salem	James Boyle 501 Landis Avenue Vineland, NJ 088360	609-696-6433	609-696-6781
2	Burlington Camden Gloucester Ocean	Ruth Lenhart 55 High Street 2nd Floor Mount Holly, NJ 08060	609-267-2803	609-267-8299
3	Hunterdon Mercer Monmouth Warren	Paulette Laubsch 11 Yard Avenue 2nd Floor Room 200 CN 954 Trenton, NJ 08609	609-292-8879	609-292-8934
4	Middlesex Somerset Union	Edward Frontera 506 Jersey Avenue New Brunswick, NJ 08901	908-937-6248	908-937-4546
5	Essex Hudson	Dennis Murphy 186 South Clinton Street East Orange, NJ 07018	201-266-1975	201-266-1979
6	Bergen Passaic Morris Sussex	Mariane Waysek 25 Henry Street Passaic, New Jersey 07055	201-916-2667	201-916-2658

Question 2

Please provide a description of how Occupational Health and Safety funding is being used in Customized Training contracts approved by the Department.

Answer

Elements of Occupational Safety and Health training are integrated into the basic skills training curriculum delivered by service providers for individual training grants and under customized training agreements.

The Customized Training Application requests employers and participating labor organizations to identify specific occupational safety and health training needs. The Office of Customized Training is working with the Department's Division of Workplace Standards to assist in the identification of training needs and delivery of services.

Attached is a list of employers with approved Customized Training agreements which contain elements of Occupational Safety and Health training in the curriculum.

A request for proposals is being developed to enhance and formalize Occupational Safety and Health services through programs and products from labor organizations, employer groups, and other service providers.

Question 3

How much money does the Department project will be spent in Additional Benefits During Training (ABT) by the end of the calendar year?

Answer

As you know, Additional Benefits During Training is only available to claimants who enroll in full time occupational training and who have exhausted any existing federal or State UI benefit extensions. In addition, they must have established a base claim of 26 weeks. Therefore, not all claimants (participants in WDP) are eligible for ABT.

It is difficult to project the amount that will be spent through December 31, 1993 because we cannot accurately predict the need for Additional Benefits that clients in WDP will have. However, a projection based on our payments of ABT since the implementation of WDP, would yield approximately \$22.5 million in ABT through December 31, 1993.

Question 4

Please provide the Committee with a clarification of how courses which WDP participants are enrolled in are related to Labor Demand Occupations.

Answer

All participants in WDP are enrolled in training that as a result of counseling and assessment will lead to employment in emerging occupations.

The New Jersey Occupational Information Coordinating Committee (NJOICC) has published the "Labor Demand Occupations 1993 List", which was printed and distributed to each counselor assigned to the WDP program.

The projections contained in this publication are based on statewide labor demand and supply data. However, the Department recognizes fluctuation in various labor market areas. Therefore, there are occupations in some areas of the State that could be deemed in demand in that area which are not in demand in other parts of the State. The WDP counselors recognize the uniqueness of labor market conditions and are advised not to treat the NJOICC publication as an absolute list of demand occupations.

This demand occupation publication is not the only source used by counselors in assisting participants make occupational training choices. Counselors also use their knowledge of the local labor market to assess whether training will lead to employment in a demand occupation.

Question 5

Why has the Department used the Employment Service as the sole provider of Workforce Development Partnership services?

Answer

The Workforce Development Partnership provides a range of services to clients which include training, counseling, testing, and assessment. The Department, during the implementation of the Partnership, began dialogues with a number of entities throughout the State, involved in employment and training issues. These dialogues were meant to provide an opportunity for these employment and training agencies to express their interest in which services they wished to provide. These dialogues included PIC/SDA participation on the Workforce Development Partnership Design Team, which advised the Department on implementation strategies for the Partnership, and Regional Forums which were held throughout the State. The Regional Forums resulted in a number of memorandums of agreement between the Department and Community Colleges, Community Based Organizations, and PICs and SDAs. To date, all have been non-financial agreements because the Department has consistently tried to use as much available funding as possible for training and avoid any unnecessary administrative costs.

Because the legislation does not allow an agency which provides training to also provide counseling, a majority of the entities who expressed interest in participating chose to provide training services rather than counseling, testing or assessment.

Also, the urgency and complexity of implementing the Workforce Development Partnership individual training grant program required the Department to act quickly and take advantage of an existing agency which could respond to the interest generated as a result of the required notification of the implementation of the WDP program in September, 1992.

Further, the statute designated the Department of Labor as the lead agency for the administration of the WDP program. Our network of local offices, access to automated data systems, assessment tools, benefit payment systems and labor market information, experience in large scale projects involving high volume intake and in eligibility for similar programs, and our linkage to both the employer community and the training service deliverers naturally placed the Department in the best position to deliver the comprehensive array of services.

Question 6

What are the Department's plans for the allocation of 8% funding for FY '94?

Answer

As you know, in January 1993, \$1 million was distributed by formula to the SDA's to serve "disadvantaged workers." The Department is currently assessing JTPA's use of these funds. The balance of the 8% WDP funds will be awarded through a competitive application process. The Department received 23 proposals totalling \$9 million which are currently under review by an interagency review panel.

The Department is exploring the following options for the distribution of funds and will make a determination on the distribution of 8% money for FY '94 by July 31, 1993:

- 1) Continued allocation of a portion of the funds to SDAs with the remaining funds awarded for discretionary employment and training services, of which SDAs would be eligible to apply.
- 2) Allocate the entire 8% for discretionary purposes by a competitive application process in which SDAs as well as any other employment and training provider could request funding.

Question 7

Why were the administrative costs for the 8% money reduced to 5% from 10% for the Service Delivery Areas?

Answer

The administrative costs for the SDAs were not reduced from 10%. The law allows administrative costs up to 10%. The Department determined that 5% administrative was adequate for this element of the WDP program. If it is determined that 5% is not sufficient for the administration of this portion of the program the Department will look at increasing the amount available to responsibly administer the program.

Question 8

Will WDP move to performance based contracts using "hold backs"?

Answer

The Department's position is that performance based contracting applies to both individuals and training providers. Service providers are evaluated based on the quality of training that is provided to WDP participants. This is measured based on the ability of the participant to move into full time training related employment as the demand for these skills increases.

It is important to note the difference between JTPA and WDP with respect to performance outcomes. JTPA is generally driven by a set of federally mandated outcomes, which focus on specific objectives such as wage levels and entered employment rates. WDP emphasis is on providing lifelong learning skills to participants that will allow them to remain competitive in the changing labor market.

Question 9

Does WDP pay more for training than JTPA programs?

Answer

It is the Department's policy not to pay more than JTPA or any other State program for a given course or program. The contract which the vendor signs has a provision to this effect. Additionally, Department of Labor Regional Managers have asked local PIC's to advise them of any special arrangements they have been able to make with training institutions regarding fees.

Question 10

Do WDP clients bump JTPA clients from training programs?

Answer

The Department has no evidence that JTPA clients have been bumped from training programs by WDP clients.



**The Workforce Development Partnership
Employment Security & Job Training Directorate**

Raymond L. Bramucci
Commissioner

Charles G. Davis
Assistant Commissioner

Hal English
Administrator

New Jersey Department of Labor
Office of Customized Training

**Approved
Customized
Training Applications
With
Occupational Safety
&
Health Component**

Page 1

Applicant	Description	No. workers
<u>Alpha Wire Corp</u> Elizabeth Verna Lewis 908-925-8000 Union	Alpha Wire Corp is a supplier of wire, cable and associated interconnection products for over 60 years.	358
<u>American Standard</u> Trenton Louis Cammiso 609-587-5100 Mercer	Producer of Vitreous China Plumbing Fixtures.	216
<u>Crescent Tire & Auto</u> Hammonton Rose Crescenzo 609-561-1155 Atlantic	Crescent Tire and Auto, Inc. is a small family-owned and operated business that specializes in auto repairs and tire sales.	8
<u>Crown Cork And Seal</u> North Bergen Nydia Alvarez 201-854-5809 Hudson	Manufacturer of metal packaging; leading can and closure company. Manufacturer of 2 piece aluminum beverage cans.	80
<u>Cumberland Dairy</u> Rosenhayn Tony Iaconelli 609-451-1300 Cumberland	Cumberland Dairy is a full service dairy processor. Some of the major customers include McDonalds, Wawa, Hershey's and Southern Comfort Egg Nog.	13
<u>Elastic Stop Nut</u> Union Michael Dillon 908-686-6000 Union	Manufactures precision engineered high quality fasteners for commercial and military aircraft engines and airframes.	431
<u>Electronic Measurements</u> Neptune Sal Runfola 908-922-9300 Monmouth	Electronic Measurements, Inc. is a leading manufacturer of DC power suppliers for industrial, commercial and military applications.	72

Applicant	Description	No. workers
<u>Frequency Engineering</u> Farmingdale Mike McNeil 609-938-9000 Monmouth	Frequency Engineering Laboratories (FEL Corp.) designs, develops, manufactures, tests and supports customer's component equipment, and requirements for advanced defense systems. The company offers its customers a wide range of technologies.	318
<u>Frigidaire Company</u> Edison Paul Maccaro 908-287-2000 Middlesex	Frigidaire Company is a subsidiary of White Consolidated Industries. Frigidaire manufactures refrigerators, ranges, freezers, microwave ovens, air conditions and dehumidifiers.	930
<u>GE Marconi Electronic</u> Wayne Joseph Marsicovete 201-633-6297 Passaic	GE Marconi has been designing, developing and manufacturing defense electronics for the past 50 years. The company's products include military avionics, navigation and missile systems.	415
<u>General Electric</u> Camden John Muka 609-338-2834 Camden	The Company manufactures communications equipment and systems to military and government sectors.	333
<u>General Motors Corp.</u> Linden Brenda Curry 908-474-4683 Union	General Motors Corp. Linden Assembly Plant has been producing automobiles since 1937. Linden joined the North American Truck Platform Group on January 1, 1991.	2,466
<u>Hill Refrigeration</u> Trenton Jim Healy 609-599-9861 Mercer	Manufactures and sells commercial refrigeration equipment, display cabinets, walk-ins, condensing units and related equipment.	267
<u>Howmedica Inc.</u> Newark Maryann Anderson Essex	A division of Pfizer Hospital Products Group. Developing and offering improved materials and techniques in the health care industry.	215
<u>IBEW</u> Vineland Mike Becker 609-691-2547 Cumberland	International Brotherhood of Electrical Workers.	15
<u>Johnson Controls</u> Edison Dave Heinz 313-454-5860 Middlesex	Manufacturer facility services and control systems, automotive seating, plastic packaging and automotive batteries.	130

Applicant	Description	No. workers
<u>Meadowlands Regional</u> Rutherford Glen Meyer 201-939-0707 <i>Bergen</i>	A Consortium of Colonial printing, Demetrio's Catering, Johnson Controls, New Dimensions, Nouveau Labs.	145
<u>Medishare</u> Edison Ann Tarbell 609-646-5400 <i>Middlesex</i>	Vendor of training programs for certification of nurses aides. Absecon Manor and Oceanside Nursing Centers have contracted Medishare to provide training to 37 employees.	37
<u>Monroe Systems Inc</u> Morris Plains Jeff Yesionowski 201-993-2619 <i>Morris</i>	Sales and service of office equipment; calculators, copiers, fax machines and shredders.	129
<u>Nabisco Biscuit Co.</u> Fair Lawn Maryanne Dorman 201-794-4076 <i>Bergen</i>	Bakes and packages cookies, and crackers for nation-wide distribution.	100
<u>New Wave Trucking</u> Little Falls Peter Farkas 201-785-2242 <i>Passaic</i>	Trucking and delivery service company.	7
<u>Republic Container Corp.</u> Jersey City V. Balakrishann 201-333-2564 <i>Hudson</i>	Custom manufacturer and distributor of corrugated boxes and specialty packaging and point of purchase displays.	10
<u>Smithkline Beechum</u> Clifton Wm. McCarthy 201-614-3152 <i>Passaic</i>	Transnational health care company. Discovery, development, manufacturer, and marketer of human and animal pharmaceutical and clinical lab testing services.	249
<u>Sony Music II</u> Pitman Ned Horner 609-582-3229 <i>Gloucester</i>	Sony Music will transition their compact disk packaging lines from the "long box" currently in use to the new "jewel box" compact disk (CD) packaging production line.	32
<u>Tetley Tea Co</u> Morris Plains Mickey McFall 201-993-3377 <i>Morris</i>	Tetley Tea Company blends and packages tea mix.	23

Applicant	Description	No. workers
<u>Total Energy Service</u> Bound Brook G. J. Andeskie 908-356-3133 Somerset	Total Engergy Service is a heating and air conditioning contractor with capability of design, sheetmetal fabrication, installation and service.	4
<u>Trane Company</u> Hamilton John Adams 609-588-4250 Mercer	Manufactures commercial and residential heating and air conditioning equipment.	627
<u>Tymac Controls</u> Franklin Mario Pompeo 201-827-4050 Sussex	Hi-tech manufacturing in the die-casting industry.	10
<u>Voltronics</u> Denville Scott Newman 201-586-8585 Morris	Manufacturer of glass and quartz timer capacitors, used in radars, transistors and communications networks.	54



BERGEN COUNTY
PRIVATE INDUSTRY COUNCIL, INC.

17-25 DiCarolis Court, Hackensack, New Jersey 07601-4189
Tel 201-487-3400 Fax 201-487-1036

June 15, 1993

Hon. Patrick J. Roma, Esq.
Assemblyman 38th District
Chairman, Labor Committee
40 East Midland Avenue
Paramus, N. J. 07652

Dear Chairman Roma:

I appreciate the opportunity to appear before this Committee to offer my thoughts and recommendations regarding the progress of the Workforce Development Partnership program.

I remain in support of the overall efforts of this Committee and the Legislature in their collective attempts to provide positive direction to training and employment initiatives in the State, especially the WD program.

However, some of the concerns that I had expressed to this Committee a year ago remain just as real today.

-Training programs, sponsored under the WDP and administered by the Employment Service are not goal-oriented in terms of job placement and job retention. I urge that benchmarks be established to measure student/client progress and achievement in each curriculum. Fixed-unit cost performance based contracts, as in JTPA, should be utilized wherever possible. There must be payment holdbacks established to ensure placement in a job for which the client was trained at a pre-established wage, and there must be retention in the job with the prospect of upward movement.

As I pointed out a year ago, Performance Standards must be established for WDP and that such standards be the same as those under JTPA to avoid the possibility of double standards, especially if they are in place in the same training facility or vendor attended by both JTPA and Workforce clients.

-I had also recommended that the vital role of job counseling be



WILLIAM P. SCHUBER
County Executive

CHRIS A. KARAS
Board Chairman

ARTHUR F. JONES
Executive Director

PAST CHAIRMEN:

CHARLES W. BADALAMENTI, 1983-85
HOWARD W. DATES, III, 1987-89

EDWARD V. ZUCCHI, SR., 1985-87
BENEDICT A. FOCARINO, 1989-91



-2-

assigned or at least co-assigned to the seventeen Private Industry Councils and established Service Delivery Areas in the State where it has been conducted most successfully for almost ten years, since the inception of J.T.P.A. In addition to job or vocational counseling, the SDA's provide certification and eligibility determination, educational assessment, workshops in pre-employment and job readiness skills, job search assistance, support counseling during training, and referrals to other agencies when there is a need for other services.

Nevertheless, the WDP was assigned to the Employment Service or Job Service for implementation in spite of the fact that it lacked the capability by comparison to perform job counseling nor did it have the capacity because of greatly reduced staffing to meet the overall scope of the new WDP program.

And, until this past February, there was no linkage between the WDP, run by the Employment Service and the seventeen PICs and SDAs throughout the State. In Bergen County, as a result of a modest allocation of \$94,000 under the 8% WDP program, we were able to hire a specific WDP job counselor whose function it is to assist eligible disadvantaged workers, and to ensure coordination and direct linkage with the JTPA's general assistance program and the PIC/SDA system. We are also able to assist eligible WDP clients faster, whereas there are two to three month delays reported in E.S. offices. (The waiting time now is three months at the Englewood Office and its staff is undergoing a stress management course).

-For reasons unexplained to us, all PICs and SDAs have been advised not to expect WDP funding as of July 1, 1993. The net effect of this action will be a cessation of an increasingly successful aspect of the WDP program, the loss of a skilled job counselor and a severing of the linkage that brought the E. S. and JTPA systems closely together, thereby strengthening client/customer service.

Other representatives of the JTPA system will communicate their particular concerns to you, but we are all in agreement that the WDP program have accountability built into it to ensure the successful training and placement of New Jersey's workers back into the mainstream of full employment.

I invite your questions to any of the points I have raised as well as offer any further insights to improve the level of WDP's success.

Sincerely,


Arthur F. Jones
Executive Director

109X



BERGEN COUNTY PRIVATE INDUSTRY COUNCIL, INC.

17-25 DiCarolus Court, Hackensack, New Jersey 07601-4189
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LABOR DEMAND POLICY STATEMENT PROCEDURE

The Labor Demand List is intended as a guide for training decisions and is not meant to serve as a final denial or approval of training. Factors such as an individual's employability plan, local and regional labor market conditions, the potential labor market available to the trainee, the impact on an individual's marketable skills and earning power, and the capacity of the training school to gain placements related to training are important considerations in making training decisions.

A 'labor demand occupation' is defined as "...an occupation for which there is likely to be an excess of demand over supply for adequately trained workers during the subsequent period of four years or more." (Re: WDP P.L. 1992 chapter 43-49)

The Demand Occupation List has been developed for occupations, not the skills used in an occupation. There may be instances where training to upgrade a skill is allowable and needed to make a worker employable in an occupation which does not appear on this list. For example, the demand for welders as projected into the next century does not exceed the supply of trained workers; however, the need to train welders in a new process may exist in certain areas of the state. Consequently, if welding is the skills training you and the client feel is the most appropriate area, your client must justify the labor demand for it. In this event, the client should use the following procedure: he/she must provide information from three potential employers stating the need for training and the possibility of employment in the event of a job opening. A training school also should demonstrate its ability to place clients in demand occupations directly related to the training provided.

The form for documenting the demand is on the reverse side. The client is also encouraged to submit other verification of the demand such as recent classified ads or local employer resources.



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County Executive

CHRIS A. KARAS
Board Chairman

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Executive Director

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HOWARD W. BATES III, 1987-88

BENEDICT A. LOCARDI, 1988-91



110X

DOCUMENTATION OF LABOR DEMAND

Vocational training for the position of _____
is necessary for _____, to be considered
for employment at this business, in the event of a job opening.

Employer Name:

Address:

Phone:

Contact Name:

Date:

Wage:

Employer Name:

Address:

Phone:

Contact Name:

Date:

Wage:

Employer Name:

Address:

Phone:

Contact Name:

Date:

wage:

NEW JERSEY
COUNCIL OF COUNTY COLLEGES
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MR. DONALD J. LOFF
Chairman

DR. LAWRENCE A. NESPOLI
Executive Director

TESTIMONY ON COMMUNITY COLLEGE PARTICIPATION IN
THE FIRST FISCAL YEAR OF THE
WORKFORCE DEVELOPMENT PARTNERSHIP PROGRAM

1. THE START-UP PROCESS

A. Customized Training for Employers

There were and continue to be both formal and informal meetings and conversations among Department of Labor (DOL) Customized Training administrators and community college corporate outreach personnel.

In all discussions, the needs of prospective clients as well as the intent of the legislation are the constant points of reference. Because of this focus on common sense and how clients could best be served, consensus is often reached surprisingly quickly.

B. Tuition Grants for Displaced Workers

There were many meetings and conversations among community college administrators, such as Presidents, Academic Deans, Deans of Continuing Education, Registrars, Business Officers, and Coordinators of JTPA and REACH programs, and DOL administrators, including Employment Services (ES) Regional and Branch Managers, and placement counselors.

By December, we were hearing the first reports of WDPP clients on our campuses.

Although there were no procedures or regulations even in draft form, community colleges were designating "first contacts" for WDPP clients to call at their campuses -- people who could advise these clients directly or send them to the officer most likely to help, such as an admissions counselor or registrar.

Since our continuing education and basic skills departments already had rolling enrollments in most of their programs and could also design and implement non-credit programs with short turn-around times, the attempt to serve WDPP clients with such programs in the credit area received a good bit of attention, which is ongoing.

An ad hoc committee of academic officers met to discuss ways of serving WDPP clients so that these clients could meet their educational and employment goals as quickly as possible while continuing to receive unemployment compensation as the law provides.

Among the solutions found were:

- Making some current certificate programs shorter and more intense -- more hours per week for fewer weeks.

- Combining credit and non-credit courses into short-term programs tailored to the needs of individual displaced workers.
- Sharing information with DOL and among community colleges as to what short-term programs are in place working.

2. HOW IT'S WORKING

- ▶ Most of the community college officers whom I have heard think WDPP is "the best thing the state ever did."
- ▶ Community college administrators praise the flexibility of DOL personnel who worked with them to serve clients.
- ▶ At the request of DOL, the Council of County Colleges (Council) provided a catalog of community college career programs that includes a list of first contacts for individual clients as well as the names and phone numbers of the NOTE representatives.
- ▶ By the end of March, over 1,000 WDPP students were being served by community colleges state wide. Approximately half were being served in credit programs, and half in non-credit.
- ▶ The average cost of tuition for displaced worker clients at community colleges by the end of March was less than \$1500.
- ▶ Reported feedback from clients has been positive.
- ▶ The Council is currently collecting information on all short-term programs at community colleges state wide and will make that information available before the end of the summer.

3. COMMUNITY COLLEGE CONCERNS

- We don't want to see WDPP judged solely on the short-term rate of job placements. This program is offering its clients long-term benefits that may only show up when the recession is over and more jobs are available.
- Career counselors were among those personnel laid off by community colleges two and three years ago when the funding crisis made downsizing imperative. Our colleges want to help DOL to place clients, but we don't have the resources to re-hire placement counselors.
- On the customized training side, we are also concerned about judging WDPP by short-term results.

Respectfully submitted,



SaraLee Pindar
Research & Planning Coordinator

GUIDE TO THE CAREER PROGRAMS OF NEW JERSEY'S COMMUNITY COLLEGES



Published by the New Jersey State Office of Community College Development
300 West State Street, 10th Floor, Newark, NJ 07102-2400
(201) 592-5344

*This catalog is a revision of the
"Business and Industry Guide to Community College Services"
that was distributed in March, 1992.*

*This edition was done for the staff and clients of the
Workforce Development Partnership Program.*

January 4, 1993

For additional information contact:

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COMMUNITY COLLEGE MAP, ADDRESSES & PHONE NUMBERS Back Cover

HOW TO USE THIS CATALOG

SECTION I: SOME NON-CREDIT CAREER PROGRAMS

1. A catalog of community college programs and courses is never complete. New courses are continually designed to meet clients' specific needs.
2. All non-credit programs and courses have frequent enrollments and some are "open entry-open exit."
3. Many of New Jersey's community colleges have frequent enrollments in some credit programs too. Call your county college for enrollment information.
4. Programs at all 19 community colleges are accessible through your local community college.
5. If a program is not offered by your county's community college, you may enroll at another county college.

SECTION II: CREDIT DEGREE AND CERTIFICATE PROGRAMS

1. Certificate and diploma programs are normally one year; associate degree programs are two years.
2. Some community colleges are instituting shorter, more intensive certificate programs for Workforce Development Partnership Program (WDPP) clients. Call your local county college for information.
3. For the purpose of this catalog, programs in liberal arts and sciences and the fine arts have been omitted.

SECTION III: ALPHABETICAL INDEX OF OCCUPATIONS

The index is organized by occupational fields and refers to both credit and non-credit programs. Names of some occupations refer to titles given by the community colleges offering them.

SECTION IV: WHO'S WHO AT YOUR COUNTY COLLEGE

1. Individual clients of Workforce Development Partnership Program (WDPP) should contact the administrator whose name and phone number is listed on page 41. **ALWAYS CALL YOUR LOCAL COUNTY COMMUNITY COLLEGE FIRST!**
2. Department of Labor WDPP and JTPA staff seeking contracted training should call the NOTE representative at their county college — page 42.
3. For enrollment and financial aid information, call the community college main number — listed on the back cover — and ask for the admissions or financial aid office.
4. Employers interested in customized training should also call their local NOTE rep — page 42.

SOME COMMUNITY COLLEGE NON-CREDIT PROGRAMS & COURSES

ACCOUNTING

Accounting & Bookkeeping for Small Business
Crash Course in Accounting
Finance & Accounting for Non-Fin Mgrs
Practical Accounting

ADVERTISING, MARKETING & PUBLIC RELS

Competitive Marketing Strategies
Customer Relations and Selling
Customer Satisfaction

Design Promotional Materials
Developing a Marketing Plan
Direct Mail Marketing Techniques That Work

Effective Low Cost Promotion
Fundamentals of Modern Marketing
Gaining & Sustaining a Competitive Edge
How to Sell a Product Effectively
Low Cost Ways to Advertise

Mail Order & Direct Marketing
Marketing in the 90s
Marketing Service Industries into the 1990s
Marketing Strategies
Maximizing Advertising Dollars
Modern Marketing, Fundamentals of

Power Selling for the 1990s
Sales Techniques for Sales Professionals
Selling Skills
Selling With Style In a Down Economy
Strategic Marketing Planning

Telemarketing
Writing for Sales Success
Writing Great Advertising Copy

ALLIED HEALTH

Alcohol Counselor
Alcohol & Drug Abuse Counselor Workshops
Certified Homemaker Home Health Care Aide
Deaf Awareness Workshop
EKG Technician

Home Health Aide
Home Health Care Management
ICD Coding
Introduction to Health Professions

Medical Assisting Certification Program
Medical Office Management Program
Medical Records Coding Program
Nurses Aide
Nursing Unit Coordinator
Oncology

Parasitology
Pharmacy Medical Technician
Phlebotomy Program
Quality Testing in the Physician's Office Laboratory

Seminar in Government and Health Care
Spanish for Health Professions
Spanish for Medical and Emergency Personnel
Trends in the Delivery of Health Care

AUTOMOTIVE

125-125C Automatic Transaxle
440-T4 Automatic Transaxle

Air Cond Diagnostic & Repair
Air Conditioning Controls
Air Conditioning
Automotive Service Management
Autotronics

Battery Charging & Crank Sys
Battery Seminar
Body Electrical
Bosch Antilock Brake System
Brakes/Steering & Suspension

Engine Analysis Fuel Injection
Engine Performance & Repair
Engine Performance Testing

Four Wheel Alignment
Fuel Injection

SOME COMMUNITY COLLEGE NON-CREDIT PROGRAMS & COURSES

Fuel Inject Driveability Diag
High Energy Ignition Sys
KEM Fuel Injection Seminar

Power Brakes-Disc & Drum
Rear Wheel/4 Wheel Anti-lock
RWAL/4WAL & Delco Moraine
Scan Tool Usage
Specialty Products Seminar

Suspension/Alignmnt/Wheel Bal
Teves/Bosch Anti-lock Brakes
Trouble Shoot/4-Wheel Align.
Turbocharger
Vibration Correction

AVIATION

Aviation Ground School
Aviation Seminar

BANKING & FINANCE

Financing Seminar
Import/Export
Letters of Credit

BASIC LANGUAGE & COMPUTATION SKILLS

Basic English Conversation (ESL)
Basic English Reading (ESL)
Basic English Writing (ESL)
Basic Math Skills (ESL)
Basic Reading Skills (ESL)
Basic Writing Skills (ESL)
Beginning English as a Second Language

English as a Second Language (ESL)
English Composition (ESL)
ESL Grammar
ESL Listening & Speaking Skills
ESL Speaking Skills (GRAMMAR)
ESL Writing Skills

BOOKKEEPING

Accounting & Bookkeeping for Small Business
Taxes for a Small Business

CAREER DEVELOPMENT

Assertiveness Training Seminar
Career Change After 40
Career Junctures--Planning For Change
Charting Your Career
Conducting Effective Meetings

Developing Confidence for the Job Interview
Effective Resume Writing & Interviewing Techniques
Excellence Within You
Fighting Fires
Financial Planning for Individuals

How to Write a Winning Resume
Improving Your Power Image
Interviewing Skills
Job Search Strategies

Leadership Skills for Women
Personal Presentation Skills
Selected Assessment
Self-Awareness Assessment
Self-Assessment Workshop
Stop Whining/Start Winning
Stress Management

Traveling Businesswoman, The
Update Your Professional Image
Winning at Company Politics
Your Image for Success

COMMUNICATIONS & MEDIA

Communication Skills
Effective Business Writing
How to Write Technical Reports
Write to the Point!
Writing for Sales Success

COMPUTERS

Choosing the Right Computer for You
Computer Keyboarding
Intro to Personal Computers
Understanding Computers

SOME COMMUNITY COLLEGE NON-CREDIT PROGRAMS & COURSES

DATA PROCESSING, MGT & DATABASES

Advanced DBase (DBase III & IV)
Applications Using DBase IV
AS/400 Database, Introduction to

Business Data Processing
Computer Project Management Skills
Contemporary Information Systems & You

Data Base Development & Design
Data Base Programming Using DBase III Plus
Database Concepts
Database for Business Applications
Database Management

Data Control & Security
Data Entry Operation
DBase III+
DBase IV

Filemaker on the Macintosh
Foxbase for the Personal Computer
Information Systems Planning
Microcomputer Data Bases

Paradox Database
Paradox 3
Personal Computer Instruction
Programming in DBase III+
Programming in Paradox

R:Base 3.1: Fundamentals
Records & Database Management
Seminar in DBase III+ Programming
Structured Query Language

GRAPHICS & DESKTOP PUBLISHING

Basic Design Principles for Desktop Publishing
Computer Graphics
Computer Generated Imagery

Design & Layout in Desktop Publishing
Desktop Publishing on the Macintosh
Desktop Publishing--Pagemaker
Desktop Publishing in WordPerfect 5.1

Harvard Graphics
Pagemaker 4.0/New Features
Pagemaker for the PC

HARDWARE

Computer Repair
Computer Repair & Upgrade, A Hands-On Workshop
Electronics & Microcomputer Repair Series
Microcomputer & Peripheral Troubleshooting
Repairing Microcomputers

NETWORKS

Business Data Communications, Intro
LAN Administration
LAN-Local Area Network Tutorial
Networks & Telecommunications
Novell Netware, Intro
PC LAN Decision
Teleprocessing, Fundamentals
Troubleshooting LAN

OPERATING SYSTEMS

DOS 5.0
DOS/WP--Alliance
Hard Disk Management

Microsoft Windows
MS/DOS
OS/2, Intro
PC-DOS
PS/DOS Intro

PROGRAMMING & LANGUAGES

CICS Command Level Coding
Programming Home Computers
Programming in Basic
Programming in C

SPREADSHEETS

EXCEL for Windows
EXCEL--The Mac Spreadsheet

Lotus 1-2-3
Lotus for Accountants
Lotus 1-2-3 for Engineers & Scientists

SOME COMMUNITY COLLEGE NON-CREDIT PROGRAMS & COURSES

Lotus Freelance

WORD PROCESSING

Applications in Word Processing
Beginning Word/Information Processing
Displaywrite 5
Keyboarding & Word Processing

Medical Transcription Using WordPerfect 5.1
MicroSoft Windows
MicroSoft Word
MicroSoft Word on the Macintosh

Word for Windows
WordPerfect 5.0
WordPerfect for Windows
WordPerfect Series
WordStar 2000 Plus

CONSTRUCTION & RELATED TECHNOLOGIES

Blueprint Reading
Building Inspector
Code Official
Construction Management
Construction Official

Field Management
Fire Protection Inspector
Preparing for the Master Plumber License Exam

CRIMINAL JUSTICE

Effective Communication Skills for Crim Just Profs
Leadership Skills for Criminal Justice Managers

DENTAL ASSISTANT

Asepsis: Issues & Updates
Dental Emergencies
Dental Radiology
Fluorides
O.S.H.A. Standards: Does Yr Dental Office Comply?

Dental Assistant Radiologist
Periodontic Series: Recent Advances in Periodontics
Periodontic Series: Strategies, Diagnosis & Treatment

Periodontic Series: Surgical vs. Non-Surgical Treatmt
Periodontic Series: TMJ Trauma & Treatment

Preparation Course of Dental X-Ray Technicians
Preparation for Dental Asst. Boards
Sterilization Techniques in the Dental Office

ELECTRONICS

Contractor (Electrical) Licensing Exam Prep
Contractor's Review (Electrical)
Inspector, Electrical
National Electrical Code

HOSPITALITY & CULINARY ARTS

Basic Food Preparation
Food Handler Programs
Hotel, Restaurant & Institution Mgt, Intro to
Issues in the Food Service Industry

Sanitation & Safety in Food Service Operations
Sugar and Showpiece Workshop
Supervisory Development in Hotel/Motel Management

HUMAN SERVICES

Basic Alcoholism and Drug Addiction Knowledge
Co-Dependency--Women/Men Who Love Too Much
Ethics for Alcohol/Drug Counselors
911 Emergency Management

Physical Disabilities & Alcohol/Drug Abuse
Prevention & Educ of Alcoholism & Drug Addiction
So You Want to Be A Counselor?
Stress & Alcohol and Drugs: A Cognitive Approach

INSURANCE

Business-Auto Truckers Insurance
Claims Person & the Public
Commercial Insurance
Commercial Liability Risk Mgt & Insurance
Commercial Property Coverage
Commercial Umbrella Insurance

CPCU: Commercial Property Risk
CPCU: Insurance

SOME COMMUNITY COLLEGE NON-CREDIT PROGRAMS & COURSES

Crime and Fidelity Insurance
Fundamentals of Estate Planning
General Insurance License Preparation
General Liability Coverages

Health Insurance
HS 325: Group Benefits
HS 328: Investments

Inland Marine Insurance
Insurance Company Operations
Insurance Regulation

Legal Environment of Insurance
Life Insurance
Life Product Policy Comparison
Management in Insurance
Overview of Property & Liability Insurance

Personal Insurance
Pricing and Competition
Principles of Risk Management & Insurance
Property & Liability Insurance Principles

Recognizing Previous Insurance Fraud
Risk Management Insurance

INTERNATIONAL BUSINESS

Business & Social Protocol Abroad
Exporting & Importing Techniques
Financing Exports & Imports
Import/Export, Fundamentals

Intensive Language Courses for Business
French
German
Italian
Japanese
Polish
Russian
Spanish

International Trade Roundtable
International Letters of Credit

International Terms of Payment
Japanese Culture, Intensive Workshop

LANDSCAPING, NURSERIES & FLORICULTURE

Floral Design
Grounds Management
Landscape Design & Maintenance
Landscaping Contracting
Plant Materials

LANGUAGES

American Sign Language
Chinese, Conversational
German Conversation for Travelers
German for Business & Industry
Italian, Conversational

Japanese, Conversational
Russian Conversation & Culture
Spanish, Beginning: A Conversational Approach

MANAGEMENT

AMA Management Certificate of Achievement
Assertiveness Skills
Bus. Etiquette: Things Yr Mother Never Taught You

Choosing Your Leadership Style
Clarifying Roles & Expectations
Communicating Feedback
Communication Skills for Managers
Customer Relations

Dealing With Angry & Difficult People
Delegating
First Line Supervision
Finance & Accounting for Non-Fin Mgrs
How to Disagree Without Being Disagreeable

Listening
Managing & Resolving Conflict
Managing Stress
Memory Skills
Motivating

SOME COMMUNITY COLLEGE NON-CREDIT PROGRAMS & COURSES

Negotiating Skills
Negotiating Your Way to Success
Performance Appraisal
Problem Solving/Decision Making

Time Management
Total Quality Management (TQM) Briefing

FINANCIAL MANAGEMENT

Basic Budgeting for Nonfinancial Managers
Basic Collections Techniques
Collecting Past Due Accounts
Cost Control Strategies

Financial Management for the Small Business
Food, Beverage, & Labor Cost Control
Fundamentals of Fin & Acctg for Non-Financial Mgrs
Keeping Score - Basics of Accounting for Managers
Manager's Guide to Financial Analysis

HUMAN RESOURCES, PERSONNEL & LABOR

Business and Labor
Dynamics of Leadership

Effective Leadership Skills
Effective Team Building
Employee Involvement Teams
Establish a Drug-Free Workplace
Ethics in the Workplace

How to Attract & Retain a Mgt Team
How to Hire--How to Fire
Human Resources Management Program
Leadership in the 1990s
Listening to Others

Managing People
Managing & Resolving Conflict
Managing for Excellence
Motivating the Work Force 2000
Organizational Change Management

Personnel Law for Employers & Managers
Resolving Conflict in the Workplace

Supervisory Management Skills
Team Building for Quality Management
Understanding Cultural Diversity
Women Managing Men

NON-PROFIT MANAGEMENT

Accounting for Non-Profit Organizations
Career Devel for Non-Profit Management
Fund Grant Development
Fund Grantsmanship in Non-Profit Mgt

Non-Profit Arts Management, Essentials
Non-Profit Home Health Care Mgt
Non-Profit Management, Essentials
Non-Profit Personnel & Career Mgt
Non-Profit Sports Management

Program Mgt in Non-Profit Organizations
Social Work Admin in Non-Profit Orgniz
Women in Non-Profit Management

MANUFACTURING

ISO 9000 Requirements
Manufacturing Management
Quality Control

Teamwork in Quality/Scholte
TQM/Juran
TQM: Critical Issues on Plan

HIGH TECH & COMPUTER-RELATED

AutoCad AEC Mechanical/Arch
AutoCAD Applications
AutoCAD Project
AutoCAD Update Training
AutoLISP

CATIA CNC Programming
CATIA Basic Wireframes
CIM, Intro to
CNC Operations

Computed Assisted Part Prog, Adv
Computer Aided Manufacturing, Intro

SOME COMMUNITY COLLEGE NON-CREDIT PROGRAMS & COURSES

Computers/Public Works Mgrs
CPIM: Inventory Management
CPIM: Inventory Management

Digitized Mapping
IBM CAD
Inventory Management
Just-in-Time Manufacturing

MAPICS-Cost Accounting
Master Planning
Material/Capacity Requirements
MRP, Manual
MRP, Computerized

Production Activity Control
Programmable Logic Controller
Project Management for Technical Personnel
SmartCAM
Statistical Process Control

NURSING ASSISTANT

Certified Nursing Assistant

OFFICE SKILLS & ADMINISTRATION

Business Writing Skills
Office Systems Technology
Management Skills for Secretaries
Step Out-Step Up (Ofc. Systems Skills)
Successful Administrative Assistant

REAL ESTATE

Entrepreneurial Opportunities Rel to RTC
How to Work With Investors
Mgt & Sale of Real Estate in a Buyer's Mkt
Real Estate License Preparation

SMALL BUSINESS

ABCs of SBA
Accounting & Bookkeeping for Small Business
Advance Accounting Procedures for Small Business
Basic for Business
Basic Collections Technique
Bookkeeping Basics & Record Keeping for Small Bus

Building a Profitable Consulting Business
Business Mathematics
Business Planning--A Practical Approach for Sm Bus
Business Statistics

Collecting Past Due Accounts
Computer Systems for Small Business
Consulting Practice Workshop
Corporation Taxes

Database for Business Applications
Developing Your Business Plan
Doing Business as a Corporation

Effective Business Writing
Entrepreneurial Opportunities Related to the RTC
Federal Taxation: Business
Financial Management for Small Business
Forming Your Own Corporation

Government Contracts for Small Business
Health & Disability Basics for the Self-Employed
Home-Based Business: A Practical Beginning

How to Get Clients
How to Own & Operate a Child Care Center
How to Start & Manage a Small Business
How to Start & Succeed in Your Small Business
How to Start a Janitorial Business
How to Start a Home-Based Computer Business
How to Write a Business Plan

Insurance for Business Owners
Integrated Accounting for Small Business
Mail Order & Direct Marketing
Marketing Series for Entrepreneurs

DEGREE/AWARD	INSTITUTIONAL PROGRAM TITLES
CERTIF	ELECTRONICS TECHNOLOGY
CERTIF	UNIFORM CONSTRUCTION CODE
ASSOCIATE	ACCOUNTING AND FINANCE
ASSOCIATE	BIOLOGY
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	CASINO MANAGEMENT
ASSOCIATE	CHEMISTRY
ASSOCIATE	CHILD DEVELOPMENT/CHILD CARE
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING
ASSOCIATE	COMPUTER SYSTEMS TECHNOLOGY
ASSOCIATE	CONSTRUCTION CODE ENFORCEMENT
ASSOCIATE	CORRECTIONS/JUVENILE JUSTICE
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	CULINARY ARTS
ASSOCIATE	ELECTRONICS TECHNOLOGY
ASSOCIATE	GENERAL STUDIES
ASSOCIATE	HOSPITALITY MANAGEMENT
ASSOCIATE	LEGAL ASSISTANT
ASSOCIATE	MARINE SCIENCE
ASSOCIATE	MATHEMATICS
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY
ASSOCIATE	NURSING
ASSOCIATE	OCCUPATIONAL THERAPY ASSISTANT
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PHYSICAL THERAPIST ASSISTANT
ASSOCIATE	RESPIRATORY THERAPIST ASSISTANT
ASSOCIATE	RETAILING
ASSOCIATE	SCIENCE AND MATHEMATICS
ASSOCIATE	TRAVEL & TOURISM

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	COMMERCIAL ART
CERTIF	COMPUTER AIDED DRAFTING
CERTIF	COMPUTER GRAPHICS
CERTIF	COMPUTER SCIENCE
CERTIF	DATA ENTRY/MICRO-MINI COMPUTER OPERATIONS
CERTIF	DESKTOP PUBLISHING
CERTIF	EXERCISE SCIENCE
CERTIF	FLORAL DESIGN
CERTIF	GERONTOLOGY
CERTIF	LANDSCAPING
CERTIF	MEDIA TECHNOLOGY
CERTIF	OFFICE STUDIES - STENOGRAPHY
CERTIF	OFFICE STUDIES - WORD PROCESSING
CERTIF	REAL ESTATE SALESPERSON
CERTIF	SMALL BUSINESS MANAGEMENT
CERTIF	SURGICAL TECHNOLOGY
CERTIF	TRAVEL SERVICE
ASSOCIATE	ACCOUNTING
ASSOCIATE	AUTOMOTIVE TECHNOLOGY
ASSOCIATE	BANKING, CREDIT, AND FINANCE
ASSOCIATE	BIOLOGY
ASSOCIATE	BROADCASTING
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	BUSINESS COMPUTER PROGRAMMING
ASSOCIATE	CHEMISTRY
ASSOCIATE	COMMERCIAL ART
ASSOCIATE	COMPUTER GRAPHICS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	COMPUTER SCIENCE
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	DENTAL HYGIENE
ASSOCIATE	DIAGNOSTIC MEDICAL SONOGRAPHY
ASSOCIATE	DRAFTING AND DESIGN TECHNOLOGY
ASSOCIATE	EARLY CHILDHOOD EDUCATION
ASSOCIATE	ELECTRICAL TECHNOLOGY
ASSOCIATE	ENGINEERING SCIENCE
ASSOCIATE	HORTICULTURAL THERAPY TECH
ASSOCIATE	HOTEL-RESTAURANT MANAGEMENT
ASSOCIATE	LABOR STUDIES
ASSOCIATE	LEGAL ASSISTANT
ASSOCIATE	LEISURE/RECREATION

LEVEL	DEGREE/AWARD	INSTITUTIONAL PROGRAM TITLES
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY	
ASSOCIATE	MEDICAL OFFICE ASSISTANT	
ASSOCIATE	NURSING	
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY	
ASSOCIATE	ORNAMENTAL HORTICULTURE	
ASSOCIATE	PHYSICS	
ASSOCIATE	RADIOGRAPHY	
ASSOCIATE	REAL ESTATE	
ASSOCIATE	RESPIRATORY THERAPY	
ASSOCIATE	RETAIL BUSINESS MANAGEMENT	
ASSOCIATE	SECRETARIAL	

LEVEL	DEGREE/AWARD	INSTITUTIONAL PROGRAM TITLES
CERTIF	ADVANCED AUTOMOTIVE MECHANIC	
CERTIF	ARCHITECTURAL DRAFTING	
CERTIF	AUTO DRIVE TRANSMISSION SPECIALIST	
CERTIF	AUTO ELECTRICAL/POWER SYSTEMS SPECIALIST	
CERTIF	AUTO ENGINE DIAGNOSIS SPECIALIST	
CERTIF	AUTO ENGINE REMANUFACTURE SPECIALIST	
CERTIF	BASIC AUTOMOTIVE MECHANIC	
CERTIF	BRAKES AND STEERING SPECIALIST	
CERTIF	CIVIL ENGINEERING DRAFTING	
CERTIF	COMMERCIAL MUSICIAN SPECIALIST	
CERTIF	CREATIVE ARTS (REHABILITATION SERVICES)	
CERTIF	EARLY CHILDHOOD EDUCATION	
CERTIF	ELECTRO-MECHANICAL DRAFTING	
CERTIF	INFORMATION PROCESSING SPECIALIST	
CERTIF	INSURANCE ADJUSTING SPECIALIST	
CERTIF	MECHANICAL DRAFTING	
CERTIF	OFFICE ASSISTANT	
CERTIF	ORNAMENTAL HORTICULTURE	
ASSOCIATE	ACCOUNTING	
ASSOCIATE	ADMINISTRATIVE ASSISTANT	
ASSOCIATE	AUDIO RECORDING	
ASSOCIATE	AUTO ENGINEER TECHNICIAN	
ASSOCIATE	AUTOMOTIVE TECHNOLOGY	
ASSOCIATE	BROADCAST TECHNOLOGY	
ASSOCIATE	BUSINESS	
ASSOCIATE	BUSINESS MANAGEMENT	
ASSOCIATE	BUSINESS PROGRAMMING	
ASSOCIATE	COMMUNICATION DESIGN	
ASSOCIATE	COMMUNICATIONS MEDIA	
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH	
ASSOCIATE	COMPUTER SCIENCE	
ASSOCIATE	CREATIVE ARTS-THERAPEUTIC	
ASSOCIATE	CRIMINAL JUSTICE	
ASSOCIATE	DRAFTING AND DESIGN TECHNOLOGY	
ASSOCIATE	EDUCATION AIDE	
ASSOCIATE	ELECTRONICS/COMPUTER TECH	
ASSOCIATE	ELECTRONICS ENGINEERING TECH	
ASSOCIATE	ELECTRONICS TECHNOLOGY	
ASSOCIATE	ENGINEERING	
ASSOCIATE	FASHION MERCHANDISING	
ASSOCIATE	FOOD SERVICE MANAGEMENT	
ASSOCIATE	HUMAN SERVICES	

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

ASSOCIATE	INSURANCE ADJUSTING
ASSOCIATE	INTERIOR DESIGN
ASSOCIATE	INTERNATIONAL BUSINESS
ASSOCIATE	LIBRARY/INFO SCIENCE TECH
ASSOCIATE	MARKETING
ASSOCIATE	MATHEMATICS/SCIENCE
ASSOCIATE	MEDIA PRODUCTION
ASSOCIATE	MEDICAL LABORATORY TECHNICIAN
ASSOCIATE	NURSING
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PARALEGAL TECHNOLOGY
ASSOCIATE	PERSONNEL ADMINISTRATION
ASSOCIATE	RADIO BROADCASTING
ASSOCIATE	RESPIRATORY THERAPY
ASSOCIATE	SCIENTIFIC PROGRAMMING
ASSOCIATE	SMALL BUSINESS MANAGEMENT
ASSOCIATE	TELEPHONY TECHNOLOGY
ASSOCIATE	TELEVISION PRODUCTION

DEGREE/AWARD**INSTITUTIONAL PROGRAM TITLES**

CERTIF	ACCOUNTING
CERTIF	AQUATIC SPECIALIST
CERTIF	ARCHITECTURE/CONSTRUCTION DRAFTING
CERTIF	BASIC AUTOMOTIVE TECHNICIAN
CERTIF	CIVIL TECHNOLOGY
CERTIF	COOKING AND BAKING
CERTIF	CORRECTIONS
CERTIF	DIGITAL/MICROPROCESSOR TECHNOLOGY
CERTIF	ELECTRICAL-MECHANICAL DRAFTING TECH
CERTIF	FOOD & BEVERAGE MANAGEMENT
CERTIF	HAZARDOUS MATERIALS TECHNICIAN
CERTIF	MICROCOMPUTER APPLICATION
CERTIF	OFFICE ASSISTANT
CERTIF	OFFICE SOFTWARE APPLICATIONS
CERTIF	OFFICE SYSTEMS TECHNOLOGY
CERTIF	POLICE SCIENCE
CERTIF	REAL ESTATE SALES
CERTIF	SMALL BUSINESS

ASSOCIATE	ACCOUNTING
ASSOCIATE	ACCOUNTING TECHNOLOGY
ASSOCIATE	ADMINISTRATIVE ASSISTANT
ASSOCIATE	ARCHITECTURE/CONSTRUCTION
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	BUSINESS MANAGEMENT TECHNOLOGY
ASSOCIATE	CHEMICAL ENGINEERING
ASSOCIATE	CHEMICAL TECHNOLOGY
ASSOCIATE	CHEMISTRY/PRE-MED TECH
ASSOCIATE	CIVIL TECHNOLOGY
ASSOCIATE	COMMUNICATION ARTS
ASSOCIATE	COMPUTER ELECTRONICS TECH
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING
ASSOCIATE	COMPUTER SCIENCE
ASSOCIATE	CONSTRUCTION MANAGEMENT TECH
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	DATA PROCESSING TECHNOLOGY
ASSOCIATE	DRAFTING AND DESIGN TECHNOLOGY
ASSOCIATE	ELECTRONICS ENGINEERING TECHNOLOGY
ASSOCIATE	ENVIRONMENTAL
ASSOCIATE	ENVIRONMENTAL SCIENCE
ASSOCIATE	FOOD SERVICE MANAGEMENT TECH
ASSOCIATE	GRAPHIC ARTS TECHNOLOGY

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

ASSOCIATE	HOSPITALITY MANAGEMENT TECHNOLOGY
ASSOCIATE	INFORMATION SYSTEMS
ASSOCIATE	INTERNATIONAL BUSINESS
ASSOCIATE	LEGAL TECHNOLOGY
ASSOCIATE	MARKETING MANAGEMENT TECH
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY
ASSOCIATE	MEDICAL RECORD TECHNOLOGY
ASSOCIATE	NURSING
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PHOTOGRAPHY
ASSOCIATE	QUALITY ASSURANCE TECHNOLOGY
ASSOCIATE	RADIOGRAPHY
ASSOCIATE	RETAIL MGT & MERCHANDISING

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	COMPUTER AIDED DRAFTING AND DESIGN (CADD)
CERTIF	COMPUTER INTEGRATED MANUFACTURING (CIM)
CERTIF	COMPUTER OPERATIONS
CERTIF	COMPUTER PROGRAMMING
CERTIF	COMPUTER SYSTEMS TECHNOLOGY
CERTIF	DENTAL AL
CERTIF	HEALTH AND FITNESS TECHNOLOGY
CERTIF	HEARING SCIENCE
CERTIF	PERSONAL COMPUTER SPECIALIST
CERTIF	REAL ESTATE
CERTIF	RETAILING
CERTIF	SECRETARY AND TYPIST
CERTIF	WORD PROCESSING
ASSOCIATE	ACCOUNTING
ASSOCIATE	ANIMAL SCIENCE TECHNOLOGY
ASSOCIATE	AUTOMOTIVE TECHNOLOGY
ASSOCIATE	COMPUTER AIDED DRAFTING & DESIGN (CADD)
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING (CIM)
ASSOCIATE	COMPUTER STUDIES
ASSOCIATE	COMPUTER SYSTEMS TECHNOLOGY
ASSOCIATE	CRIMINAL JUSTICE STUDIES
ASSOCIATE	DENTAL HYGIENE
ASSOCIATE	DIETETIC TECHNOLOGY
ASSOCIATE	ENGINEERING SCIENCE
ASSOCIATE	ELECTRICAL-ELECTRONIC ENGINEERING
ASSOCIATE	ELECTROMECHANICAL ENGINEERING
ASSOCIATE	ELECTROMECHANICAL ENGINEERING: ROBOTICS OPTION
ASSOCIATE	FINANCE
ASSOCIATE	HUMAN SERVICES
ASSOCIATE	HUMAN SERVICES: EARLY CHILDHOOD OPTION
ASSOCIATE	HUMAN SERVICES: GERONTOLOGY OPTION
ASSOCIATE	LABORATORY TECHNOLOGY
ASSOCIATE	LASER/ELECTRO-OPTIC TECHNOLOGY
ASSOCIATE	LASER/ELECTRO-OPTIC TECH: FIBER OPTIC OPTION
ASSOCIATE	MANAGEMENT
ASSOCIATE	MANAGEMENT: SMALL BUSINESS OPTION
ASSOCIATE	MARKETING
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY
ASSOCIATE	NURSING: COOPERATIVE PROGRAM
ASSOCIATE	OCCUPATIONAL SAFETY PROTECTION TECHNOLOGY
ASSOCIATE	OCC SAFETY PROT TECH: FIRE SCIENCE OPTION
ASSOCIATE	OFFICE SYS TECH: ADMINISTRATIVE ASSISTANT OPTION
ASSOCIATE	OFFICE SYSTEMS TECH: EXECUTIVE SECRETARY OPTION

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

ASSOCIATE	OFFICE SYSTEMS TECH: INFORMATION PROCESSING OPTION
ASSOCIATE	OFFICE SYSTEMS TECH: LEGAL SECRETARY OPTION
ASSOCIATE	OPHTHALMIC SCIENCE TECHNOLOGY
ASSOCIATE	RESPIRATORY THERAPY
ASSOCIATE	RETAILING
ASSOCIATE	SIGN LANGUAGE INTERPRETER EDUCATION

DEGREE/AWARD**INSTITUTIONAL PROGRAM TITLES**

CERTIF	AGRICULTURE/ORNAMENTAL HORTICULTURE
CERTIF	EARLY CHILDHOOD EDUCATION
CERTIF	INDUSTRIAL TECHNOLOGY
CERTIF	LAW ENFORCEMENT/ADMINISTRATION JUSTICE
CERTIF	OFFICE AUTOMATION MANAGEMENT
CERTIF	OFFICE SYSTEMS TECHNOLOGY
CERTIF	PLASTICS TECHNOLOGY
ASSOCIATE	ACCOUNTING
ASSOCIATE	AVIATION FLIGHT TECHNOLOGY
ASSOCIATE	AVIATION MAINTENANCE TECHNOLOGY
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	CAREER AGRICULTURE
ASSOCIATE	COMMUNITY SERVICE
ASSOCIATE	COMMUNITY SERVICE/GERONTOLOGY
ASSOCIATE	COMPUTER AIDED DESIGN (CAD)
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING
ASSOCIATE	DEVELOPMENTAL DISABILITIES ASSISTANT
ASSOCIATE	EARLY CHILDHOOD EDUCATION
ASSOCIATE	EDUCATION
ASSOCIATE	ELECTRONICS TECHNOLOGY
ASSOCIATE	INDUSTRIAL SUPERVISION AND MANAGEMENT
ASSOCIATE	INDUSTRIAL TECHNOLOGY
ASSOCIATE	LEGAL ASSISTANT
ASSOCIATE	MARKETING MANAGEMENT
ASSOCIATE	NURSING
ASSOCIATE	OFFICE AUTOMATION MGT
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY/LEGAL
ASSOCIATE	ORNAMENTAL HORTICULTURE
ASSOCIATE	PLASTICS TECHNOLOGY
ASSOCIATE	RADIOGRAPHY
ASSOCIATE	QUALITY ENHANCEMENT TECHNOLOGY

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	ASSEMBLER LANGUAGE
CERTIF	BASIC SYSTEMS
CERTIF	BUSINESS CAREER DEVELOPMENT
CERTIF	CHEMICAL TECHNOLOGY
CERTIF	COBOL PROGRAMMING
CERTIF	CONSOLE OPERATIONS
CERTIF	DATA PROCESSING PROGRAMMING/OPERATIONS
CERTIF	ELEMENTARY DATA PROCESSING OPERATIONS
CERTIF	FORTRAN PROGRAMMING
CERTIF	MEDICAL DIAGNOSTIC ULTRASOUND
CERTIF	OFFICE CAREERS
CERTIF	OPERATIONAL ACCOUNTING
CERTIF	PROGRAMMING LANGUAGES
CERTIF	SECURITY
CERTIF	SYSTEMS
CERTIF	WORD PROCESSING
ASSOCIATE	ACCOUNTING
ASSOCIATE	ALCOHOL/SUBSTANCE ABUSE
ASSOCIATE	ARCHITECTURAL TECHNOLOGY
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	BUSINESS APPLICATION PROGRAMMING
ASSOCIATE	BUSINESS DATA PROCESSING SYSTEMS
ASSOCIATE	CHEMICAL TECHNOLOGY
ASSOCIATE	CIVIL/CONSTRUCTION ENGINEERING TECH
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	COMPUTER SCIENCE
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	DENTAL HYGIENE (WITH UMDNJ)
ASSOCIATE	EARLY CHILDHOOD EDUCATION
ASSOCIATE	ELECTRONIC ENGINEERING TECHNOLOGY
ASSOCIATE	ELECTROPLATING/METAL FIN
ASSOCIATE	EMERGENCY MEDICAL TECHNOLOGY (W/UMDNJ)
ASSOCIATE	ENGINEERING TECHNOLOGY
ASSOCIATE	FIRE AND SAFETY SCIENCE
ASSOCIATE	GERONTOLOGY
ASSOCIATE	HEALTH SERVICE MANAGEMENT
ASSOCIATE	HUMAN AND SOCIAL SERVICES
ASSOCIATE	MEDICAL SECRETARIAL STUDIES
ASSOCIATE	MENTAL HEALTH
ASSOCIATE	NURSING
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY

DEGREE/AWARD**INSTITUTIONAL PROGRAM TITLES**

ASSOCIATE	OPHTHALMIC DISPENSING
ASSOCIATE	PHYSICAL THERAPIST ASSISTANT
ASSOCIATE	RADIOGRAPHY
ASSOCIATE	RECREATION LEADERSHIP
ASSOCIATE	SANITARY INSPECTION
ASSOCIATE	SOCIAL SERVICE IN EDUC CAREER PROGRAMS
ASSOCIATE	SOCIAL WORK
ASSOCIATE	TELEVISION PRODUCTION
ASSOCIATE	URBAN STUDIES
ASSOCIATE	YOUTH SERVICES

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	ACCOUNTING
CERTIF	CHEMICAL ENGINEERING TECHNOLOGY
CERTIF	COMPUTER INFORMATION PROCESSING
CERTIF	DIGITAL ELECTRONICS
CERTIF	GERONTOLOGY
CERTIF	GRAPHIC ARTS
CERTIF	MEDICAL TRANSCRIPTIONIST
CERTIF	OFFICE SYSTEMS TECH/WORD PROCESSING
CERTIF	OFFICE SYSTEMS TECHNOLOGY
CERTIF	QUALITY TECHNOLOGY
CERTIF	REAL ESTATE
CERTIF	RESPIRATORY THERAPY
CERTIF	SECURITY
ASSOCIATE	ACCOUNTING
ASSOCIATE	AUTOMOTIVE TECHNOLOGY
ASSOCIATE	BANKING AND FINANCE
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	CHEMICAL ENGINEERING TECHNOLOGY
ASSOCIATE	CIVIL ENGINEERING TECHNOLOGY
ASSOCIATE	COMPUTER ACCOUNTING
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INFORMATION PROCESSING
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING
ASSOCIATE	COMPUTER SCIENCE
ASSOCIATE	DIAGNOSTIC MEDICAL SONOGRAPHY
ASSOCIATE	DIGITAL ELECTRONICS TECHNOLOGY
ASSOCIATE	DRAFTING AND DESIGN TECHNOLOGY
ASSOCIATE	ENGINEERING SCIENCE
ASSOCIATE	ENVIRONMENTAL TECHNICIAN
ASSOCIATE	EXECUTIVE OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	HUMAN DEVELOPMENT
ASSOCIATE	LAND SURVEYING
ASSOCIATE	LAW ENFORCEMENT
ASSOCIATE	LEGAL OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	MARKETING AND MANAGEMENT
ASSOCIATE	MEDICAL TRANSCRIPTIONIST
ASSOCIATE	NUCLEAR MEDICINE TECHNOLOGY
ASSOCIATE	NURSING
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	RESPIRATORY THERAPY
ASSOCIATE	RETAIL MANAGEMENT
ASSOCIATE	ROBOTICS/DIGITAL SYSTEMS TECHNOLOGY
ASSOCIATE	SMALL BUSINESS MANAGEMENT
ASSOCIATE	WORD PROCESSING

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	CULINARY ARTS
CERTIF	DATA PROCESSING
CERTIF	MEDICAL ASSISTING
CERTIF	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	ACCOUNTING
ASSOCIATE	CHILD CARE
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	COMPUTER SCIENCE
ASSOCIATE	COMPUTER TECHNOLOGY
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	CULINARY ARTS
ASSOCIATE	DATA PROCESSING
ASSOCIATE	ELECTRONICS ENGINEERING TECHNOLOGY
ASSOCIATE	ENGINEERING SCIENCE
ASSOCIATE	HUMAN SERVICES TO AGED
ASSOCIATE	HUMAN SERVICES
ASSOCIATE	LEGAL ASSISTANT
ASSOCIATE	MANAGEMENT
ASSOCIATE	MEDICAL ASSISTING
ASSOCIATE	MEDICAL RECORDS TECHNICIAN
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PUBLIC ADMINISTRATION
ASSOCIATE	SECURITY/LOSS PREVENTION

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	ACCOUNTING
CERTIF	ARCHITECTURAL DRAWING
CERTIF	AUTOMOTIVE TECHNOLOGY
CERTIF	COMPUTER OPERATIONS
CERTIF	COMPUTER SCIENCE
CERTIF	DATA PROCESSING/INFORMATION SYSTEMS
CERTIF	DRAFTING TECHNOLOGY
CERTIF	ELECTRICAL POWER TECHNOLOGY
CERTIF	ELECTRONICS ENGINEERING TECHNOLOGY
CERTIF	ELECTRONICS TECHNOLOGY
CERTIF	FIRE SCIENCE TECHNOLOGY
CERTIF	FUNERAL SERVICE EDUCATION
CERTIF	GOVERNMENTAL ACCOUNTING
CERTIF	HEATING/REFRIGERATION/AIR CONDITIONING
CERTIF	INFORMATION SYSTEMS
CERTIF	MARKETING
CERTIF	MICROCOMPUTER APPLICATIONS
CERTIF	OFFICE SYSTEMS SKILLS
CERTIF	ORNAMENTAL HORTICULTURE/LAND USE MNGT
CERTIF	SURVEYING TECHNOLOGY
CERTIF	WORD PROCESSING SPECIALIST
ASSOCIATE	ACCOUNTING
ASSOCIATE	ADVERTISING DESIGN
ASSOCIATE	ARCHITECTURAL/BUILDING CONSTRUCTION TECH
ASSOCIATE	AUTOMOTIVE TECHNOLOGY
ASSOCIATE	AVIATION CUSTOMER RELATIONS
ASSOCIATE	AVIATION FLIGHT TECHNOLOGY
ASSOCIATE	AVIATION MANAGEMENT
ASSOCIATE	BANKING
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	COMMUNICATIONS
ASSOCIATE	COMMUNITY SERVICE ASST
ASSOCIATE	COMPUTER GRAPHICS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	COMPUTER OPERATIONS
ASSOCIATE	CONSTRUCTION/CIVIL ENGINEERING TECH
ASSOCIATE	CORRECTIONS
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	DATA PROCESSING/INFORMATION SYSTEMS
ASSOCIATE	DRAFTING AND DESIGN TECHNOLOGY

DEGREE/AWARD**INSTITUTIONAL PROGRAM TITLES**

ASSOCIATE	EDUCATION ASSISTANT
ASSOCIATE	ELECTRICAL POWER TECH
ASSOCIATE	ELECTRONICS ENGINEERING TECHNOLOGY
ASSOCIATE	ELECTRONICS TECHNOLOGY
ASSOCIATE	ENGINEERING SCIENCE
ASSOCIATE	FIRE SCIENCE TECHNOLOGY
ASSOCIATE	GENERAL BUSINESS
ASSOCIATE	HEATING/REFRIGERATION/AIR CONDITIONING
ASSOCIATE	HOTEL/RESTAURANT/INSTITUTIONAL MANAGEMENT
ASSOCIATE	HUMAN SERVICES
ASSOCIATE	INTERIOR ARCHITECTURE
ASSOCIATE	LABORATORY TECHNOLOGY
ASSOCIATE	LAW ENFORCEMENT
ASSOCIATE	LEGAL ASSISTANT
ASSOCIATE	MARKETING
ASSOCIATE	MECHANICAL ENGINEERING TECHNOLOGY
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY
ASSOCIATE	NURSING
ASSOCIATE	NURSING, COOPERATIVE PROGRAM
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	ORNAMENTAL HORTICULTURE/LAND USE MNGT
ASSOCIATE	PLANT SCIENCE
ASSOCIATE	PRE-FUNERAL SERVICE EDUC
ASSOCIATE	RADIO
ASSOCIATE	RADIO/TELEVISION
ASSOCIATE	RADIOGRAPHY
ASSOCIATE	TELECOMMUNICATIONS BROADCAST TECHNOLOGY
ASSOCIATE	TELEVISION
ASSOCIATE	VISUAL ARTS

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	BASIC FIRE SCIENCE
CERTIF	CHEMICAL TECHNOLOGY
CERTIF	CIVIL/CONSTRUCTION ENGINEERING TECH
CERTIF	COMPUTER PROGRAMMING
CERTIF	CORRECTION ADMINISTRATION
CERTIF	ELECTRICAL ENGINEERING TECHNOLOGY
CERTIF	ENVIRONMENTAL TECHNOLOGY
CERTIF	FOOD PREPARATION
CERTIF	HEATING/VENT/AIR CONDITIONING DESIGN TECH
CERTIF	INDUSTRIAL TECHNOLOGY
CERTIF	INTERNATIONAL BUSINESS
CERTIF	LEGAL ASSISTANT
CERTIF	MANAGEMENT SUPPORT SERVICES
CERTIF	MATERIALS MANAGEMENT
CERTIF	MECHANICAL ENGINEERING TECHNOLOGY
CERTIF	OFFICE SYSTEMS TECHNOLOGY
CERTIF	SURVEYING TECHNOLOGY
CERTIF	TEACHER AIDE
CERTIF	TRANSPORTATION/DISTRIBUTION
ASSOCIATE	ACCOUNTING
ASSOCIATE	ADVERTISING GRAPHICS DESIGN
ASSOCIATE	ASST/EARLY CHILDHOOD ED
ASSOCIATE	ASST/SPECIAL EDUCATION
ASSOCIATE	AUTOMOTIVE TECHNOLOGY
ASSOCIATE	BIOLOGICAL LABORATORY TECHNOLOGY
ASSOCIATE	CHEMICAL TECHNOLOGY
ASSOCIATE	CIVIL/CONSTRUCTION ENGINEERING TECH
ASSOCIATE	COMPUTER ELECTRONICS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	COMPUTER SCIENCE
ASSOCIATE	CORRECTION ADMINISTRATION
ASSOCIATE	CREDIT/FINANCIAL MANAGEMENT
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	DENTAL HYGIENE
ASSOCIATE	DIETETIC TECHNOLOGY
ASSOCIATE	EDUCATION TECHNOLOGY
ASSOCIATE	ELECTRICAL ENGINEERING TECHNOLOGY
ASSOCIATE	ENGINEERING SCIENCE
ASSOCIATE	ENVIRONMENTAL TECHNOLOGY
ASSOCIATE	FIRE SCIENCE TECHNOLOGY

DEGREE/AWARD**INSTITUTIONAL PROGRAM TITLES**

ASSOCIATE	HEATING/VENT/AIR CONDITIONING DESIGN TECH
ASSOCIATE	HOTEL-MOTEL MANAGEMENT
ASSOCIATE	HOTEL-RESTAURANT-INSTITUTION MANAGEMENT
ASSOCIATE	INDUSTRIAL TECHNOLOGY
ASSOCIATE	LEGAL ASSISTANT
ASSOCIATE	MANAGEMENT
ASSOCIATE	MARKETING
ASSOCIATE	MARKETING ART AND DESIGN
ASSOCIATE	MATERIALS MANAGEMENT
ASSOCIATE	MECHANICAL ENGINEERING TECHNOLOGY
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY
ASSOCIATE	NURSING (W/UMDNJ)
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	POLICE SCIENCE
ASSOCIATE	PRO COMMERCIAL PHOTOGRAPHY
ASSOCIATE	RADIOGRAPHY EDUCATION
ASSOCIATE	RESTAURANT FOOD SERVICE MANAGEMENT
ASSOCIATE	RETAIL MANAGEMENT AND MERCHANDISING
ASSOCIATE	SURVEYING
ASSOCIATE	TEACHER ASSISTANT
ASSOCIATE	TRANSPORTATION/DISTRIBUTION
ASSOCIATE	WORD PROCESSING

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	AUTOMOTIVE TECHNOLOGY
CERTIF	COMPUTER-AIDED DRAFTING TECHNOLOGY
CERTIF	FITNESS LEADER
CERTIF	INFORMATION PROCESSING
CERTIF	SURVEYING TECHNOLOGY
ASSOCIATE	ACCOUNTING
ASSOCIATE	AGRIBUSINESS
ASSOCIATE	AGRICULTURAL TECHNOLOGY
ASSOCIATE	BANKING
ASSOCIATE	BIOLOGICAL LABORATORY TECHNOLOGY
ASSOCIATE	BIOMEDICAL EQUIPMENT
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	BUSINESS CAREER PROGRAMS
ASSOCIATE	BUSINESS MANAGEMENT
ASSOCIATE	BUSINESS PROGRAMMING
ASSOCIATE	CHEMICAL TECHNOLOGY
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	ELECTRONICS ENGINEERING TECHNOLOGY
ASSOCIATE	ENVIRONMENTAL SCIENCE
ASSOCIATE	GRAPHIC DESIGN
ASSOCIATE	HOTEL/RESTAURANT MANAGEMENT
ASSOCIATE	INSURANCE
ASSOCIATE	LANDSCAPE MANAGEMENT & DESIGN
ASSOCIATE	MARKETING
ASSOCIATE	MECHANICAL ENGINEERING TECHNOLOGY
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY
ASSOCIATE	MICROCOMPUTER
ASSOCIATE	NURSING
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PHOTOGRAPHY TECHNOLOGY
ASSOCIATE	PUBLIC ADMINISTRATION
ASSOCIATE	RETAILING
ASSOCIATE	SCIENTIFIC PROGRAMMING
ASSOCIATE	TELECOMMUNICATIONS SYSTEMS TECHNOLOGY
ASSOCIATE	WORD PROCESSING

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	ACCOUNTING
CERTIF	BUILDING CONSTRUCTION TECHNOLOGY
CERTIF	COMPUTER INFORMATION SYSTEMS
CERTIF	COMPUTER SCIENCE
CERTIF	COMPUTER SYSTEMS TESTING & SERVICING
CERTIF	CRIMINAL JUSTICE
CERTIF	FASHION MERCHANDISING
CERTIF	FIRE SCIENCE
CERTIF	FOOD SERVICE MANAGEMENT
CERTIF	LEGAL ASSISTANT
CERTIF	PLANT SCIENCE
CERTIF	REAL ESTATE
CERTIF	WORD PROCESSING

ASSOCIATE	ACCOUNTING
ASSOCIATE	BANKING AND FINANCE
ASSOCIATE	BUILDING CONSTRUCTION
ASSOCIATE	BUSINESS
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	CIVIL ENGINEERING TECHNOLOGY
ASSOCIATE	COMMUNITY SERVICES TECHNICIAN
ASSOCIATE	COMPUTER SCIENCE
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	ELECTRONIC ENGINEERING TECHNOLOGY
ASSOCIATE	ENGINEERING
ASSOCIATE	FIRE SCIENCE
ASSOCIATE	GENERAL EDUCATION
ASSOCIATE	GERONTOLOGY
ASSOCIATE	LEGAL ASSISTANT
ASSOCIATE	MANAGEMENT
ASSOCIATE	MARKETING
ASSOCIATE	MEDICAL LABORATORY TECHNICIAN
ASSOCIATE	NURSING
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PHOTOGRAPHY
ASSOCIATE	PRINT AND BROADCAST JOURNALISM
ASSOCIATE	REAL ESTATE
ASSOCIATE	VISUAL COMMUNICATION TECHNOLOGY

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	COMPUTER INFORMATION SYSTEMS
CERTIF	CRIMINAL JUSTICE
CERTIF	FIRE SCIENCE
CERTIF	OFFICE OCCUPATIONS
DIPLOMA	RESPIRATORY THERAPY
CERTIF	WORD PROCESSING
ASSOCIATE	ACCOUNTING
ASSOCIATE	BANKING AND FINANCE
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	BUSINESS MANAGEMENT
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	EARLY CHILDHOOD EDUCATION
ASSOCIATE	ENGINEERING SCIENCE
ASSOCIATE	FIRE SCIENCE TECHNOLOGY
ASSOCIATE	MARKETING
ASSOCIATE	NURSE EDUCATION
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PUBLIC ADMINISTRATION
ASSOCIATE	RADIOGRAPHY
ASSOCIATE	RETAILING

DEGREE/AWARD
INSTITUTIONAL PROGRAM TITLES

CERTIF	COMPUTER TELEPROCESSING
CERTIF	DATA PROCESSING
CERTIF	FITNESS SPECIALIST
CERTIF	MICROCOMPUTER
CERTIF	REAL ESTATE
CERTIF	TRAVEL & TOURISM
ASSOCIATE	ACCOUNTING
ASSOCIATE	AIR CONDITIONING/REFRIGERATION/HEAT TECH
ASSOCIATE	AUTOMOTIVE TECHNOLOGY
ASSOCIATE	BANKING
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	BUSINESS MANAGEMENT
ASSOCIATE	CHEMICAL LABORATORY TECHNOLOGY
ASSOCIATE	COMMERCIAL ART W/COMPUTERS
ASSOCIATE	COMMUNICATION STUDIES
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECHNOLOGY
ASSOCIATE	COMPUTER OPERATIONS
ASSOCIATE	COMPUTER PROGRAMMING
ASSOCIATE	COMPUTER TELEPROCESSING
ASSOCIATE	CONSTRUCTION TECHNOLOGY
ASSOCIATE	DATA PROCESSING
ASSOCIATE	DIESEL TECHNOLOGY
ASSOCIATE	EARLY CHILDHOOD EDUCATION
ASSOCIATE	ELECTRONICS TECHNOLOGY
ASSOCIATE	ENVIRONMENTAL SCIENCE
ASSOCIATE	HOTEL MANAGEMENT
ASSOCIATE	INTERNATIONAL OFFICE SYS-SPANISH
ASSOCIATE	LEGAL ASSISTING
ASSOCIATE	MARKETING
ASSOCIATE	MECHANICAL DESIGN TECHNOLOGY
ASSOCIATE	MICROCOMPUTER
ASSOCIATE	NURSING/RN
ASSOCIATE	NURSING/PNAD
ASSOCIATE	OFFICE ADMINISTRATION
ASSOCIATE	OPHTHALMIC SCIENCE
ASSOCIATE	REAL ESTATE
ASSOCIATE	RESTAURANT MANAGEMENT
ASSOCIATE	RETAIL MERCHANDISING

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	AIR CONDITIONING TECHNOLOGY
CERTIF	CLERK TYPIST
CERTIF	COMPUTER PROGRAMMING
CERTIF	COMPUTER REPAIR TECHNICIAN
CERTIF	EARLY CHILDHOOD EDUCATION TEACHER'S AIDE
CERTIF	ELECTRICAL TECHNOLOGY
CERTIF	ENERGY TECHNOLOGY
CERTIF	PRACTICAL NURSING
CERTIF	REFRIGERATION TECHNOLOGY
CERTIF	SCIENTIFIC GLASSBLOWING TECHNOLOGY
CERTIF	SECRETARIAL SCIENCE
CERTIF	WORD PROCESSING CORRESPONDENCE SECRETARY
CERTIF	WORD PROCESSING SUPERVISOR
ASSOCIATE	ACCOUNTING
ASSOCIATE	AIR CONDITIONING AND REFRIGERATION TECH
ASSOCIATE	ARCHITECTURAL TECHNOLOGY
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	CHEMISTRY OPTION W/NUCLEAR ENGINEERING TECH
ASSOCIATE	COMMUNICATIONS/JOURNALISM
ASSOCIATE	COMPUTER INFORMATION PROCESS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING
ASSOCIATE	CRIMINAL JUSTICE
ASSOCIATE	DRAFTING AND DESIGN TECHNOLOGY
ASSOCIATE	EARLY CHILDHOOD EDUCATION
ASSOCIATE	ELECTROMECHANICAL ENGINEERING TECHNOLOGY
ASSOCIATE	ELECTRONICS/COMPUTER TECH
ASSOCIATE	ELECTRONICS/COMPUTER SYSTEM
ASSOCIATE	ELECTRONICS/INSTRUMENTATION TECHNOLOGY
ASSOCIATE	EXECUTIVE SECRETARY
ASSOCIATE	GENERAL ADMINISTRATION
ASSOCIATE	INDUSTRIAL HYGIENE TECHNOLOGY
ASSOCIATE	INDUSTRIAL INSTRUMENTATION
ASSOCIATE	INDUSTRIAL LABORATORY TECHNOLOGY
ASSOCIATE	INSTRUMENTATION & CONTROLS
ASSOCIATE	LEGAL SECRETARY
ASSOCIATE	MARKETING
ASSOCIATE	MEDICAL ASSISTING
ASSOCIATE	MEDICAL SECRETARY
ASSOCIATE	NUCLEAR ENGINEERING TECHNOLOGY
ASSOCIATE	NUCLEAR PLANT OPERATIONS
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	RADIATION PROTECTION
ASSOCIATE	SCIENTIFIC GLASS TECHNOLOGY
ASSOCIATE	WORD PROCESSING

DEGREE/AWARD**INSTITUTIONAL PROGRAM TITLES**

CERTIF	ADMINISTRATIVE ASSISTANT
CERTIF	AUTOMOTIVE TECHNOLOGY
CERTIF	COMMERCIAL RECREATION
CERTIF	COMPUTER INFORMATION SYSTEMS
CERTIF	COMPUTERIZED ACCOUNTING
CERTIF	EARLY CHILDHOOD EDUCATION
CERTIF	GRAPHIC DESIGN
CERTIF	HUMAN SERVICES SPECIALIST
CERTIF	LEGAL ASSISTANT
CERTIF	MEDICAL TRANSCRIPTION
CERTIF	OFFICE SYSTEMS SKILLS
CERTIF	THERAPEUTIC RECREATION
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	HUMAN SERVICES
ASSOCIATE	INFORMATION MANAGEMENT
ASSOCIATE	RETAIL BUSINESS

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	CLERK TYPIST
DIPLOMA	DENTAL ASSISTING
CERTIF	DENTAL LABORATORY TECHNICIAN
CERTIF	FIRE SCIENCE TECHNOLOGY
CERTIF	GERONTOLOGY
CERTIF	INTERIOR LANDSCAPE MAINTENANCE
CERTIF	INTERPRETERS FOR THE DEAF
DIPLOMA	MEDICAL ASSISTING
CERTIF	MEDICAL RECORDS TECHNOLOGY
CERTIF	MEDICAL SECRETARY
DIPLOMA	PRACTICAL NURSING
CERTIF	TRAVEL AND TOURISM
CERTIF	WARD CLERK
CERTIF	WORD/INFORMATION PROCESSING
ASSOCIATE	ACCOUNTING/DATA PROCESSING
ASSOCIATE	BANKING
ASSOCIATE	BUSINESS MANAGEMENT
ASSOCIATE	CHEMICAL TECHNOLOGY
ASSOCIATE	CIVIL/CONSTRUCTION ENGINEERING TECH
ASSOCIATE	COMMUNICATIONS
ASSOCIATE	COMPUTER INFORMATION SYSTEMS
ASSOCIATE	COMPUTER INTEGRATED MANUFACTURING TECH
ASSOCIATE	COMPUTER SCIENCE/DATA PROCESSING
ASSOCIATE	DENTAL HYGIENE
ASSOCIATE	DENTAL LABORATORY TECHNOLOGY
ASSOCIATE	EARLY CHILDHOOD EDUCATION
ASSOCIATE	ELECTROMECH TECH/COMPUTER ENGINEERING
ASSOCIATE	ELECTRONICS ENGINEERING TECHNOLOGY
ASSOCIATE	ENVIRONMENTAL SCIENCE
ASSOCIATE	FIRE SCIENCE TECHNOLOGY
ASSOCIATE	GERONTOLOGY
ASSOCIATE	GRAPHIC ARTS
ASSOCIATE	HUMAN SERVICES/INTERPRETER FOR THE DEAF
ASSOCIATE	INFORMATION PROCESSING
ASSOCIATE	INTERPRETERS FOR THE DEAF
ASSOCIATE	LASER/ELECTRO-OPTICS
ASSOCIATE	MECHANICAL ENGINEERING TECHNOLOGY
ASSOCIATE	MEDICAL LABORATORY TECHNOLOGY
ASSOCIATE	MEDICAL RECORD TECHNOLOGY
ASSOCIATE	NURSING
ASSOCIATE	OCCUPATIONAL THERAPY ASSISTANT
ASSOCIATE	OFFICE SYSTEMS TECHNOLOGY
ASSOCIATE	PHOTOGRAPHY

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

ASSOCIATE	PHYSICAL THERAPY ASSISTANT
ASSOCIATE	PUBLIC ADMINISTRATION
ASSOCIATE	RADIOGRAPHY
ASSOCIATE	RESPIRATORY THERAPY
ASSOCIATE	RETAIL MARKETING
ASSOCIATE	URBAN STUDIES

DEGREE/AWARD

INSTITUTIONAL PROGRAM TITLES

CERTIF	ACCOUNTING
CERTIF	BUSINESS MANAGEMENT
CERTIF	COMPUTER INFORMATION SYSTEMS
CERTIF	INDUSTRIAL MANAGEMENT
CERTIF	LEGAL ASSISTANT
CERTIF	MACHINE TOOL TECHNOLOGY
CERTIF	OFFICE SYSTEMS/SECRETARIAL
CERTIF	SMALL BUSINESS MANAGEMENT
CERTIF	WORD PROCESSING

ASSOCIATE	BUSINESS MANAGEMENT
ASSOCIATE	ACCOUNTING MANAGEMENT
ASSOCIATE	BUSINESS ADMINISTRATION
ASSOCIATE	INFORMATION SERVICES
ASSOCIATE	OFFICE SYSTEMS MANAGEMENT
ASSOCIATE	SMALL BUSINESS MANAGEMENT

ACCOUNTING	1,10, 12, 14, 16, 18, 19, 21-23, 25, 27-31, 35	BUSINESS CAREER DEVELOPMENT	19
ACCOUNTING & FINANCE	9	BUSINESS CAREER PROGRAMS	27
ACCOUNTING/DATA PROCESSING	33	BUSINESS COMPUTER PROGRAMMING	10
ACCOUNTING MANAGEMENT	35	BUSINESS DATA PROCESSING SYSTEMS	19
ACCOUNTING TECHNOLOGY	14	BUSINESS MANAGEMENT	12, 27, 29, 30, 33, 35
ADMINISTRATIVE ASSISTANT	12, 14, 32	BUSINESS MANAGEMENT TECHNOLOGY	14
ADVANCED AUTOMOTIVE MECHANIC	12	BUSINESS PROGRAMMING	12, 27
ADVERTISING DESIGN	23	CAREER AGRICULTURE	18
ADVERTISING GRAPHICS DESIGN	25	CAREER DEVELOPMENT	2
ADVERTISING, MARKETING & PUBLIC RELS	1	CASINO MANAGEMENT	9
AGRI-BUSINESS	27	CHEMICAL ENGINEERING TECHNOLOGY	14, 21
AGRICULTURAL TECHNOLOGY	27	CHEMICAL TECHNOLOGY	14, 19, 25, 27, 30, 33
AGRICULTURE/ORNAMENTAL HORTICULTURE	18	CHEMISTRY	9, 10
AIR CONDITIONING/REFRIGERATION/HEAT TECH	30, 31	CHEMISTRY OPTION W/NUCLEAR ENGINEERING TECH	31
ALCOHOL/SUBSTANCE ABUSE	1, 19	CHEMISTRY/PRE-MED TECH	14
ALLIED HEALTH	1	CHILD CARE	22
ANIMAL SCIENCE TECHNOLOGY	16	CHILD DEVELOPMENT/CHILD CARE	9
AQUATIC SPECIALIST	14	CIVIL/CONSTRUCTION ENGINEERING TECH	19, 25, 33
ARCHITECTURAL/BUILDING CONSTRUCTION TECH	23	CIVIL ENGINEERING DRAFTING	12
ARCHITECTURAL DRAFTING	12, 23	CIVIL ENGINEERING TECHNOLOGY	21, 28
ARCHITECTURAL TECHNOLOGY	19, 31	CIVIL TECHNOLOGY	14
ARCHITECTURE/CONSTRUCTION DRAFTING	14	CLERK TYPIST	31, 33
ASSEMBLER LANGUAGE	19	COBOL PROGRAMMING	19
ASST/EARLY CHILDHOOD ED	25	COMMERCIAL ART	10
ASST/SPECIAL EDUCATION	25	COMMERCIAL ART W/COMPUTERS	30
AUDIO RECORDING	12	COMMERCIAL MUSICIAN SPECIALIST	12
AUTO DRIVE TRANSMISSION SPECIALIST	12	COMMERCIAL RECREATION	32
AUTO ELECTRICAL/POWER SYSTEMS SPECIALIST	12	COMMUNICATION ARTS	14
AUTO ENGINE DIAGNOSIS SPECIALIST	12	COMMUNICATION DESIGN	12
AUTO ENGINE REMANUFACTURE SPECIALIST	12	COMMUNICATION STUDIES	30
AUTO ENGINEER TECHNICIAN	12	COMMUNICATIONS	23, 33
AUTOMOTIVE TECHNOLOGY	1, 10, 12, 16, 21, 23, 25, 27, 30, 32	COMMUNICATIONS & MEDIA	2, 12
AVIATION	2	COMMUNICATIONS/JOURNALISM	31
AVIATION CUSTOMER RELATIONS	23	COMMUNITY SERVICE	18, 23
AVIATION FLIGHT TECHNOLOGY	18, 23	COMMUNITY SERVICE/GERONTOLOGY	18
AVIATION MAINTENANCE TECHNOLOGY	18	COMMUNITY SERVICES TECHNICIAN	28
AVIATION MANAGEMENT	23	COMPUTER ACCOUNTING	21
BANKING	23, 27, 30, 33	COMPUTER AIDED DESIGN (CAD)	18
BANKING & FINANCE	2, 10, 21, 28, 29	COMPUTER-AIDED DRAFTING TECHNOLOGY	27
BASIC AUTOMOTIVE TECHNICIAN	12, 14	COMPUTER AIDED DRAFTING & DESIGN (CADD)	16
BASIC FIRE SCIENCE	25	COMPUTER AIDED DRAFTING	10
BASIC LANGUAGE & COMPUTATION SKILLS	2	COMPUTER ELECTRONICS	14, 25
BASIC SYSTEMS	19	COMPUTER GRAPHICS	10, 23
BIOLOGICAL LABORATORY TECHNOLOGY	25, 27	COMPUTER INFORMATION SYSTEMS	9, 18, 19, 21, 27-30, 31, 32, 33, 35
BIOLOGY	9, 10	COMPUTER INTEGRATED MANUFACTURING (CIM))	9, 14, 16, 18, 21, 31
BIOMEDICAL EQUIPMENT	27	COMPUTER INT MANUF TECH	10, 12, 19, 22, 23, 25, 27, 29, 30, 33
BOOKKEEPING	2	COMPUTER OPERATIONS	16, 23, 30
BRAKES AND STEERING SPECIALIST	12	COMPUTER PROGRAMMING	16, 25, 30, 31
BROADCAST TECHNOLOGY	12	COMPUTER REPAIR TECHNICIAN	31
BROADCASTING	10	COMPUTER SCIENCE	10, 12, 14, 19, 21-23, 25, 28
BUILDING CONSTRUCTION	28	COMPUTER SCIENCE/DATA PROCESSING	33
BUSINESS	12, 28	COMPUTER STUDIES	16
BUSINESS ADMINISTRATION	9, 10, 14, 18, 19, 21, 23, 27-32, 35	COMPUTER SYSTEMS TECHNOLOGY	9, 16
BUSINESS APPLICATION PROGRAMMING	19	COMPUTER SYSTEMS TESTING & SERVICING	28

COMPUTER TECHNOLOGY	22	ELECTROMECHANICAL ENGINEERING	16
COMPUTER TELEPROCESSING	30	ELECTROMECHANICAL ENGINEERING TECHNOLOGY	31
COMPUTERIZED ACCOUNTING	32		
COMPUTERS	2	ELECTROMECHANICAL ENGINEERING: ROBOTICS OPTION	16
		ELECTRONIC ENGINEERING TECHNOLOGY	19, 28
CONSOLE OPERATIONS	19	ELECTRONICS	4
CONSTRUCTION & RELATED TECHNOLOGIES	4	ELECTRONICS/COMPUTER TECH	12, 31
CONSTRUCTION/CIVIL ENGINEERING TECH	23		
CONSTRUCTION CODE ENFORCEMENT	8	ELECTRONICS ENGINEERING TECHNOLOGY	12, 14, 22-24, 27, 33
		ELECTRONICS/INSTRUMENTATION TECHNOLOGY	31
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COMMUNITY COLLEGE CONTACTS

FOR

INDIVIDUAL WDPP CLIENTS

COLLEGE (County)	NAME	TELEPHONE
ATLANTIC	Judy Allen	(609) 343-4839
BERGEN	Jim Adams (Financial Aid)	(201) 447-5230
BROOKDALE (Monmouth)	Community Devel Ofc (Non-cred) Rich Pfeffer (Credit)	(908) 224-2315 (908) 224-2261
BURLINGTON	Dr. Kris Dixon	(609) 877-4520
CUMBERLAND	Maud Goodnight	(609) 691-8600 X220
ESSEX	Joann Finan	(201) 877-3158
GLOUCESTER	Pat Fletcher	(609) 468-5000
HUDSON	Juan Harris	(201) 714-2167
MERCER	Ray Procacinni (Non-credit) Carole Simmons-Bernardo (Credit)	(609) 586-4800 X682 (609) 586-4800 X667
MIDDLESEX	Fred Hertrick	(908) 906-4188
MORRIS	Carolyn Holmfelt	(201) 328-5095
OCEAN	Debbie Robinson	(908) 905-0510
PASSAIC	James Gallagher	(201) 684-6204
RARITAN VALLEY (Somerset & Hunterdon)	Dr. Charles Speierl	(908) 218-8874
SALEM	Teresa Haman	(609) 299-2100 X309
SUSSEX	Lew Lamberson	(201) 383-3902
UNION	Joseph Ragusa	(908) 709-7121
WARREN	Nancy Laudenslager	(908) 689-7613

COMMUNITY COLLEGE CONTACTS

FOR

CONTRACTED TRAINING

NOTE – NETWORK OF OCCUPATIONAL TRAINING & EDUCATION

COLLEGE (County)	NAME	TELEPHONE
ATLANTIC	Carol Drea	(609) 343-4816
BERGEN	Jessica White	(201) 447-7158
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BURLINGTON	Dr. Kris Dixon	(609) 877-4520
CAMDEN	Marci Novick Marlene Wisowaty	(609) 227-7200 X273 X274
CUMBERLAND	Ray Compari	(609) 691-8600 X245
ESSEX	Joann Finan	(201) 877-3158
GLOUCESTER	Dr. Gerard Middlemiss	(609) 468-5000 X302
HUDSON	Ron Turgeon	(201) 714-2194
MERCER	Donna Wilson	(609) 586-4800 X376
MIDDLESEX	Priscilla Walsh	(908) 906-4681
MORRIS	Carolyn DeCastro	(201) 328-5085
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SUSSEX	Lew Lamberson	(201) 383-3902
UNION	Hanna Praport	(908) 965-6089
WARREN	Nancy Laudenslager	(908) 689-7613

N.J. COMMUNITY COLLEGES

1 ATLANTIC COMMUNITY COLLEGE
Route #322, Black Horse Pike, Mays Landing, NJ 08330
(609) 625-1111

2 BERGEN COMMUNITY COLLEGE
400 Paramus Road, Paramus, NJ 07652
(201) 447-7100

3 BROOKDALE COMMUNITY COLLEGE
765 Newman Springs Road, Lincroft, NJ 07738
(908) 842-1900

4 BURLINGTON COUNTY COLLEGE
Pemberton-Browns Mills Road, Pemberton, NJ 08068
(609) 894-9311

5 CAMDEN COUNTY COLLEGE
P.O. Box 200, Blackwood, NJ 08012
(609) 227-7200

6 CUMBERLAND COUNTY COLLEGE
P.O. Box 517, Vineland, NJ 08360
(609) 691-8600

7 ESSEX COUNTY COLLEGE
303 University Avenue, Newark, NJ 07102
(201) 877-3100

8 GLOUCESTER COUNTY COLLEGE
Tanyard & Salina Roads, Sewell, NJ 08080
(609) 468-5000

9 HUDSON COUNTY COMMUNITY COLLEGE
900 Bergen Avenue, Jersey City, NJ 07306
(201) 656-2020

10 MERCER COUNTY COMMUNITY COLLEGE
1200 Old Trenton Road, Trenton, NJ 08650
(609) 586-4800

11 MIDDLESEX COUNTY COLLEGE
155 Mill Road, P.O. Box 3050, Edison, NJ 08818-0050
(908) 548-6000

12 COUNTY COLLEGE OF MORRIS
Route 10 & Center Grove Road
Randolph, NJ 07869
(201) 328-5000

13 OCEAN COUNTY COLLEGE
College Drive, CN 2801, Jersey Shore
(908) 255-4000

14 PASSAIC COUNTY COMMUNITY COLLEGE
College Boulevard, Passaic, NJ 07652
(201) 684-6000

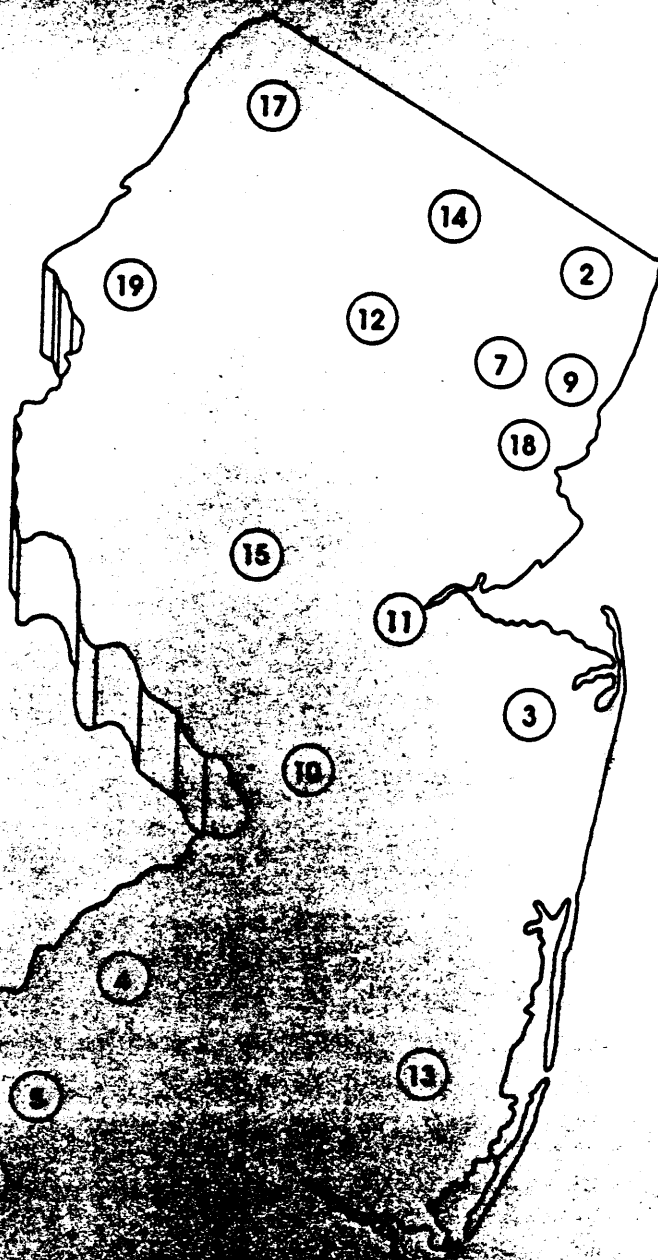
15 RARITAN VALLEY COMMUNITY COLLEGE
P.O. Box 3300, North Plainfield, NJ 07063
(908) 526-1000

16 SALT SPRING ISLAND COMMUNITY COLLEGE
1000 Highway 1, Salt Spring Island, NJ 08080
(609) 426-1000

17 SOUTHERN NEW HAMPSHIRE COMMUNITY COLLEGE
1000 Highway 1, Portsmouth, NH 03801
(603) 431-1000

18 UNION COUNTY COMMUNITY COLLEGE
1000 Highway 1, Union, NJ 07080
(908) 785-1000

19 WARREN COUNTY COMMUNITY COLLEGE
1000 Highway 1, Warren, NJ 07059
(908) 844-1000





MERCER COUNTY COMMUNITY COLLEGE EMPLOYER NEEDS SURVEY

This survey will take 20 minutes to complete.

INSTRUCTIONS

- Most of the questions are multiple choice.
- You will be asked to draw a circle around the number of the answer that represents your opinion.

My favorite color is:

1. Blue

② Red

3. Yellow

- The questions with a space, instead of numbered answers require an answer in your own words.

Let's start by getting your opinion of desirable qualifications for potential employees.

1. The following are qualifications for exempt (salaried, professional, managerial) level employee candidates. For each *circle the number* that indicates how desirable each qualification is to you.

Circle one number for each item:

	Essential	Very Desirable	Somewhat Desirable	Not that Important	
Basic skills (reading, writing, mathematics)	1	2	3	4	(1)
Occupational or technical skills and experience	1	2	3	4	(2)
Management skills	1	2	3	4	(3)
Credentials (degree/certification/license)	1	2	3	4	(4)
Sense of personal responsibility (dependability/reliability/stability)	1	2	3	4	(5)
Personal appearance and personality	1	2	3	4	(6)
Willingness to work and learn	1	2	3	4	(7)
Ability to get along with others	1	2	3	4	(8)
Problem solving skills	1	2	3	4	(9)

Other (please specify) _____

20. Are you aware of the Workforce Development Partnership Program (WDPP)? Circle one answer.

- 1. Yes
- 2. No

(57)

21. Are you aware of the fact that the WDPP may fully or partially fund your customized employee training? Circle one answer.

- 1. Yes - go to question 22
- 2. No - go to question 23

(58)

22. Has your organization applied for assistance from the WDPP? Circle one answer.

- 1. Yes
- 2. No

(59)

23. Would you like to receive more information about the WDPP? Circle one answer.

- 1. Yes
- 2. No

Finally, we would like to know more about your organization. Please complete the following information.

24. Organization name: _____ 25. Phone # _____ (60-62)

26. Address: _____
(street)

(city and state) (zip code)

27. Name of President/Owner/Manager: _____

28. Name of the person completing the survey: _____
Title: _____

29. To assist us in categorizing your business, please indicate which industry classification best applies. Circle one answer. (63)

- | | |
|--|--|
| 0. Agriculture, Forestry, Fishing | 5. Wholesale Trade |
| 1. Mining | 6. Retail Trade |
| 2. Construction | 7. Finance, Insurance and Real Estate Service |
| 3. Manufacturing | 8. Business Service |
| 4. Transportation, Communication, Public Utilities | 9. Health, Social Services and Public Administration |

30. What is the major product or service supplied by the organization? _____ (64-66)

Monroe Systems For Business, Inc.

**Comments Relative to
New Jersey's
Workforce Development Partnership Program**

Public Hearing: With Assembly Labor Committee

June 16, 1993

162x

Public Hearing: With Assembly Labor Committee

Monroe Systems For Business, Inc.

Contents

Overview of Monroe

Comments By Topic:

The Department of Labor

Workforce Development Partnership

Customized Training Component

Miscellaneous

Speaker

Monroe Systems For Business, Inc.

Overview

- o Monroe was first formed in 1912; it held original patents for both mechanical and electrical calculators; some long-time customers still refer to Monroe as "The Calculator Company"
- o It presently employs 1,450 people; more than 20%, or about 300 of these employees work in various New Jersey locations, primarily the Morris Plains, NJ headquarters facility
- o The company operates in all 50 states, and conducts some international trade; annual sales are \$130 million
- o The company has done the following to improve its competitive position:
 - diversified into copiers, facsimile machines, and shredder products
 - migrated from manufacturing to distribution and wholesale trade like so many other New Jersey companies in the past two decades
 - remaining manufacturing operations have been restructured to reduce expense
 - \$5mm was recently spent on new computer systems technology to streamline operations and enhance customer service capabilities
 - certain Service and Sales functions were expanded and centralized in Morris Plains (adding nearly 100 jobs in the past year)
- o Since late 1992, Monroe has worked with New Jersey's Department of Labor and The Office of Customized Training on a program that reimburses the company for certain training-related costs

Comments

On The Department of Labor

- o The DOL appears to suffer from a modest operating budget, based upon the difficulty in scheduling appointments with its staff or in bringing to completion a project with the Office of Customized Training
- o It is plagued, as are many State agencies, we believe, with rumors of possible staff reductions
- o These rumors have contributed to a very high turnover rate in its staff; of the personnel originally associated with our company's project, only one remains
- o All of the above have presumably contributed to reduced productivity and the department's inability, we believe, to fully meet its potential

Comments

On New Jersey's Workforce Development Partnership Program

- o In general we feel that the programs are valuable for the New Jersey economy.
- o It is our belief, however, that the State generally does not advertise the programs that are available; nor does it appear nearly as aggressive as utility companies, for example, in retaining companies or employees. We have in fact seen the growth of a small industry of entrepreneurs that are attempting to unite companies in need with an appropriate State agency for funding opportunities.
- o If our ^{vep}perspectives are true, then the State, unfortunately, may continue to lag behind other states in attracting or retaining employers.
- o We cannot help, therefore, but recall one of the goals outlined by the administration of President Clinton: That is to perform a national performance review of the programs and services of every (federal) agency.

Would it not be feasible to do the same at the State level? For example, we in business calculate the ROI (return on investment) for every major venture. Similarly within government, it seems that it would be possible to create zero-based budgets in every agency and determine what the effective return would be to the state as staffing levels and other expense components were changed. Alternatively, would it be feasible to target certain worthwhile objectives in each State agency and then provide the appropriate funding and managerial attention required to reach those objectives?

In summary, we feel that many positive steps have been taken in New Jersey's state government, but that there is still room for improvement. In addition, the objectives of the Workforce Development Partnership Program are extremely worthwhile, but limited Department of Labor resources may curtail the program's success.

Comments

On New Jersey's Workforce Development Partnership Program

Specifically: The Customized Training Component

- o The funding mechanism is fair; usually \$600 to \$1,500 for each employee requiring training
- o Administrative requirements are taxing, but not unduly harsh; we understand that there has to be a certain level of documentation so that the program can be policed
- o We can also understand why the program is on a "reimbursement" basis; otherwise, some companies may receive funding while never actually completing their end of a contract
- o The unfairness we do see is that with the slowness in the turning of the administrative wheels, our company has expended funds for training, etc., many months before some of the reimbursement processes will begin

Department of Employment Services

- o In order to qualify for any funding, eligible companies must list job openings with this agency; companies have the option to hire from this labor pool - it is not mandatory
- o It is our belief that this agency could play a very important role in reducing the State's unemployment rate by appropriately matching candidates with companies; our experiences here, unfortunately, have been below expectations:
 - some state personnel were unable to visit our offices to discuss Monroe's needs in filling nearly 100 job openings
 - although personable, some state personnel were unable to understand Monroe's specific hiring requirements
- o As a result, perhaps only 5% to 8% of the job openings will be filled using agency candidates

Comments

Miscellaneous

- o The Star Ledger recently printed information on the likelihood of reducing state payroll by some 4,700 workers. We would be curious to learn what impact this will have on the Department of Labor; will it become even more difficult to work with this agency and its various departments?

- o When the State indicated that Monroe could earn assistance through The Office of Customized Training under the Workforce Development Partnership, Monroe made the final decision to centralize two of its growing functions, Telemarketing Sales and Service Dispatch in Morris Plains, NJ. The promise of training assistance has actually helped Monroe with its recruiting efforts.

Sometimes, however, the company loses potential candidates because of the obvious commuting headaches suffered by employees at the intersection of Interstate 80 and Interstate 287 in Morris County. A construction project is underway to help improve traffic flows in the area; any assistance that can be provided by the State to insure that this specific intersection continues to receive funding for further improvement would be appreciated by all local employers.

{memo\trenton}

Monroe Systems For Business, Inc.

Public Hearing: With Assembly Labor Committee

Speaker

Jeffrey J. Yesionowski, Corporate Director of Planning & Analysis

**Address: Monroe Systems For Business, Inc.
1000 American Road
Morris Plains, NJ 07950**

(201) 993-2619

Hired by Monroe in 1991 to:

- help engineer a corporate restructuring**
- quantify long-term strategic plans**
- determine ROI for various investment proposals**
- review functional hiring requirements and training needs**

**Industry Experience: Soft Drinks, Packaging, Industrial and Medical
Gases, Office Products**

Education: MBA, University of Michigan, 1980

The Network for Occupational Training and Education (NOTE), and the Department of Labor (DOL) have established a strong, collaborative working relationship in regard to the Workforce Development Partnership Program(WDPP). NOTE has taken an active role in assisting with the implementation and promotion of the WDPP.

DOL representatives have attended several NOTE meetings, the first of which was to introduce the program to county college representatives and to obtain their input. On two separate occasions, information was presented to the group on the customized training and individualized portions of the WDPP. At any and all times, the DOL has made itself available to NOTE to hear our concerns, answer our questions and help solve and/or prevent potential problems.

Other joint DOL/NOTE activities include:

regional orientation workshops for businesses and community organizations hosted by the county colleges.

ongoing small business orientation workshops. To date, three have been held at:

1. Middlesex County College - April 2
2. Atlantic County College - April 20
3. Union County College - May 1

As a pilot project, NOTE developed and conducted a survey of organizations in Mercer County to determine their employee training and education needs. Specific questions pertaining to the WDPP were included in the survey.

The county colleges and the DOL have worked very well together to ensure the success of the WDPP. We look forward to continuing our relationship with the DOL in the future.

Respectfully submitted,



Donna Wilson
NOTE Coordinator
(Network for Occupational Training
and Education)



COUNTY OF UNION *new jersey*

ADMINISTRATION BUILDING, ELIZABETH, N.J. 07207

(908) 627-4880

Department of Human Services

DIVISION OF PIC/EMPLOYMENT AND TRAINING

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June 15, 1993

The Honorable Patrick J. Roma
Assemblyman 38th District
Bergen County
40 East Midland Avenue
P.O. Box 1308
Paramus, NJ 07652

Dear Mr. Roma:

As president-elect of the Garden State Employment and Training Association (GSETA) I wish to offer the following comments as a result of your call for public testimony on the Workforce Development Partnership Program.

GSETA commends the State of New Jersey on its bipartisan efforts to enhance worker retraining activities. The Workforce Development Partnership Program represents a significant investment in maintaining a qualified workforce for our state.

In addition, GSETA remains committed to the overall success of those efforts and is willing to assist you in your undertaking to bring the most cost effective and results oriented programming to the citizens of New Jersey by the further utilization of our existing job training delivery system.

GSETA applauds the decision to utilize our established job training systems and networks to implement the 8% Economically Disadvantaged funding set aside under this program.

In order to better implement the 8% set aside, we would urge you to consider the following changes which would vastly enhance our ability to utilize this funding:

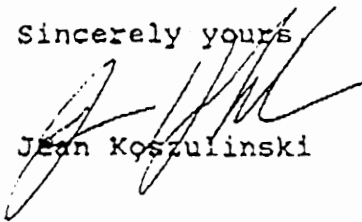
- 1) Funding must be received on a timely basis to coincide with our JTPA program year (July 1-June 30)

- 2) Administrative dollar levels must be fully funded, and
- 3) Eligibility must be broadened to not only include economically disadvantaged individuals, but rather to mirror the former NJJTP program eligibility which includes underemployed, recently unemployed, and those with significant barriers to employment including displaced homemakers, individuals with disabilities, etc.

Your assistance on the above mentioned would be greatly appreciated. Again, the Garden State Employment and Training Association compliments and supports you on your efforts and offers our assistance in any way you may deem necessary.

Thanking you advance for any consideration given in this matter.

Sincerely yours,



Jean Koszulinski

JK:cas

Testimony of
Barbara McConnell
Commissioner of Commerce & Economic Development

on the
Workforce Development Partnership

to the
Assembly Labor Committee
June 16, 1993

Thank you for the opportunity to present my thoughts on one of our finest State programs, the Workforce Development Partnership.

I know that you are well aware of the importance a well-educated and well-trained workforce in creating a viable economy. And I can tell you from first hand experience that companies planning to locate or expand a business in New Jersey consider a number of factors before making a decision, and invariably they list the quality of life and employee training as two of their top priorities.

My department, of course, is the agency primarily responsible for carrying out New Jersey's economic policies and programs. We keep in contact with every sector of the business community — from the smallest startup companies to foreign investors and Fortune 500 conglomerates.

New Jersey State Library

Every day we face new challenges trying to help existing businesses remain competitive, and trying to attract new businesses to the State. In carrying out that responsibility we have become quite skilled at forging partnerships with other government agencies in order to provide businesses with a complete package of economic development initiatives.

In our experience we have found the Workforce Development Partnership to be one of the more effective initiatives in helping business make the decision to relocate to, expand in, or reaffirm their commitment to New Jersey. They're especially pleased when they learn that the initiative required no new taxes.

All of us here in New Jersey can be proud of the Partnership, clearly one of the most effective and intelligent economic development initiatives ever to be created. I commend the Legislature for its role in its development, and urge your continued support of this and other programs that can make a meaningful difference in the lives of all working New Jerseyans.

I. NEW JERSEY STATE BUSINESS ALLIANCE
FOR TRAINING AND EMPLOYMENT LAW

Section

34:15B-1 to 15:B-4. Repealed.

II. WORK INCENTIVE EMPLOYMENT AND TRAINING ACT OF 1968

34:15B-5 to 34:15B-10. Repealed.

III. NEW JERSEY JOBS TRAINING ACT

34:15B-11 to 34:15B-34. Repealed.

34:15B-35. Definitions.

34:15B-36. Purposes of vocational training.

34:15B-37. On the job training; duration; retention of trainee by employer.

34:15B-38. Counseling.

34:15B-39. Prohibited reasons for denial of employment and training services for
qualified individuals.

34:15B-40. Service providers; qualifications; recordkeeping; evaluation.

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34:15B-1 to 34:15B-4 LABOR AND WORKERS' COMPENSATION
Repealed

I. NEW JERSEY STATE BUSINESS ALLIANCE
FOR TRAINING AND EMPLOYMENT LAW

34:15B-1 to 34:15B-4. Repealed by L.1992, c. 43, § 15, eff. July 7, 1992

Historical and Statutory Notes

Repealed §§ 34:15B-1 to 34:15B-4, added L.1968, c. 137, §§ 1 to 4, related to agreements with private employers for training and employment of hard-core unemployed residents, legisla-

tive findings and authorized promulgation of necessary rules and regulations.

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

II. WORK INCENTIVE EMPLOYMENT AND TRAINING ACT OF 1968

34:15B-5 to 34:15B-10. Repealed by L.1992, c. 43, § 15, eff. July 7, 1992

Historical and Statutory Notes

Repealed §§ 34:15B-5 to 34:15B-10, added L.1968, c. 140, §§ 1 to 6, related to work incentive programs, state plan for aid and services to needy families with children, cooperation of de-

partments and agencies and authorized promulgation of rules and regulations.

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

III. NEW JERSEY JOBS TRAINING ACT

34:15B-11 to 34:15B-34. Repealed by L.1992, c. 43, § 15, eff. July 7, 1992

Historical and Statutory Notes

Repealed §§ 34:15B-11 to 34:15B-26, added L.1983, c. 328, §§ 1 to 16, amended by L.1987, c. 71, §§ 1 to 8, related to legislative findings, definitions, establishment of criteria for job training candidates, establishment of programs awarding grants for job training, selection of candidates, eligibility of applicants, delivery of training services, allocation of funds, financial disclosure from providers of services, program evaluation, workers' compensation for program enrollees and rules and regulations pursuant to the jobs training act.

Repealed §§ 34:15B-27 to 34:15B-34, added L.1987, c. 71, §§ 9 to 16, related to records, performance reports, displacement of regular workers, impairment of existing collective bargaining agreements, customized training programs, availability of training programs to businesses, funds exempt from matching requirements and prohibition against use of funds to deter union activity.

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

34:15B-35. Definitions

As used in this act:

"Approved service provider" means a service provider approved pursuant to section 6 of this act.¹

"Commissioner" means the Commissioner of Labor.

"Department" means the Department of Labor.

"Employment and training services" means:

- a. Counseling provided pursuant to section 4 of this act;
- b. Vocational training; or
- c. Remedial education.

"Federal job training funds" means any moneys expended to obtain employment and training services, pursuant to the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.), except that, to the extent that the application of any specific provision of this act would cause the amount of federal job training funds provided to the State to be reduced, that provision shall not apply.

"Labor demand occupation" means an occupation for which there is or is likely to be an excess of demand over supply for adequately trained workers, including, but not limited to, an occupation designated as a labor demand occupation by the New Jersey Occupational Information Coordinating Committee pursuant to section 7 of this act.²

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

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

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

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

"Vocational training" means training or education which is related to an occupation and is designed to enhance the marketable skills and earning power of a worker or job seeker.

L.1992, c. 48, § 1, eff. July 7, 1992.

¹ Section 34:15B-40.

² Section 34:1A-80.

Assembly Labor Committee Statement

Assembly, No. 1407—L.1992, c. 48

The Assembly Labor Committee reports favorably Assembly Bill No. 1407 with committee amendments.

As amended by the committee, the bill establishes guidelines for existing training programs funded pursuant to the federal "Job Training Partnership Act," Pub.L.97-30 (29 U.S.C. § 1501 et seq). Many of the guidelines prescribed by this bill are already followed in most cases, but the purpose of the bill is to make compliance universal.

Entities that contract to provide training services are required to be approved pursuant to standards designed to ensure a meaningful review and control of the quality of the services offered.

The bill requires that the vocational training provided is training which is likely to enhance substantially the individual's marketable skills and earning power, and is training for an occupation for which there is a demonstrated shortage or projected shortage of skilled labor, based on surveys of labor demand.

Standards are set regarding on the job training to ensure that it be accompanied with appropriate classroom-based training, is provided only for jobs with an appropriate level of skill and complexity, and be for a duration appropriate to the skill levels of the job and the trainee. Employers are required to retain each worker who successfully completes on the job training.

The bill requires that counseling be made available to any individual who is a prospective trainee, which counseling shall include:

1. An assessment of job skills, including basic literacy skills;
2. An evaluation of any remedial education needed for success in training;
3. The provision of relevant information regarding labor market conditions, providers of vocational training services and services available from other programs; and
4. The development of a written Employability Development Plan identifying the training and employment services, including any needed remedial education, to be provided to the individual.

The committee amendments remove all reference to P.L.1983, c.328 (C.34:15B-11 et seq.), because accompanying committee amendments to A-1402 repeal that law in its entirety. Therefore, the provisions of this bill, with the proposed amendments, would apply only to job training programs.

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under the federal "Job Training Partnership Act," Pub.L.97-30 (29 U.S.C. § 1501 et seq).

Historical and Statutory Notes

Title of Act:

An Act concerning job training programs and revising parts of the statutory law.

34:15B-36. Purposes of vocational training

All vocational training funded with federal job training funds shall be training which is likely to substantially enhance the trainee's marketable skills and earning power and is for a labor demand occupation.

L.1992, c. 48, § 2, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1407—L.1992, c. 48, sec § 34:15B-35.

34:15B-37. On the job training; duration; retention of trainee by employer

a. On the job training shall not be paid for with federal job training funds for any employment found by the commissioner to be of a level of skill and complexity too low to merit training.

b. The duration of on the job training for any individual shall not exceed the duration indicated by the Specific Vocational Preparation code developed by the United States Department of Labor for the occupation for which the training is provided and shall in no case exceed 26 weeks. The department shall set the duration of on the job training for an individual for less than the indicated maximum, when training for the maximum duration is not warranted because of the level of the individual's previous training, education or work experience.

c. On the job training shall not be paid for with federal job training funds unless it is accompanied, concurrently or otherwise, by whatever amount of classroom-based vocational training, remedial education or both, is deemed appropriate for the worker by the commissioner.

d. Each employer receiving federal job training funds for on the job training shall retain in permanent employment each trainee who successfully completes the training. The commissioner may, for a time period he deems appropriate, provide for the withholding of whatever portion he deems appropriate of the funding as a final payment for training, contingent upon the retention of a program completer as required pursuant to this section.

L.1992, c. 48, § 3, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1407—L.1992, c. 48, sec § 34:15B-35.

34:15B-38. Counseling

a. No individual shall receive employment and training services paid for with federal job training funds unless the individual first receives counseling pursuant to this section. The department may itself provide the counseling or obtain the counseling from an approved service provider, if the service provider is different from and not affiliated with any service provider offering the individual any employment and training services other than the counseling, except that the department may also obtain testing and assessment services provided pursuant to paragraph (1) of this subsection from a provider which also offers to the individual employment and training services other than counseling. The purpose of any counseling provided pursuant to this section is to assist each individual in obtaining

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the employment and training services most likely to provide the individual with the greatest opportunity for long-range career advancement with high levels of productivity and earning power. The counseling shall include:

(1) Testing and assessment of the individual's job skills and aptitudes, including the individual's literacy skills and other basic skills. Basic skills testing and assessment shall be provided to the individual unless information is provided regarding the individual's educational background and occupational or professional experience which clearly demonstrates that the individual's basic skill level meets the standards established pursuant to section 14 of P.L.1989, c.293 (C.34:15C-11) or unless the individual is already participating in a remedial education program which meets those standards;

(2) An evaluation by a qualified job counselor of what remedial education, if any, is determined to be necessary for the individual to succeed in any particular vocational training which the individual would undertake under the program, provided that the remedial education shall be at a level not lower than that needed to meet the standards established pursuant to section 14 of P.L.1989, c.293 (C.34:15C-11);

(3) The provision of information to the individual regarding the labor demand occupations, including the information about the wage levels in those occupations, which is available to the department and any information available to the department regarding the effectiveness of approved service providers of vocational training in labor demand occupations which the claimant is considering;

(4) The provision of information to the individual regarding the services and benefits available to the individual under programs supported by federal job training funds or the provisions of P.L.1992, c. 47 (C. 43:21-57 et al.); and

(5) Discussion with the counselor of the results of the testing and evaluation and, based on those results, the development of a written Employability Development Plan identifying the training and employment services, including any needed remedial education, to be provided to the individual.

b. Federal job training funds shall be used to provide training and employment services to an individual only if the counselor who evaluates the individual pursuant to this section determines that the individual can reasonably be expected to successfully complete the training and education identified in the Employability Development Plan developed pursuant to this section.

c. All information regarding an individual applicant or trainee which is obtained or compiled in connection with the testing, assessment and evaluation and which may be identified with the individual shall be confidential and shall be released to an entity other than the individual, the counselor or the department only if the individual provides written permission to the department for the release of the information or the information is used solely for program evaluation.

L.1992, c. 48, § 4, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1407—L.1992, c. 48, sec § 34:15B-35.

34:15B-39. Prohibited reasons for denial of employment and training services for qualified individuals

An otherwise qualified individual shall not be denied employment and training services included in the Employability Development Plan developed for the individual pursuant to section 4 of this act¹ for any of the following reasons: the employment and training services include remedial education needed by the individual to succeed in the vocational component of the training; the training is part of a program under which the individual may obtain a college degree enhancing the individual's marketable skills and earning power; the length of the training period under the program; or the lack of a prior guarantee of employment upon completion of the training, except for on the job training. This section shall not be construed as requiring that federal job training funds be used to pay for employment and training services for which other assistance, such as State or federal student financial aid, is provided.

L.1992, c. 48, § 5, eff. July 7, 1992.

¹ Section 34:15B-38.

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Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1407—L.1992, c. 48, sec § 34:15B-35.

34:15B-40. Service providers; qualifications; recordkeeping; evaluation

a. No federal job training funds shall be used to obtain employment and training services from a service provider unless the provider is approved pursuant to the procedures and criteria established by the State Employment and Training Commission pursuant to section 8 of this act.¹ No service provider shall be approved pursuant to this section unless the provider agrees to provide, on a first-come, first-served basis, the services it offers to any trainee who is referred to it to obtain the offered services, if included in the individual's Employability Development Plan developed pursuant to section 4 of this act,² up to the total number of trainees that the provider agrees to serve.

b. Each service provider shall make appropriate records available upon request for monitoring inspection by the commissioner, including:

(1) A record for each trainee enrolled, including the trainee's name and Social Security number;

(2) A record of all administrative and overhead expenses of the provider related to the providing of employment and training services funded by the program and the provider's direct expenses of providing the services; and

(3) Any other information deemed appropriate by the State Employment and Training Commission for evaluation purposes.

c. In the case of a provider of vocational training services, the commissioner shall collect the information needed to measure effectively the long-term success of the former trainees of the provider in obtaining permanent employment and increasing earnings over a period of not less than two years following the completion of training. The commission shall set such standards as it deems appropriate regarding comparisons of the former trainees with groups of otherwise similar individuals who did not receive the training. The commissioner shall use the information obtained pursuant to this subsection to:

(1) Assist in evaluating the performance of providers of vocational training services;

(2) Assist in determining which providers of vocational training services to approve pursuant to subsection a. of this section; and

(3) Assist in providing reliable information regarding the quality of available providers of vocational training services as part of the counseling provided pursuant to section 4 of this act.

L.1992, c. 48, § 6, eff. July 7, 1992.

¹ Section 34:15C-8.2.

² Section 34:15B-38.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1407—L.1992, c. 48, sec § 34:15B-35.

CHAPTER 15C

STATE EMPLOYMENT AND TRAINING COMMISSION

Section

34:15C-1. Definitions.

34:15C-2. Creation; allocation within department of labor.

34:15C-3. Members; appointment; term; vacancies; removal; reimbursement of expenses; vote necessary.

34:15C-4. Executive director; duties; administrators; staff.

34:15C-5. Purpose.

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Section

- 34:15C-6. Powers and duties.
- 34:15C-7. Annual state employment and training plan.
- 34:15C-8. Quantifiable performance standards and guidelines; establishment; programs subject to standards.
- 34:15C-8.1. Establishment of criteria and procedures for evaluation of training services and providers pursuant to Employment and Workforce Development Act; annual evaluation; report.
- 34:15C-8.2. Establishment of criteria and procedures for evaluation of service providers; annual evaluation and report regarding implementation of job training programs.
- 34:15C-9. New Jersey institute for employment and training staff development; director; duties.
- 34:15C-10. Utilization of career information delivery system and comprehensive occupational information system by programs.
- 34:15C-11. Support for educational programs to enhance employment and training policy; standards for remedial education and for assessment of persons seeking access to programs.
- 34:15C-12. Annual budget.
- 34:15C-13. Rules and regulations.
- 34:15C-14. Needs-related payments; availability; notification; priorities.
- 34:15C-15. Private industry councils.
- 34:15C-16. Youth 2000 leadership conference.

34:15C-1. Definitions

As used in this act:

- a. "At-risk youth" means a teenage high school dropout or a teenage parent or other teenager whose pattern of behavior is likely to result in becoming a high school dropout.
- b. "Commission" means the State Employment and Training Commission established pursuant to section 5 of this act¹.
- c. "Employment and training programs" means programs and services which are State or federally funded and designed to develop or maintain the productivity and earning power of workers and job seekers.
- d. "Labor demand occupation" means an occupation which:
 - (1) The New Jersey Occupational Information Coordinating Committee has, pursuant to subsection h. of section 1 of P.L.1987, c. 457 (C.34:1A-76), determined is or will be, on a Statewide basis, subject to a significant excess of demand over supply for trained workers, based on a comparison of the total need or anticipated need for trained workers with the total number being trained; or
 - (2) The New Jersey Occupational Information Coordinating Committee, in conjunction with a private industry council, has, pursuant to subsection h. of section 1 of P.L.1987, c. 457 (C.34:1A-76), determined is or will be, in the region for which the council is responsible, subject to a significant excess of demand over supply for adequately trained workers, based on a comparison of total need or anticipated need for trained workers with the total number being trained.
- e. "Private industry council" means a private industry council established pursuant to section 18 of this act².

L.1989, c. 293, § 4, eff. Jan. 12, 1990.

¹ Section 34:15C-2.

² Section 34:15C-15.

Historical and Statutory Notes

Title of Act:

An Act creating a State Employment and Training Commission, amending P.L.1966, c. 129

and P.L.1987, c. 457, supplementing Title 34 of the Revised Statutes and making an appropriation. L.1989, c. 293.

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Library References

Words and Phrases (Perm.Ed.)

34:15C-2. Creation; allocation within department of labor

There is created in the Executive Branch of the State Government a commission which shall be known as the State Employment and Training Commission. For the purposes of complying with the provisions of Article V, Section IV, paragraph 1 of the New Jersey Constitution, the commission is allocated within the Department of Labor, but notwithstanding this allocation, the commission shall be independent of any supervision or control by the department or by any board or officer thereof. L.1989, c. 293, § 5, eff. Jan. 12, 1990.

34:15C-3. Members; appointment; term; vacancies; removal; reimbursement of expenses; vote necessary

The commission shall consist of the following members: the Commissioners of Commerce, Energy and Economic Development, Community Affairs, Education, Human Services, and Labor and the Chancellor of Higher Education, all of whom shall serve ex officio; one member of the Senate appointed by the Governor to serve during the two-year legislative session in which the appointment is made; one member of the General Assembly appointed by the Governor to serve during the two-year legislative session in which the appointment is made; and a number of public members as determined by the Governor pursuant to section 122 of the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1532). The public members shall be appointed by the Governor with the advice and consent of the Senate for terms of three years, except that of the public members first appointed by the Governor, not less than 30% shall be appointed for three years, not less than 30% shall be appointed for two years, and the others shall be appointed for one year. Not more than half of the members appointed by the Governor shall be of the same political party. The composition of the commission shall be consistent with the composition required for a State job training coordinating council pursuant to section 122(a)(3) of the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1532). Each member shall hold office for the term of appointment and until his successor is appointed and qualified. A member appointed to fill a vacancy occurring in the membership of the board for any reason other than the expiration of the term shall have a term of appointment for the unexpired term only. All vacancies shall be filled in the same manner as the original appointment. A member may be appointed for any number of successive terms. Any member appointed by the Governor may be removed from office by the Governor, for cause, after a hearing and may be suspended by the Governor pending the completion of the hearing. Members of the board shall serve without compensation, but shall be reimbursed for necessary expenses incurred in the performance of their duties as members. Action may be taken and motions and resolutions may be adopted by the board at a board meeting by an affirmative vote of a majority of the members. The Governor shall select a chairperson who shall be a nongovernmental member of the commission. Advanced notification for, and copies of the minutes of, each meeting of the commission shall be filed with the Governor, the President of the Senate and the Speaker of the General Assembly.

L.1989, c. 293, § 6, eff. Jan. 12, 1990.

34:15C-4. Executive director; duties; administrators; staff

The commission shall appoint an executive director. The executive director shall report to the chairperson of the commission and be responsible for administering the daily operations of the commission, and may appoint not more than four administrators. The executive director and the administrators shall serve in the State unclassified service. The commission may also hire and employ, pursuant to Title 11A, Civil Service, of the New Jersey Statutes, other professional, technical, and clerical staff as may be necessary to perform the functions assigned to the commission. The commission may call to its assistance and avail itself of the services of the employees

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of any other units of State government as it may require and as may be available to it for that purpose.

L.1989, c. 293, § 7, eff. Jan. 12, 1990.

34:15C-5. Purpose

The purpose of the commission shall be to develop and assist in the implementation of a State employment and training policy with the goal of creating a coherent, integrated system of employment and training programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power. 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.

L.1989, c. 293, § 8, eff. Jan. 12, 1990.

34:15C-6. Powers and duties

The commission shall:

- a. Issue the annual State employment and training plan pursuant to the provisions of section 10 of this act;¹
- b. Establish performance standards for training and employment programs pursuant to section 11 of this act;²
- c. Conduct its responsibilities in relationship to the New Jersey Institute for Employment and Training Staff Development as required pursuant to section 12 of this act;³
- d. Foster and coordinate initiatives of the Departments of Education and Higher Education to enhance the contributions of public schools and institutions of higher education to the implementation of the State employment and training policy;
- e. Examine federal and State laws and regulations to assess whether those laws and regulations present barriers to achieving any of the goals of this act. The commission shall, from time to time as it deems appropriate, issue to the Governor and the Legislature reports on its findings, including recommendations for changes in State or federal laws or regulations concerning employment and training programs or services, including, when appropriate, recommendations to merge other State advisory structures and functions into the commission;
- f. Perform the duties assigned to a State job training coordinating council pursuant to Section 122 of Title I of the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1532) and Title III of that act (29 U.S.C. § 1651 et seq.);
- g. Have the authority to enter into agreements with the commissioner or chancellor, as the case may be, of each State department which administers or funds employment or training programs, including, but not limited to, the Departments of Labor, Community Affairs, Education, Higher Education, and Human Services, which agreements are for the purpose of assigning planning, policy guidance and oversight functions to each private industry council with respect to any employment or training program funded or administered by the State department within the private industry council's respective labor market area or service delivery area, as the case may be; and
- h. Establish guidelines to be used by the private industry councils in performing the planning, policy guidance, and oversight functions assigned to the councils under any agreement reached by the commission with a department pursuant to subsection g. of this section.

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The commission shall have access to all files and records of other State agencies and may require any officer or employee therein to provide such information as it may deem necessary in the performance of its functions.

L.1989, c. 293, § 9, eff. Jan. 12, 1990.

¹ Section 34:15C-7.

² Section 34:15C-8.

³ Section 34:15C-9.

34:15C-7. Annual State employment and training plan

The commission shall announce an annual employment and training plan. The plan shall include:

a. A description of the State employment and training policy developed pursuant to section 8 of this act;¹

b. An assessment and an evaluation of the demand for various kinds of trained workers in New Jersey and recommendations on how to direct the State's employment and training efforts to be most effective in using that demand to increase the productivity and earning power of the work force;

c. Estimates of the numbers of individuals who are eligible for or in need of different types of training and employment services, the percentage of them who currently receive each type of service from either the public or private sectors, and comprehensive proposals for increasing the percentage of eligible individuals who receive each type of service, with priority given to those individuals who are confronted with the most serious difficulties in obtaining the education and training they need to attain their full productive and earning potentials;

d. A description of any performance standards established pursuant to section 11 of this act² and remedial education standards established pursuant to section 14 of this act³ and any evaluation of an employment and training program based on those standards;

e. Evaluations of other existing employment and training programs, their goals and structures, and the consistency of each program with the State employment and training policy developed by the commission;

f. (1) Evaluations of the organizational structures, functions and activities of governmental agencies performing advisory functions or activities in relation to employment and training programs or services, including advisory functions and activities performed in connection with vocational education, adult education, apprenticeship, vocational rehabilitation and human services programs; and

(2) Recommendations to the Governor about coordination of the State's efforts in these program areas, including, if the commission deems appropriate, a recommendation to the Governor for the transfer of these advisory functions and activities to the jurisdiction of the commission; and

g. Recommendations for any other changes the commission deems appropriate in the overall structure of the State's employment and training system, including the consolidation of duplicative programs and services and the reallocation of State and federal funds to the agencies able to make the best use of those funds.

Each report shall be submitted to the Governor, the Legislature and each department charged with the operation of any program or service which is evaluated by the commission or the subject of a recommendation in the report.

The commission may, at any other time as it deems appropriate, issue additional reports to the Governor and the Legislature concerning any of the subjects addressed in the annual State employment and training plan.

L.1989, c. 293, § 10, eff. Jan. 12, 1990.

¹ Section 34:15C-5.

² Section 34:15C-8.

³ Section 34:15C-11.

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34:15C-8. Quantifiable performance standards and guidelines; establishment; programs subject to standards

a. The commission shall establish quantifiable performance standards for evaluating each employment and training program, and guidelines for procedures to encourage and enforce compliance with those standards. The commission shall establish the standards and procedures in conjunction with the Department of Labor and any other department which funds or administers the program.

The standards shall be designed to measure the success of each program in assisting the individuals it serves to attain and maintain high levels of productivity and earning power, through preparation for employment in occupations with significant opportunities for career advancement. The standards shall take into account the specific needs and characteristics of the target populations which the programs serve.

b. Each employment and training program, including any program funded or established pursuant to P.L.1983, c. 328 (C.34:15B-11 et al.), P.L.1987, c. 71 (C.34:15B-27 et seq.), the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.), or Title VI of the "Omnibus Trade and Competitiveness Act of 1988," Pub.L. 100-418 (20 U.S.C. § 5001 et al.), is hereby deemed to be subject to the performance standards and guidelines established pursuant to subsection a. of this section. The performance standards for the program shall be based on factors including, but not limited to:

(1) The percentage of trainees who are placed, following completion of the program, in employment in the occupation for which they are trained or who are enrolled for further education or training, if those enrollments are a goal of the program;

(2) The success of the program in sustaining or increasing the trainees' levels of earnings, based on wage levels upon placement in employment, and the trainees' potential for further advancement. The factors indicated in this paragraph shall be given a weight of not less than 20% in the evaluation of the program, unless enrollment for further education or training is a goal of the program;

(3) The percentage of trainees served by the program who are designated under the performance standards as having the greatest need for the services provided by the program, based on criteria appropriate to the program; and

(4) The success of the program in facilitating the remedial education which the program is required to make available to trainees under standards established pursuant to section 14 of this act.¹

In establishing performance standards, the commission shall not use criteria which may adversely affect the assessment of a program because of any emphasis the program may have on long-term vocational training and education.

The commission shall establish dates by which each department administering employment and training programs shall adopt the standards and guidelines for use in the planning, budgeting and administration of those programs.

The standards shall apply to a program which is federally funded except to the extent that application of the standards would prevent the program from receiving the federal funding.

L.1989, c. 293, § 11, eff. Jan. 12, 1990.

¹ Section 34:15C-11.

34:15C-8.1. Establishment of criteria and procedures for evaluation of training services and providers pursuant to Employment and Workforce Development Act; annual evaluation; report

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 43, § 16, set out as a note below. See, also, § 34:15C-8.2, post.

The State Employment and Training Commission shall, in a manner which complies with all provisions of this act and with the provisions of section 11 of P.L.1989, c. 293 (C. 34:15C-8):

a. Establish criteria and procedures for the evaluation of employment and training services funded pursuant to this act;

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b. Establish criteria and procedures for the evaluation and approval of service providers pursuant to section 8 of this act¹; and

c. Conduct an annual evaluation of the program and make an annual report to the Governor and the Legislature regarding the effectiveness of the program in implementing the purposes of this act during the previous State fiscal year. The report shall include information regarding the effectiveness of the program and of individual service providers in enhancing the long-term productivity and earning power of trainees and in placing the trainees in permanent employment. The report made by the commission pursuant to this subsection for the fiscal year ending June 30, 1996 shall be submitted to the Governor and the Legislature not later than December 31, 1995. The commission shall include an assessment of the appropriateness of continuing the program. If the commission determines that the program should be continued, draft legislation, which shall include any modifications in this act deemed appropriate by the commission.

L.1992, c. 43, § 13.

¹ Section 34:15D-8.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15C-8.2. Establishment of criteria and procedures for evaluation of service providers; annual evaluation and report regarding implementation of job training programs

See, also, § 34:15C-8.1, ante.

The State Employment and Training Commission shall:

a. Establish criteria and procedures for the evaluation and approval of service providers consistent with the provisions of section 6 of this act;¹ and

b. Conduct an annual evaluation and make an annual report to the Governor and the Legislature regarding the implementation of the provisions of this act during the previous State fiscal year. The report shall include information regarding the effectiveness of individual service providers in enhancing the long-term productivity and earning power of trainees and in placing the trainees in permanent employment.

L.1992, c. 48, § 8, eff. July 7, 1992.

¹ Section 34:15B-40.

Historical and Statutory Notes

Statement: Committee statement to Assembly, No. 1407—L.1992, c. 48, see § 34:15B-35.

34:15C-9. New Jersey institute for employment and training staff development; director; duties

a. There is created, within the commission, a New Jersey Institute for Employment and Training Staff Development. The institute shall be headed by a director who shall be appointed by and under the supervision of the Executive Director of the commission. The Director of the Institute for Employment and Training Staff Development shall:

(1) Continuously evaluate the need for upgrading the professional and technical competence of employees of State and local employment and training agencies;

(2) Develop curricula, seminars, conferences, advanced training courses and similar activities to improve the level of competence of employment and training staff; and

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- (3) Be authorized to enter into contracts with providers of staff development services in accordance with an annual plan and budget approved by the commission. The contracts shall be issued in accordance with established State procedures.
- b. Nothing in this act shall be construed to affect the authority of the Commissioner of Personnel to review and approve training programs for State employees pursuant to N.J.S. 11A:6-25.

L.1989, c. 293, § 12, eff. Jan. 12, 1990.

34:15C-10. Utilization of career information delivery system and comprehensive occupational information system by programs

The commission shall establish such requirements as it deems appropriate for each employment and training program to utilize: the New Jersey Career Information Delivery System for the delivery of individual career decision-making information; and the comprehensive occupational information system designed and implemented by the New Jersey Occupational Information Coordinating Committee pursuant to P.L.1987, c. 457 (C.34:1A-76 et seq.) for program planning. The New Jersey Career Information Delivery System shall be used by entities administering job training programs within service delivery areas established pursuant to the provisions of the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.), unless it is demonstrated that alternative services are more effective for the delivery of individual career decision-making information.

L.1989, c. 293, § 13, eff. Jan. 12, 1990.

34:15C-11. Support for educational programs to enhance employment and training policy; standards for remedial education and for assessment of persons seeking access to programs

a. The commission shall foster and coordinate initiatives of the Department of Education and the Department of Higher Education to maximize the contributions of the State's public schools and institutions of higher education in implementing the State employment and training policy developed by the commission. The commission shall foster and coordinate initiatives of the Department of Education and the Department of Higher Education which will enhance the State's efforts to assist at-risk youths in achieving educational success and making successful transitions to work. The commission shall foster initiatives of the Department of Higher Education among institutions of higher education which will enhance the State's employment and training efforts, including: the coordination of vocational programs between institutions; more use of facilities at institutions which provide education at or above the level of county colleges, including, but not limited to, the Advanced Technology Centers established pursuant to P.L.1985, c.102 (C.52:9X-1 et seq.), P.L.1985, c.103 (C.18A:64J-1 et seq.), P.L.1985, c.104 (C.18A:64J-8 et seq.), P.L.1985, c.105 (C.18A:64J-15 et seq.), and P.L.1985, c.106 (C.18A:64J-22 et seq.); developing more programs to offer four year degrees for working students who attend only at nights and on weekends; and expanding programs which provide college credit for training and educational experiences outside of traditional academic contexts.

b. The commission shall have the responsibility, jointly with the Department of Education, the Department of Labor and the Department of Higher Education, to: (1) establish standards regarding the minimum levels of remedial education which shall be made available to a trainee under any employment and training program, including any program of training undertaken in connection with additional unemployment compensation benefits provided pursuant to the provisions of P.L.1992, c.47 (C.43:21-57 et al.) or any program funded or established pursuant to the "1992 New Jersey Employment and Workforce Development Act," P.L.1992, c. 43 (C.34:15D-1 et al.), the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.), or Title VI of the "Omnibus Trade and Competitiveness Act of 1988," Pub.L. 100-418 (20 U.S.C. § 5001 et al.); and (2) coordinate the development of appropriate intake and assessment instruments and procedures for the assessment of persons seeking access to employment and training programs. The remedial education standards shall take into account the differing needs and characteristics of the various target populations which the programs serve. The remedial education

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standards shall be based on evaluations of the minimum levels of basic skills needed to succeed in particular types of vocational training offered under the programs and any additional improvements in basic skills needed by individuals of each target population to successfully adapt to the State's changing economy. The standard for the minimum level of remedial education which shall be made available to an individual receiving the vocational training for a particular occupation shall not be less than the level necessary to attain the minimum basic skill levels indicated as needed for that occupation in the Dictionary of Occupational Titles issued by the United States Department of Labor. The commission, the Department of Education, the Department of Labor, and the Department of Higher Education, may jointly set this standard at a higher level, and if they do not, the level indicated in the Dictionary of Occupational Titles shall be regarded as the established standard. L.1989, c. 293, § 14, eff. Jan. 12, 1990; L.1992, c. 43, § 14, eff. July 7, 1992; L.1992, c. 47, § 12, eff. July 7, 1992; L.1992, c. 48, § 9, eff. July 7, 1992.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 43, § 14, in par. (1) of subsec. b., included programs established pursuant to § 34:15D-1 et seq.; provided that standards for remedial education were based on evaluations of skills needed to succeed in particular occupations; set the minimum level as that required for an occupation by the U.S. Department of Labor in the Dictionary of Occupational Titles, but allowed standards to be set at higher levels.

L.1992, c. 47, § 12, incorporated amendment by L.1992, c. 43, § 14, and in par. (1) of subsec. b., included training programs undertaken in connection with additional unemployment benefits provided pursuant to § 43:21-57 et al. and omitted references to § 34:15B-11 et seq. and § 34:15B-27 et al.

L.1992, c. 48, § 9, incorporated amendment by L.1992, c. 43, § 14; incorporated only amendment by L.1992, c. 47, § 12, that deleted references to § 34:15B-11 et seq. and § 34:15B-27 et al.; in par. (1) of subsec. b., failed to incorporate provision including programs of training undertaken in connection with additional unemployment compensation benefits provided pursuant to § 43:21-57 et al.

L.1992, c. 48, § 9, was corrected by the Legislative Counsel with the concurrence of the Attorney

General under the authority of § 1:3-1 to incorporate the inadvertently omitted provisions of the amendment of this section by L.1992, c. 47, § 12, by inserting "any program of training undertaken in connection with additional unemployment compensation benefits provided pursuant to the provisions of P.L.1992, c. 47 (C.43:21-57 et al.) or" in the first sentence of subsec. b; and by recognizing that both chapters deleted "P.L.1983, c. 328 (C.34:15B-11 et seq.); P.L.1987, c. 71 (34:15B-27 et al.)" following "funded or established pursuant to" in the first sentence of subsec. b., both chapters inserted "the '1992 New Jersey Employment and Workforce Development Act,' P.L.1992, c. 43 (C.43:15D-1 et al.)" in the first sentence of subsec. b., and that both chapters added the third, fourth, and fifth sentences of subsec. b.

Statements: Committee statement to Assembly, No. 1407—L.1992, c. 48, see § 34:15B-35.

Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

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

Executive Orders:

State Council on Adult Education and Literacy. Florio Executive Order No. 68, Oct. 29, 1992, as amended by Order No. 77, Jan. 7, 1993.

34:15C-12. Annual budget

The chairperson of the commission shall prepare an annual budget for the commission.

L.1989, c. 293, § 15, eff. Jan. 12, 1990.

34:15C-13. Rules and regulations

The commission shall adopt rules and regulations pursuant to the "Administrative Procedure Act," P.L.1968, c. 410 (C.52:14B-1 et seq.) necessary to effectuate the provisions of this act.

L.1989, c. 293, § 16, eff. Jan. 12, 1990.

34:15C-14. Needs-related payments; availability; notification; priorities

a. Not more than 25% of the funds expended in the State under Title III of the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1651 et seq.) shall be used to provide needs-related payments as defined in section 314 of that act (29

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U.S.C. § 1661). Each individual who applies to receive or is otherwise given consideration to receive training under Title III of the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1651 et seq.) shall be notified of the availability of the needs-related payments.

b. In providing the needs-related payments, priority shall be given to any individual who:

- (1) Is eligible to receive needs-related payments under that act; and
- (2) Is qualified to receive a trade readjustment allowance pursuant to section 231 of Title II of Pub.L. 93-618 (19 U.S.C. § 2291), but is not receiving the allowance because moneys are not available under that act.

If an individual receives needs-related payments for a given period of time pursuant to this subsection, and a trade readjustment allowance later becomes retroactively available for the same time period, a portion of the allowance not greater than the amount given to the individual in needs-related payments may be reimbursed to the State, if permitted by law.

c. A provision of this section shall not apply to the extent that it results in any reduction of the total amount of federal funds received by the State.

L.1989, c. 293, § 17, eff. Jan. 12, 1990.

34:15C-15. Private industry councils

a. There shall be a private industry council for each service delivery area. Each service delivery area established by the Governor shall have the same boundaries as the labor market area of which it is a part, except in cases where the boundaries are different because the Governor is required, pursuant to section 101 of Pub.L. 97-300 (29 U.S.C. § 1511), to approve a request to be a service delivery area made by a unit of general local government with a population of 200,000 or more, or a consortium of contiguous units of general local government with an aggregate population of 200,000 or more which serves a substantial part, but not all, of the labor market area.

b. Each private industry council shall be in conformity with section 102 of Pub.L. 97-300 (29 U.S.C. § 1512) and shall consist of:

- (1) Representatives of the private sector, who shall constitute a majority of the membership of the council and who shall be owners of business concerns, chief executives or chief operating officers of nongovernmental employers, or other private sector executives who have substantial management or policy responsibility; and
- (2) Representatives of organized labor, rehabilitation agencies, community-based organizations, economic development agencies, the public employment service and educational agencies which are representative of all educational agencies in the service delivery area.

The chairman of the council shall be selected from among members of the council who are representative of the private sector.

c. Members of the council shall be appointed from among individuals nominated by appropriate organizations in accordance with section 102 of Pub.L. 97-300 (29 U.S.C. § 1512). If there is only one unit of general local government in the service delivery area with experience in administering job training programs, the chief elected official of that unit shall determine the initial number of members on the council and shall appoint the members. If there are two or more units in the service delivery area with experience in administering job training programs, the chief elected officials of those units shall, in accordance with an agreement entered into by all of those units, determine the initial number of members on the council and appoint the members. In the absence of an agreement by all of the units, the Governor shall determine the initial number of members on the council and appoint the members. Members shall be appointed for fixed and staggered terms and may serve until their successors are appointed. A vacancy in the membership of the council shall be filled in the same manner as the original appointment. A member of the council may be removed for cause in accordance with procedures established by the council.

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d. The Governor shall certify a private industry council if he determines that its composition and appointments are consistent with the provisions of this section and Pub.L. 97-300 (29 U.S.C. § 1501 et seq.). The certification shall be made or denied not later than 30 days after the date on which a list of members and necessary supporting documentation are submitted to the Governor. The council shall, within 30 days after its certification by the Governor, be convened by the official or officials who made the appointments to the council under subsection c. of this section. The council shall meet at least four times per year, with meetings open to attendance by interested persons pursuant to the "Open Public Meetings Act," P.L.1975, c. 231 (C.10:4-6 et seq.).

e. Each private industry council established pursuant to this act shall:

(1) Provide policy guidance for, and exercise oversight with respect to, all employment and training programs within its labor market area in partnership with the unit or units of general local government within the area. To provide the policy guidance and oversight, the council shall review and evaluate the programs and, as appropriate, make recommendations to the Governor, the Legislature, or any State agency or local governing entity involved in the funding or administration of the programs. The recommendations shall be based primarily on how effective each program is in meeting relevant performance standards, including standards regarding the cost and quality of training and the characteristics of participants. The council shall provide any planning, policy guidance or oversight with respect to employment and training programs in accordance with any agreement entered into pursuant to subsection g. of section 9 of this act¹ by the commission and the department administering or funding the programs.

(2) Establish skill level and competency guidelines consistent with the provisions of this act to be used as a basis for the selection of skill training programs and competency curriculum in its service delivery area;

(3) Assist in the development, approval and submission of the state employment services operating plan for its labor market area;

(4) Prepare and approve a budget for itself in accordance with the job training plan adopted pursuant to Pub.L. 97-300 (29 U.S.C. § 1501 et seq.);

(5) Submit to the State Employment and Training Commission, by September 1 of each year, an annual report covering the immediately preceding program period of July 1 to June 30. The report shall contain:

(a) An account of activities during the program period, including all coordination activities undertaken by the council to eliminate unnecessary duplication of services and foster a unified delivery system;

(b) Information describing the extent to which the activities failed or succeeded in meeting relevant performance standards; and

(c) The skill level and competency guidelines to be used in the upcoming year;

(6) Fulfill any other role or function of a private industry council required pursuant to Pub.L. 97-300 (29 U.S.C. § 1501 et seq.); and

(7) Assume any additional responsibilities assigned to it by the Governor in consultation with the State Employment and Training Commission.

f. In order to carry out its functions under this act, a private industry council may:

(1) Hire staff;

(2) Incorporate as a non-profit or other entity;

(3) Act, under agreement with the chief elected official or officials, as the administrative entity for employment and training programs funded within the labor market area; and

(4) Seek, obtain and expend additional funding for the programs from public and private sources.

g. Funds provided or administered by a private industry council shall not be used to duplicate facilities or services available in the council's service delivery area, with or without reimbursement, from federal, State or local sources, unless it is demonstrated that alternative services or facilities would be more effective or more likely to achieve the service delivery area's performance goals. Appropriate educational

agencies and services available for participants living in the service delivery area shall be utilized unless the administrative entity demonstrates that alternative agencies or services would be more effective and have greater potential to enhance the participants' continued occupational and career growth.

h. No member of a private industry council established pursuant to this act 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. Private industry councils shall be subject to policies concerning conflict of interest and nepotism prescribed by the Commissioner of Labor.

i. The Commissioner of Labor, in conjunction with the State Employment and Training Commission, shall establish criteria for awarding pilot grants to private industry councils to assist them in implementing the purposes of this section. The commissioner shall expend not less than 85% of any funds appropriated to effectuate the purposes of this subsection for the pilot grants and not more than 15% of the funds for the costs of contracting, monitoring, evaluating and auditing the pilot grants. The commissioner shall report to the Governor and the Legislature and to the State Employment and Training Commission on the results of the evaluation of the pilot grants.

L.1989, c. 293, § 18, eff. Jan. 12, 1990.

¹ Section 34:15C-6.

34:15C-16. Youth 2000 leadership conference

The Commissioner of Education, in consultation with the Commissioners of Labor and Community Affairs; the Chancellor of Higher Education and the Chairperson of the State Employment and Training Commission shall convene a Youth 2000 Leadership Conference. The conference shall:

- a. Address the future needs of the State's youth, with particular emphasis on at-risk youth;
- b. Develop a broad outline for future steps to be taken cooperatively among the departments and the State Employment and Training Commission to deal with at-risk youth and the need for alternative learning systems; and
- c. Develop proposals for innovative pilot programs to assist youth in becoming better prepared for employment.

L.1989, c. 293, § 19, eff. Jan. 12, 1990.

CHAPTER 15D

NEW JERSEY EMPLOYMENT AND WORKFORCE DEVELOPMENT ACT

- Section
- 34:15D-1. Short title.
 - 34:15D-2. Legislative findings and declaration.
 - 34:15D-3. Definitions.
 - 34:15D-4. Workforce development partnership program; purpose; services provided.
 - 34:15D-5. Office of customized training; eligibility; application.
 - 34:15D-6. Training grants; maximum amount; annual adjustments.
 - 34:15D-7. Counseling.
 - 34:15D-8. Service providers; records; evaluation.
 - 34:15D-9. Workforce development partnership fund.
 - 34:15D-10. Duties of commissioner.
 - 34:15D-11. Rules and regulations.
 - 34:15D-12. Definitions.
 - 34:15D-13. Worker and employer contributions.
 - 34:15D-14. Transfer of funds; terms of repayment to disability benefits fund.
 - 34:15D-15. Duty of employer to withhold and transmit worker contributions; liability for failure to deduct contribution.

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Section

- 34:15D-16. Liability of employer for failure to make report or permit inspection; penalties.
- 34:15D-17. Refund to employee for excess contributions; entitlement to gross income tax credit.
- 34:15D-18. Checks not presented for payment within six years.
- 34:15D-19. Establishment of schedule of offenses punishable by fine.
- 34:15D-20. Rules and regulations.

34:15D-1. Short title

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

This act shall be known and may be cited as the "1992 New Jersey Employment and Workforce Development Act."

L.1992, c. 43, § 1.

Assembly Appropriations Committee Statement

Assembly, No. 1402—L.1992, c. 43

The Assembly Appropriations Committee reports favorably Assembly Bill No. 1402(1R).

Assembly Bill No. 1402(1R) establishes a Workforce Development Partnership Program, with the main purpose of providing currently employed and recently displaced workers with the employment and training services most likely to provide them the greatest opportunity for long-range career advancement with high levels of productivity and earning power. The current funding level for the training of economically disadvantaged individuals is also sustained by the bill.

The program is authorized to expend funds from the Workforce Development Partnership Fund established by the bill to provide: training grants to individual displaced workers or customized training services tailored to the needs of employers; the cost of counseling and evaluation for prospective trainees; and program administrative and evaluation costs not to exceed 10.5% of the funds dedicated to the program.

Contractors providing program employment and training services must be approved pursuant to standards adopted by the State Employment and Training Commission. Contractors may not expend more than 10% of funds from the program for their administrative, overhead, or other costs which are not direct costs of providing the services.

All vocational training provided by the program must be likely to substantially enhance the individual's marketable skills and earning power, training for a labor demand occupation (except for customized training needed to prevent the loss of existing jobs or in connection with the relocation of a plant from out of State). Not less than 30% of program funds must be reserved for training laid-off workers, not less than 8% of the funds must be reserved for training other economically disadvantaged individuals and not less than 3% must be reserved for occupational safety and health training.

The bill prohibits the use of program funds to encourage or assist any displacement of currently employed workers, any relocations resulting in a loss of employment at a previous New Jersey workplace, or training used to replace or duplicate approved existing apprenticeship programs. Standards are set regarding on-the-job training to ensure it is appropriate to the jobs and the trainee. Counseling, including assessment of job skills, literacy skills, remedial education, labor market information, and a written services plan, must be made available to any prospective trainee, except for a current employee of a business participating in customized training.

The bill codifies the existing Office of Customized Training, which provides funding for employment and training services to meet the needs of individual businesses, employer, labor or community-based organizations or

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consortiums of any of those groups combined with educational institutions. An applicant must provide a business plan which shows that: the business will provide significantly less training without the requested funding; the training is part of a comprehensive long-term human-resource development plan; and most of the training will be for work primarily in the direct production of goods or services. Employers are required to provide a matching contribution of 40% of the total cost of the customized training services, except as otherwise warranted. The employers are required to hire or retain each worker who successfully completes the training.

The bill provides, to the extent funds permit, for a training grant for each eligible displaced worker to pay for employment and training services included in the worker's Employability Development Plan. Training grants are limited to \$4,000, adjusted annually, except as more may be needed for remediation.

The bill's provisions will expire on December 31, 1997. The State Employment and Training Commission will, no later than December 31, 1996, provide the Governor and the Legislature with an evaluation of the program and recommendations regarding continuing the program after the expiration date.

FISCAL IMPACT:

The bill repeals all existing sections of law concerning customized training, including the law that established the existing New Jersey Jobs Training Program, P.L.1983, c.328, (C.34:15B-11 et seq.), eliminating the program that provided job-training for a variety of economically disadvantaged individuals, including the long-term unemployed and welfare recipients. The allocation by the bill of 8% of program funds for the economically disadvantaged is therefore, in effect, a "hold harmless" provision which sustains existing funding for training for that group. The program would instead be funded from the Workforce Development Partnership Fund established pursuant to the act now pending before the Legislature as Assembly Bill No. 1403(1R) of 1992, which would be supported by reduction of current unemployment insurance taxes and the simultaneous levy of a new payroll tax of an identical amount, permitting a reduction of \$3.9 million in expenditures from the general fund.

Historical and Statutory Notes

1992 Legislation

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

"This act shall take effect immediately [July 7, 1992] and sections 1 through 13 [adding §§ 34:15D-1 to 34:15D-11, 34:1A-78 and

34:15C-8.1, respectively] of this act shall expire on December 31, 1997."

Title of Act:

An Act establishing the Workforce Development Partnership Program and revising parts of the statutory law.

34:15D-2. Legislative findings and declaration

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

The Legislature finds and declares that:

- a. New Jersey, facing an intensely competitive world economy, must choose whether to compete against countries that have low-paid, unskilled workforces or to compete for the high-productivity jobs that can provide a foundation for an economic leadership position for New Jersey and high living standards for all of its citizens;
- b. If New Jersey is going to take the high-skill, high-productivity, high-wage path, it will need a genuine partnership between business, labor and government to invest in the first-rate training and education for front-line workers needed to stimulate greater worker involvement in promoting innovation, quality control and responsiveness to rapid technological advances in production;
- c. Current private sector efforts to train and educate employees in New Jersey are extensive, involving the expenditure of hundreds of millions of dollars, but the

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overwhelming majority of those expenditures goes to the minority of employees, usually placed in management, scientific and technical positions, who already have college degrees;

d. The inadequate emphasis on training and ongoing education for the broad majority of front-line workers is further compounded by the fact that 90% of job training expenditures by American businesses is spent by only one half of one percent of American businesses;

e. Although current training programs for the long-term jobless and other disadvantaged individuals have increased skilled labor resources in the State, and although federal funding for those programs is inadequate to cover more than a small minority of those eligible, there is an even greater need for new public resources to upgrade the skills of vastly larger numbers of currently employed, or recently displaced, mainstream front-line workers;

f. Proposals have been made by the administrations of both Governor Kean and Governor Florio to redirect existing payroll taxes to fund a broader and more in-depth program of worker training and access to life-long education, a method successfully employed by other States and by leading international industrial competitors, such as Germany, Japan and France;

g. The potential contribution of business-labor cooperation to create a highly productive workforce has also been demonstrated, domestically and overseas, by the effectiveness of apprenticeship programs in certain skilled trades;

h. It is therefore an appropriate public purpose to sustain the current level of support of training programs for disadvantaged individuals and to establish, with the active participation of New Jersey's business and labor communities, a broader program of expanded, high-quality training and education, including needed basic skills education, for currently employed and recently displaced front-line workers, funded by the redirection of a portion of existing payroll taxes.

L.1992, c. 43, § 2.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-3. Definitions

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

As used in this act:

"Administrative costs" means any costs incurred by the department to administer the program, including any cost required to collect information and conduct evaluations of service providers pursuant to section 8 of this act¹ and conduct surveys of occupations pursuant to section 12 of this act,² to the extent that funding is not available from federal or other sources.

"Approved service provider" means a service provider approved pursuant to section 8 of this act.

"Commission" means the State Employment and Training Commission.

"Commissioner" means the Commissioner of Labor or the commissioner's designees.

"Customized training services" means employment and training services which are provided by the Office of Customized Training pursuant to section 5 of this act.³

"Department" means the State Department of Labor.

"Employer" or "business" means any employer subject to the provisions of R.S. 43:21-1 et seq.

"Employment and training services" means:

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

"Fund" means the Workforce Development Partnership Fund established pursuant to section 9 of this act.⁴

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

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

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

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

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

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

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

"Qualified displaced worker" means a worker who:

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

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

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

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

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

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

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from the State disability benefits fund pursuant to section 3 of P.L.1992, c. 44 (C. 34:15D-14), minus any repayment made during that fiscal year from the fund to the State disability benefits fund pursuant to that section.

"Training grant" means a grant provided to fund vocational training and any needed remedial education for a qualified displaced or disadvantaged worker pursuant to section 6 of this act.⁵

"Vocational training" means training or education which is related to an occupation and is designed to enhance the marketable skills and earning power of a worker or job seeker.

L.1992, c. 43, § 3.

¹ Section 34:15D-8.

² Section 34:1A-78.

³ Section 34:15D-5.

⁴ Section 34:15D-9.

⁵ Section 34:15D-6.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-4. Workforce development partnership program; purpose; services provided

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

a. The Workforce Development Partnership Program is hereby established in the Department of Labor and shall be administered by the Commissioner of Labor. The purpose of the program is to provide qualified displaced, disadvantaged and employed workers with the employment and training services most likely to provide the greatest opportunity for long-range career advancement with high levels of productivity and earning power. To implement that purpose, the program shall provide those services by means of training grants or customized training services, to the extent that funding for the services is not available from federal or other sources. The commissioner is authorized to expend moneys from the Workforce Development Partnership Fund to provide the training grants or customized training services and provide for each of the following:

(1) The cost of counseling required pursuant to section 7 of this act,¹ to the extent that adequate funding for counseling is not available from federal or other sources;

(2) Reasonable administrative costs not to exceed 10% of the revenues collected pursuant to section 2 of P.L.1992, c. 44 (C. 34:15D-13) during any one fiscal year, except for additional start-up administrative costs approved by the Director of the Office of Management and Budget during the first year of the program's operation;

(3) Reasonable costs, not exceeding 0.5% of the revenues collected pursuant to section 2 of P.L. 1992, c. 44 (C. 34:15D-13) during any one fiscal year, as required by the State Employment and Training Commission to design criteria and conduct an annual evaluation of the program; and

(4) The cost of reimbursement to individuals for excess contributions pursuant to section 6 of P.L.1992, c. 44 (C. 34:15D-17).

b. Not more than 10% of the moneys received by any service provider pursuant to this act shall be expended on anything other than direct costs to the provider of providing the employment and training services, which direct costs shall not include any administrative or overhead expense of the provider.

c. Training and employment services shall be provided to a worker who receives counseling pursuant to section 7 of this act only if the counselor who evaluates the worker pursuant to that section determines that the worker can reasonably be

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

d. All vocational training provided under this act:

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

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

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

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

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

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

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

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

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

L.1992, c. 43, § 4.

1 Section 34:15D-7.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

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

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

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

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from the fund shall be used to provide employment and training services to eligible applicants approved by the commissioner.

b. An applicant shall be eligible for customized training services if it is one of the following:

(1) An individual employer that seeks the customized training services to create, upgrade or retain jobs in a labor demand occupation;

(2) An individual employer that seeks customized training services to upgrade or retain jobs in an occupation which is not a labor demand occupation, if the commissioner determines that the services are necessary to prevent the likely loss of the jobs or that the services are being provided to employees at a facility which is being relocated from another state into New Jersey;

(3) An employer organization, labor organization or community-based organization seeking the customized training services to provide training in labor demand occupations in a particular industry; or

(4) A consortium made up of one or more educational institutions and one or more eligible individual employers or labor, employer or community-based organizations that seeks the customized training services to provide training in labor demand occupations in a particular industry.

c. Each applicant seeking customized training services shall submit an application to the commissioner in a form and manner prescribed in regulations adopted by the commissioner. The application shall be accompanied by a business plan of each employer which will receive customized training services if the application is approved. The business plan shall include:

(1) A justification of the need for the services and funding from the office, including information sufficient to demonstrate to the satisfaction of the commissioner that the applicant will provide significantly less of the services if the requested funding is not provided by the office;

(2) A comprehensive long-term human-resource development plan which:

(a) Extends significantly beyond the period of time in which the services are funded by the office; and

(b) Significantly enhances the productivity and competitiveness of the employer operations located in the State and the employment security of workers employed by the employer in the State;

(3) Evidence, if the training sought is for an occupation which is not a labor demand occupation, that the customized training services are needed to prevent job loss caused by obsolete skills, technological change or national or global competition or that the services are being provided to employees at a facility which is being relocated from another state into New Jersey;

(4) Information demonstrating that most of the individuals receiving the services will be trained primarily for work in the direct production of goods or services; and

(5) Any other information which the commissioner deems appropriate.

The commissioner may provide whatever assistance he deems appropriate in the preparation of the application and business plan, which may include labor market information, projections of occupational demand and information and advice on alternative training and education strategies.

d. Each employer that receives customized training services shall contribute a minimum of 40% of the total cost of the customized training services, except that the commissioner shall set a higher or lower minimum contribution by an employer, if warranted by the size and economic resources of the employer or other factors deemed appropriate by the commissioner.

e. Each employer receiving customized training services shall hire or retain in permanent employment each worker who successfully completes the training and education provided under the customized training. The employer shall be entitled to select the qualified employed, disadvantaged or displaced workers who will participate in the customized training, except that if any collective bargaining unit represents a qualified employed worker, the selection shall be conducted in a manner acceptable to both the employer and the collective bargaining unit. The commissioner shall provide for the withholding, for a time period he deems appropriate, of

whatever portion he deems appropriate of program funding as a final payment for customized training services, contingent upon the hiring and retention of a program completer as required pursuant to this section.

f. The customized training services provided to an approved applicant may include any combination of employment and training services or any single employment and training service approved by the commissioner, including remedial education provided to upgrade workplace literacy. Each service may be provided by a separate approved service provider.

g. Customized training services shall include any remedial education determined necessary pursuant to section 7 of this act.¹ Applications for customized training services shall include estimates of the total need for remedial education determined in a manner deemed appropriate by the commissioner.

h. Any business seeking customized training services shall, in the manner prescribed by the commissioner, participate in the development of a plan to provide the services. Any business seeking customized training services for workers represented by a collective bargaining unit shall notify the collective bargaining unit and permit it to participate in developing the plan. No customized training services shall be provided to a business employing workers represented by a collective bargaining unit without the written consent of both the business and the collective bargaining unit.

i. Any business receiving customized training services shall be responsible for providing workers' compensation coverage for any worker participating in the customized training.

L.1992, c. 43, § 5.

¹ Section 34:15D-7.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-6. Training grants; maximum amount; annual adjustments

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

The Workforce Development Partnership Program shall, to the extent that resources available in the fund permit, provide, for each qualified displaced or disadvantaged worker who undergoes counseling pursuant to section 7 of this act,¹ a training grant to pay for employment and training services which are identified in the Employability Development Plan developed pursuant to that section for that worker. No training grant made during the first 12 months following July 1, 1992 shall exceed the amount deemed reasonable by the commissioner for the particular training, which amount shall not exceed \$4,000, except that the commissioner may permit an additional amount, if he deems it necessary to provide remedial education identified in the Employability Development Plan.

The maximum amounts permitted for training grants may be adjusted annually thereafter by the commissioner, taking into consideration changes in the prevailing costs of services and the availability of alternative sources of funding for the services. Any cost for employment and training services which exceeds the amount of a training grant shall be the responsibility of the worker receiving the grant. The cost of counseling provided pursuant to section 7 of this act shall not be charged against the training grant. No portion of a training grant may be expended on wage subsidies.

If the requirements of this section and sections 4² and 7 of this act are met, a qualified displaced or disadvantaged worker shall not be denied a training grant for any of the following reasons: the training includes remedial education needed by the worker to succeed in the vocational component of the training; the training is part of

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a program under which the worker may obtain any college degree enhancing the worker's marketable skills and earning power; the length of the training period under the program; or the lack of a prior guarantee of employment upon completion of the training.

L.1992, c. 43, § 6.

¹ Section 34:15D-7.

² Section 34:15D-4.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-7. Counseling

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

Counseling shall be made available by the department to each qualified displaced or disadvantaged worker applying to participate in the program. Counseling may also be made available to a qualified employed worker selected to participate in a customized training program, if the worker's employer requests the counseling. The department may itself provide the counseling or obtain the counseling from a service provider, if the service provider is different from and not affiliated with any service provider offering any employment and training services to the worker other than the counseling, except that the department may obtain testing and assessment services provided pursuant to subsection a. of this section from a provider which also offers employment and training services to the worker other than the counseling. The purpose of any counseling made available pursuant to this section is to assist each worker in obtaining the employment and training services most likely to provide the worker with the greatest opportunity for long-range career advancement with high levels of productivity and earning power. Whether provided by the department or a service provider, the counseling shall include:

a. Testing and assessment of the worker's job skills and aptitudes, including the worker's literacy skills and other basic skills. Basic skills testing and assessment shall be provided to the worker unless information is provided regarding the worker's educational background and occupational or professional experience which clearly demonstrates that the worker's basic skill level meets the standards established pursuant to section 14 of P.L.1989, c. 293 (C.34:15C-11) or unless the worker is already participating in a remedial education program which meets those standards;

b. An evaluation by a qualified job counselor of what remedial education, if any, is determined to be necessary for the worker to succeed in any particular vocational training which the worker would undertake under the program, provided that the remedial education shall be at a level not lower than that needed to meet the standards established pursuant to section 14 of P.L.1989, c. 293 (C.34:15C-11);

c. The provision of information to the worker regarding any of the labor demand occupations for which training meets the requirements of section 4 of this act¹ in the worker's case, including the information about the wage levels in those occupations which is available to the department and any information available to the department regarding the effectiveness of approved service providers of vocational training in occupations which the worker is considering;

d. The provision of information to the worker regarding the services and benefits available to the worker under the provisions of this act and P.L.1992, c. 47 (C. 43:21-57 et seq.); and

e. Discussion with the counselor of the results of the testing and evaluation and, based on those results, the development of a written Employability Development Plan identifying the training and employment services, including any needed remedial education, to be provided to the worker pursuant to this act.

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Counseling made available at the request of an employer participating in a customized training program may include only those components requested by the employer.

All information regarding a worker applicant or trainee which is obtained or compiled in connection with the testing, assessment and evaluation and which may be identified with the worker shall be confidential and shall be released to an entity other than the worker, the counselor or the department only if the worker provides written permission to the department for the release of the information or the information is used solely for program evaluation.

L.1992, c. 43, § 7.

¹ Section 34:15D-4.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-8. Service providers; records; evaluation

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

a. No employment and training services shall be obtained from a service provider with moneys from the fund unless the provider is located in New Jersey and is approved, pursuant to the procedures and criteria established by the State Employment and Training Commission pursuant to section 13 of this act, ¹ by:

(1) The commissioner in consultation with the Department of Education and the Department of Higher Education, in the case of counseling, vocational training or remedial education; or

(2) The commissioner in consultation with the Department of Health, in the case of occupational safety and health training.

b. No service provider shall be approved to be funded by the program to provide an employment and training service unless the provider agrees to provide the service to each trainee referred to it on a first-come, first-served basis, up to the total number of trainees that the provider agrees to serve. This subsection shall not be construed as limiting or curtailing in any way an employer's right to select the workers who participate in customized training pursuant to the provisions of subsection e. of section 5 of this act. ²

c. Each service provider shall make appropriate records available upon request for monitoring or inspection by the commissioner, including:

(1) A record for each student enrolled, including the student's name and Social Security number;

(2) A record of all administrative and overhead expenses of the provider related to the providing of employment and training services funded by the program and the provider's direct expenses of providing the services; and

(3) Any other information deemed appropriate by the State Employment and Training Commission for evaluation purposes.

d. In the case of a provider of vocational training services, the commissioner shall collect the information needed to effectively measure the long-term success of the former trainees of the provider in obtaining permanent employment and increasing earnings over a period of not less than two years following the completion of training. The commission shall set such standards as it deems appropriate regarding comparisons of the former trainees with groups of otherwise similar individuals who did not receive the training. The commissioner shall use the information obtained pursuant to this subsection to:

(1) Assist in evaluating the performance of providers of vocational training services;

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(2) Assist in determining which providers of vocational training services to approve pursuant to subsection a. of this section;

(3) Assist in providing reliable information regarding the quality of available providers of vocational training services as part of the counseling provided pursuant to section 7 of this act; and

(4) Assist in evaluating the overall effectiveness of training funded by the program.

L.1992, c. 43, § 8.

¹ Section 34:15C-8.1.

² Section 34:15D-5.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-9. Workforce development partnership fund

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

A restricted, nonlapsing, revolving Workforce Development Partnership Fund, to be managed and invested by the State Treasurer, is hereby established to: provide employment and training services to qualified displaced, disadvantaged and employed workers by means of training grants or customized training services; and provide for the other costs indicated in subsection a. of section 4 of this act.¹ All appropriations to the fund, all interest accumulated on balances in the fund and all cash received for the fund from any other source shall be used solely for the purposes specifically delineated by this act.

Beginning January 1, 1995, and for all subsequent calendar years, the balance in the fund as of the previous December 31, as determined in accordance with generally accepted accounting principles, shall not exceed 1.5 times the amount of contributions deposited for the calendar year then ended. If the balance exceeds this amount, the excess shall be deposited into the unemployment compensation fund within seven business days of the date that the determination is made.

L.1992, c. 43, § 9.

¹ Section 34:15D-4.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-10. Duties of commissioner

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

The Commissioner shall, in a manner which complies with all provisions of this act:

a. Implement performance measurements for the program consistent with the provisions of section 8 of this act¹ and with the criteria and procedures established by the State Employment and Training Commission pursuant to section 13 of this act;²

b. Establish minimum standards for consideration of proposals from applicants for customized training services;

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c. Establish review and approval procedures for training grant applications from qualified displaced and disadvantaged workers; and

d. Ensure the provision of adequate fiscal accounting controls for the monitoring and auditing of training grants and customized training services provided pursuant to this act.

L.1992, c. 43, § 10.

¹ Section 34:15D-8.

² Section 34:15C-8.1.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-11. Rules and regulations

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

The commissioner shall, pursuant to the "Administrative Procedure Act," P.L. 1968, c. 410 (C. 52:14B-1 et seq.), adopt rules and regulations necessary to govern the proper conduct and operation of the program consistent with the provisions of this act. These rules and regulations may include guidelines in addition to, but not inconsistent with, those provided by this act regarding:

a. Contracts between applicants for customized training services, the program, service providers or any combination of the three;

b. The issuance of training grants to qualified displaced and disadvantaged workers;

c. Eligibility and priority of employment and training services to employers and qualified displaced, disadvantaged and employed workers; and

d. Qualifications of instruction, facilities, financial responsibility, business practices, and any other matter essential to the maintenance of the adequacy of employment and training services.

L.1992, c. 43, § 11.

Historical and Statutory Notes

1992 Legislation

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

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

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

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

34:15D-12. Definitions

For the purposes of sections 1 through 9 of this act¹:

"Commissioner" is the Commissioner of Labor, or designee of the commissioner.

"Department" means the New Jersey Department of Labor.

"Employer" means any employer subject to R.S. 43:21-1 et seq.

"Fund" or "Workforce Development Partnership Fund" means the Workforce Development Partnership Fund created pursuant to section 9 of P.L.1992, c. 43 (C. 34:15D-9).

L.1992, c. 44, § 1, eff. July 7, 1992.

¹ Sections 34:15D-12 to 34:15D-20.

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Assembly Appropriations Committee Statement

Assembly, No. 1403—L.1992, c. 44

The Assembly Appropriations Committee reports favorably Assembly Bill No. 1403(1R).

Assembly Bill No. 1403(1R) reduces the unemployment insurance payroll taxes now paid by employers and employees and simultaneously levies a tax of an identical amount to finance the Workforce Development Partnership Fund established pursuant to the "1992 New Jersey Employment and Workforce Development Act," an act now pending before the Legislature as Assembly Bill No. 1402(1R) of 1992. That fund provides employment and training services to employed and unemployed workers by means of individual training grants and customized training services.

For an employee, the amount of the unemployment tax reduction and the amount of the new tax for the Workforce Development Partnership Fund would each equal 0.025% of the employee's total wages subject to unemployment taxes. In an employer's case, both amounts would be equal to 0.1% of the total wages subject to unemployment taxes.

The bill does not increase the total amount of payroll taxes paid by employers or employees to the unemployment compensation fund and the Workforce Development Partnership Fund, but only changes the shares going to each.

The bill also provides that an amount not greater than \$25 million may be borrowed from the State disability benefits fund to be used as "seed money" for the New Jersey Workforce Development Partnership Fund.

The provisions of the bill expire on December 31, 1997.

FISCAL IMPACT:

The Office of Legislative Services has estimated that the total reduction in unemployment insurance contributions under the bill will be \$50 million in the first year that the program is in effect, representing approximately two percent of the current balance of the unemployment compensation fund. The bill authorizes a \$25 million loan to the program from the State disability benefits fund, repayable with interest at the fund's earnings rate over three years. The balance of that fund has not fallen below \$75 million in the last ten years, and its 1991 calendar year end balance was \$129.2 million; it is unlikely that the State's ability to pay temporary disability benefits will be adversely affected by the bill.

Historical and Statutory Notes

Title of Act:

An Act reducing contributions to the unemployment compensation fund, financing the New Jersey Workforce Development Partnership Fund,

supplementing Title 34 of the Revised Statutes and amending R.S. 43:21-7 and P.L.1948, c. 110. L.1992, c. 44.

34:15D-13. Worker and employer contributions

Beginning on January 1, 1993 and ending on December 31, 1997, each worker shall contribute to the Workforce Development Partnership Fund an amount equal to 0.025% of the worker's wages as determined in accordance with paragraph (3) of subsection (b) of R.S. 43:21-7 regarding the worker's employment with an employer.

Also beginning on January 1, 1993 and ending on December 31, 1997, each employer shall contribute to the Workforce Development Partnership Fund an amount equal to the amount that the employer's contribution to the Unemployment Compensation Fund is decreased pursuant to subparagraph (G) of paragraph (5) of subsection (c) of R.S. 43:21-7.

L.1992, c. 44, § 2, eff. July 7, 1992.

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Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

34:15D-14. Transfer of funds; terms of repayment to disability benefits fund

The State Treasurer is hereby authorized and directed to requisition and withdraw on or after July 1, 1992 an amount not to exceed \$25,000,000 from revenues received pursuant to paragraph (1) of subsection (e) of R.S. 43:21-7, at the discretion of the commissioner, from the State disability benefits fund established pursuant to section 22 of P.L.1948, c. 110 (C. 43:21-46) and to deposit the sum in the Workforce Development Partnership Fund. No transfers may be made from the State disability benefits fund to the Workforce Development Partnership Fund at any time after one year following the effective date of this act. The amount transferred shall be repaid to the State disability benefits fund with interest at the rate earned by the investments made with moneys remaining in the State disability benefits fund. The repayment period shall not exceed three years and shall begin no later than January 1, 1994. For purposes of determining the balance in the State disability benefits fund as prescribed pursuant to subsubparagraph (1) of subparagraph (E) of paragraph (3) of subsection (e) of R.S. 43:21-7, the amount of any outstanding advances to the Workforce Development Partnership Fund along with accrued interest shall be included therein.

L.1992, c. 44, § 3, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

34:15D-15. Duty of employer to withhold and transmit worker contributions; liability for failure to deduct contribution

Notwithstanding the provisions of any other law to the contrary, each employer shall: withhold in trust the amount of all workers' contributions from their wages at the time wages are paid, show the deduction on the payroll records, furnish the evidence thereof and permit any inspection of the records as prescribed by the commissioner, and transmit all workers' contributions and other contributions due from the employer pursuant to this act to the department in a manner and at the times that the commissioner prescribes. Interest and any expense to the department of recovery may be assessed by the commissioner on payments not made within the prescribed due dates at the same rate as provided for pursuant to paragraph (1) of subsection (a) of R.S. 43:21-14. If any employer fails to deduct the contributions of any workers at the time their wages are paid, or fails to make a deduction therefor at the time wages are paid for the next succeeding payroll period, the employer shall be solely liable for those contributions.

L.1992, c. 44, § 4, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

34:15D-16. Liability of employer for failure to make report or permit inspection; penalties

If an employer fails to make any report or permit any inspection required by the commissioner to implement the provisions of this act, an estimate shall be made regarding the liability of the employer from information available and the employer shall be assessed for any amount due, including the amount that was withheld or that should have been withheld from its employees for deposit into the fund. Also, if, after an examination of any report filed, a deficiency is discovered with respect to the taxable wages reported, the employer shall be assessed the amount of any

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determined deficiency. Additional remedies through the court may be established by the commissioner, including the charging of any expenses incurred by the department in recovering the assessment.

L.1992, c. 44, § 5, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

34:15D-17. Refund to employee for excess contributions; entitlement to gross income tax credit

a. If an employee receives wages from more than one employer during any calendar year, and the sum of the employee's contributions deposited in the Workforce Development Partnership Fund exceeds an amount equal to 0.025% of the wages determined in accordance with the provisions of paragraph (3) of subsection (b) of R.S. 43:21-7 during the calendar year beginning January 1, 1993 or any subsequent calendar year ending prior to January 1, 1998, the employee shall be entitled to a refund of the excess if a claim establishing the employee's right to the refund is made within two years after the end of the respective calendar year in which the wages are received and are the subject of the claim. The commissioner shall refund any overpayment from the fund without interest.

b. Any employee who is a taxpayer and entitled, pursuant to the provisions of subsection a. of this section, to a refund of contributions deducted during a tax year from his wages shall, in lieu of the refund, be entitled to a credit in the full amount thereof against the tax otherwise due on his New Jersey gross income for that tax year if he submits his claim for the credit and accompanies that claim with evidence of his right to the credit in the manner provided by regulation by the Director of the Division of Taxation. In any case in which the amount, or any portion thereof, of any credit allowed hereunder results in or increases an excess of income tax payment over income tax liability, the amount of the new or increased excess shall be considered an overpayment and shall be refunded to the taxpayer in the manner provided by subsection (a) of N.J.S. 54A:9-7.

L.1992, c. 44, § 6, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

34:15D-18. Checks not presented for payment within six years

The State Treasurer, as treasurer and custodian of the Workforce Development Partnership Fund, is hereby authorized and directed to cancel of record and to refuse to honor checks issued against the fund which have not been presented for payment within six years from the date of issuance. Upon that cancellation, revenues held on deposit for payment of the checks shall be credited to the fund.

L.1992, c. 44, § 7, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

34:15D-19. Establishment of schedule of offenses punishable by fine

A schedule of fines, no fine exceeding \$1,000 for a single offense, shall be established by the commissioner for any of the following actions or omissions with respect to the collection of contributions or the use of moneys disbursed from the fund:

- a. A false statement or misrepresentation made knowingly;

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LABOR AND WORKERS' COMPENSATION

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- b. Failure to disclose a material fact;
- c. Attempt to defraud;
- d. Willful failure or refusal to: withhold or transfer any contribution or other payment; furnish any report or information; or produce or permit the inspection or copying of records as required pursuant to this act; and
- e. Willful violation of any provision of this act or any rule or regulation promulgated pursuant to this act.

The fines shall be recoverable in a civil action by the commissioner in the name of the State of New Jersey. In addition to penalties established for any person, employing unit, employer or entity, each shall be liable for each offense upon conviction before any court of competent jurisdiction at the discretion of the court. All fines shall be payable to the commissioner for deposit in the fund.

L.1992, c. 44, § 8, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

34:15D-20. Rules and regulations

The commissioner shall, pursuant to the "Administrative Procedure Act," P.L. 1968, c. 410 (C.52:14B-1 et seq.) promulgate rules and regulations necessary to implement the provisions of this act, including any requirements regarding the keeping and reporting of records and any sanctions against false statement, misrepresentation, willful violations or fraud.

L.1992, c. 44, § 9, eff. July 7, 1992.

Historical and Statutory Notes

Statement: Committee statement to Assembly,
No. 1403—L.1992, c. 44, sec § 34:15D-12.

43:21-57. Legislative findings and declaration

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

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The Legislature hereby finds and declares that:

a. During the 1980's, New Jersey employers reported serious difficulties in finding skilled workers for a wide range of jobs in key sectors of the State's economy, and, notwithstanding the current economic slowdown, a longterm shortage of skilled labor will continue in many parts of the State's economy during the 1990's and beyond;

b. In addition, many New Jersey businesses are also hindered by low levels of literacy and other basic skills among a significant minority of the workforce; workplace literacy and vocational skill levels must be raised if the industries and enterprises of this State are to be successful in an increasingly competitive global economy;

d. Because of a slowing rate of population growth, the retraining of the existing workforce will play a critical role in meeting the growing need for skilled labor;

e. The effectiveness of current programs to retrain displaced workers during the time that they receive unemployment benefits is hindered by the limited duration of those benefits, which often drives displaced workers into short-term retraining programs with limited skill enhancement or results in the programs' avoiding the selection of trainees who need more extensive training to succeed;

f. It would increase the effectiveness of programs which provide retraining to displaced workers if the unemployment benefit period could be extended in cases where the longer benefit period is necessary to provide needed in-depth education and training;

g. Such extended unemployment benefits in connection with job training and education would encourage displaced workers to make greater use of retraining opportunities, thus making productive use of periods of economic slowdown and helping to close the skilled labor shortage during the growth periods that follow;

h. New Jersey's Unemployment Compensation Fund, with its current balance of more than two billion dollars, is among the most solvent in the nation;

i. It is therefore an appropriate public purpose, beneficial to workers and employers and the longterm economic development of New Jersey, to use a limited amount of unemployment compensation funds to provide extended unemployment benefits as needed to enable displaced workers to obtain the high quality training and education required for success in occupations where there are demonstrated longterm shortages of skilled labor.

L.1992, c. 47, § 1.

Assembly Labor Committee Statement

Assembly, No. 1406—L.1992, c. 47

The Assembly Labor Committee reports favorably Assembly Bill No. 1406 with committee amendments.

As amended by the Committee, the bill permits an individual enrolled in an authorized job training program while receiving unemployment benefits to receive an extension of the unemployment benefit period for as much as 26 weeks, as needed to complete the job training.

By assisting displaced workers to obtain longer term job retraining, this bill will permit a "retooling" of the workforce to better cope with economic change and contribute to long-term economic development. It will also enhance efforts to increase workplace literacy by allowing a longer period of remedial education for those displaced workers who need it to succeed in vocational training.

The extended benefits provided by the bill are permitted only if an individual:

1. Has been notified of a permanent termination of employment or has been laid off and is unlikely to return to his previous employment;
2. Is, at the time of the termination, eligible for at least 26 weeks of regular unemployment compensation benefits;

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3. Enters into the counseling provided by the Department of Labor, which includes an assessment of the individual's literacy and basic skills levels and a determination of the need for remedial education to succeed in job training;

4. Enrolls on a full-time basis in any needed remediation and appropriate job training in a timely manner and maintains satisfactory progress;

5. Can reasonably be expected to complete the education and training successfully; and

6. Receives no training stipend or allowance from any other program during the benefit period. The individual may, however, receive funds from other programs for direct training costs such as tuition and books.

The job training which the individual enrolls in:

1. Must be training for an occupation which has a projected shortage of trained workers;

2. Must be likely to facilitate a substantial enhancement of the individual's marketable skills and earning power;

3. Must be provided by an approved training service provider; and

4. May not include training under which the individual is paid for work performed during the benefit period.

No charges are to be made against any employer's unemployment account for the payments of benefits pursuant to the provisions of this bill.

As amended, the bill limits the total amount of extended benefits paid out to trainees under the bill. Whenever the total amount of extended benefits paid during a year becomes greater than 1.5% of the amount of the balance in the unemployment trust fund on the immediately preceding December 31, no additional individuals may receive the bill's extended benefits for the remainder of that year. That limitation will ensure that the extended benefit program will not jeopardize the solvency of the unemployment trust fund.

As amended, the bill expires on December 31, 1997 and the State Employment and Training Commission is required, no later than December 31, 1996, to provide an evaluation of the program and recommendations regarding continuing the program after the expiration date.

The committee amendments:

1. Provide for the expiration of the bill and the evaluation of the program by the State Employment and Training Commission.

2. Establish the limit on the total amount of extended benefits which may be paid during a year.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to 43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Title of Act:

An Act concerning job training, amending P.L. 1989, c. 293, and supplementing chapter 21 of Title 43 of the Revised Statutes, and P.L. 1987, c. 457 (C.34:1A-76 et seq.).

43:21-58. Definitions

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 46, § 13, set out as a note below.

As used in this act:

"Commission" means the State Employment and Training Commission.

"Employment and training services" means: counseling provided pursuant to section 3 of this act; vocational training; or remedial education.

"Labor Demand Occupation" means an occupation for which there is or is likely to be an excess of demand over supply for adequately trained workers, including, but

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not limited to, an occupation designated as a labor demand occupation by the New Jersey Occupational Information Coordinating Committee pursuant to section 11 of this act.²

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

"Service provider" means a provider of employment and training services other than the State.

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

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

"Vocational training" means training or education which is related to an occupation and is designed to enhance the marketable skills and earning power of a worker or job seeker.

L.1992, c. 47, § 2.

¹ Section 43:21-59.

² Section 34:1A-79.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

43:21-59. Counseling available to eligible individuals; assessment of job, literacy and basic skills

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

Counseling shall be made available by the Department of Labor to each individual who meets the requirements indicated in subsections a. and b. of section 4 of this act.¹ The department may provide the counseling or obtain the counseling from a service provider, if the service provider is different from and not affiliated with any service provider offering any employment and training services to the worker other than the counseling. The purpose of the counseling is to assist the individual in obtaining the employment and training services most likely to provide the worker with the greatest opportunity for long-range career advancement with high levels of productivity and earning power. The counseling shall include:

a. Testing and assessment of the individual's job skills and aptitudes, including the individual's literacy skills and other basic skills. Basic skills testing and assessment shall be provided to the individual unless information is provided regarding the individual's educational background and occupational or professional experience which clearly demonstrates that the individual's basic skill level meets the standards indicated in section 14 of P.L.1989, c. 293 (C.34:15C-11) or unless the individual is already participating in a remedial education program which meets those standards;

b. An evaluation by a qualified job counselor of:

(1) Whether the individual is eligible for the additional benefits indicated in section 5 of this act;² and

(2) What remedial education, if any, is determined to be necessary for the individual to succeed in any particular vocational training which the individual would undertake in connection with additional benefits indicated in section 4 of this act, provided that the remedial education shall be at a level not lower than that needed to meet the standards indicated in section 14 of P.L.1989, c. 293 (C.34:15C-11);

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c. The provision of information to the individual regarding any of the labor demand occupations for which training meets the requirements of subsection e. of section 4 of this act in the claimant's case, including the information about the wage levels in those occupations which is available to the Department of Labor and any information available to the department regarding the effectiveness of any particular provider of training for any of those occupations which the claimant is considering using;

d. The provision of information to the individual regarding the services and benefits available to the individual under the provisions of this act and employment and training programs provided or funded pursuant to P.L.1983, c. 328 (C.34:15B-11 et seq.), the "1992 New Jersey Employment and Workforce Development Act," P.L.1992, c. 43 (C. 34:15D-1 et al.) and the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.) and regarding the tuition waivers available pursuant to P.L.1983, c. 469 (C.18A:64-13.1 et seq.) and P.L.1983, c. 470 (C.18A:64A-23.1 et seq.); and

e. Discussion with the counselor of the results of the testing and evaluation and, based on those results, the development of a written Employability Development Plan, consistent with the requirements of subsections e., f. and g. of section 4 of this act, for the individual describing any remedial education and the vocational training that the individual will undertake in connection with benefits provided pursuant to the provisions of this act.

All information regarding an individual applicant or trainee which is obtained or compiled in connection with the testing, assessment and evaluation and which may be identified with the individual shall be confidential and shall be released to an entity other than the individual, the counselor or the department only if: the individual provides written permission to the department for the release of the information; or the information is used solely for program evaluation.

L.1992, c. 47, § 3.

¹ Section 43:21-60.

² Section 43:21-61.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

43:21-60. Eligibility for additional benefits

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as note below.

Except as provided in section 8 of this act,¹ the additional benefits indicated in section 5 of this act² shall be provided any individual who:

a. Has received a notice of a permanent termination of employment by the individual's employer or has been laid off and is unlikely to return to his previous employment because work opportunities in the individual's job classification are impaired by a substantial reduction of employment at the worksite;

b. Is, at the time of the layoff or termination, eligible, pursuant to the "unemployment compensation law," R.S. 43:21-1 et seq., for not less than 26 weeks of unemployment benefits;

c. Enters into the counseling made available pursuant to section 3 of this act³ as soon as possible following notification by the Department of Labor of its availability;

d. (1) Notifies the department of the individual's intention to enter into the education and training identified in the Employability Development Plan developed pursuant to section 3 of this act, not later than 60 days after the date of the individual's termination or layoff or not later than 30 days after the department provides notice to the individual pursuant to section 6 of this act,⁴ whichever occurs later;

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(2) Enters into the education and training identified in the Employability Development Plan as soon as possible after giving the notice required by paragraph (1) of this subsection d.; and

(3) Maintains satisfactory progress in the education and training;

e. Enrolls in vocational training which:

(1) Is training for a labor demand occupation;

(2) Is likely to facilitate a substantial enhancement of the individual's marketable skills and earning power;

(3) Is provided by a service provider approved by the Commissioner of Labor, which approval shall be made, if the "1992 New Jersey Employment and Workforce Development Act," P.L.1992, c. 43 (C. 34:15D-1 et al.) is enacted, pursuant to the provisions of section 8 of that act; and

(4) Does not include on the job training or other training under which the individual is paid by an employer for work performed by the individual during the time that the individual receives additional benefits pursuant to the provisions of section 5 of this act;

f. Enrolls in vocational training, remedial education or a combination of both on a full-time basis; and

g. Reasonably can be expected to successfully complete the vocational training and any needed remedial education, either during or after the period of additional benefits.

If the requirements of this section are met, the division shall not deny an individual unemployment benefits pursuant to the "unemployment compensation law," R.S. 43:21-1 et seq., P.L.1970, c. 324 (C.43:21-24.11 et seq.) or the additional benefits indicated in section 5 of this act for any of the following reasons: the training includes remedial education needed by the individual to succeed in the vocational component of the training; the training is part of a program under which the individual may obtain any college degree enhancing the individual's marketable skills and earning power; the length of the training period under the program; or the lack of a prior guarantee of employment upon completion of the training. If the requirements of this section are met, the division shall regard a training program as approved for the purposes of paragraph (4) of subsection (c) of R.S.43:21-4.

L.1992, c. 47, § 4.

¹ Section 43:21-64.

² Section 43:21-61.

³ Section 43:21-59.

⁴ Section 43:21-62.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, sec § 43:21-57.

43:21-61. Additional benefits

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

Except as provided in section 8 of this act,¹ each individual who meets the requirements of section 4 of this act,² but has not completed the remedial education and vocational training at the end of the period during which he is entitled to receive unemployment benefits pursuant to the "unemployment compensation law," R.S. 43:21-1 et seq., P.L.1970, c. 324 (C.43:21-24.11 et seq.) and any federally-financed supplemental benefits program shall be entitled to receive a weekly benefit equal to his previous weekly unemployment compensation benefit for each additional week certified by the division as needed to complete the remedial education or vocational training up to a total of 26 additional weeks.

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No additional benefits shall be paid pursuant to the provisions of this section for any week during which the individual receives training allowances or stipends pursuant to the provisions of any federal law or any other State law. As used in this section, "training allowances or stipends" means discretionary use, cash-in-hand payments available to the individual to be used as the individual sees fit, but does not mean direct or indirect compensation for training costs, such as the costs of tuition, books and supplies.

No employer's account shall be charged for the payment of additional benefits pursuant to the provisions of this section.

L.1992, c. 47, § 5.

¹ Section 43:21-64.

² Section 43:21-60.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

43:21-62. Notice of available benefits to be provided upon layoff or notice of pending layoff

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

a. The Department of Labor shall provide notice to any individual who is laid off or notified of a pending layoff of the services and benefits available to the individual under the provisions of this act and employment and training programs provided or funded pursuant to the "1992 New Jersey Employment and Workforce Development Act," P.L.1992, c. 43 (C. 34:15D-1 et al.) and the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.) and of the tuition waivers available pursuant to P.L.1983, c. 469 (C.18A:64-13.1 et seq.) and P.L.1983, c. 470 (C.18A:64A-23.1 et seq.) and permit the individual to apply to receive the benefits, services or waivers upon any of the following occurrences:

- (1) When the individual applies for unemployment compensation;
- (2) When an individual who receives notification of a pending layoff is contacted by the department prior to the layoff by means of a response team or by other means; or
- (3) Not later than 60 days after the effective date of this act, if the individual has already been laid off and is receiving unemployment benefits upon that effective date.

b. If an individual is given pre-notification of a permanent layoff and subsequently receives vocational training or remedial education provided by any employment and training program funded or established pursuant to the "1992 New Jersey Employment and Workforce Development Act," P.L.1992, c. 43 (C. 34:15D-1 et al.) or the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.), the individual shall be permitted to commence the training or education prior to the termination of employment, except that this provision shall not apply to a federally-funded program if permitting the individual to commence the training or education prior to the termination of employment will result in a reduction of federal funding for the program.

L.1992, c. 47, § 6.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

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43:21-63. Priority given to funding vocational training and remedial education for qualified individuals

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

In using moneys provided as individual grants pursuant to the "1992 New Jersey Employment and Workforce Development Act," P.L.1992, c. 43 (C. 34:15D-1 et al.), and in using moneys appropriated for any employment and training program funded or established pursuant to the "Job Training Partnership Act," Pub.L. 97-300 (29 U.S.C. § 1501 et seq.), the Department of Labor and each program shall, to the extent feasible and to the extent it has authority to do so, give priority to funding vocational training and remedial education for individuals who meet the requirements of section 4 of this act, to the extent that those individuals also fall within the target population of the respective program, except that moneys shall not be allocated in any case in a manner which is contrary to any other priorities imposed on the program by law or will result in a reduction of federal funds available to the State for the program.

L.1992, c. 47, § 7.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

43:21-64. Limit on total additional benefits

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

a. Whenever the Commissioner of Labor determines that the total amount of additional benefits paid pursuant to this act during a calendar year has become greater than 1.5% of the amount of the balance in the unemployment trust fund on the immediately preceding December 31, the commissioner shall, during the period lasting until the end of that calendar year, prohibit any additional individuals from beginning to receive additional benefits pursuant to this act.

b. The Department of Labor shall, during any period in which the commissioner prohibits additional individuals from beginning to receive additional benefits pursuant to subsection a. of this section, continue to provide any otherwise eligible individual with:

(1) The notice required pursuant to section 6 of this act;¹

(2) The counseling required pursuant to section 3 of this act;² and

(3) The opportunity for the individual to notify the department of the individual's intention to enter into remedial education or vocational training pursuant to subsection d. of section 4 of this act.³ Any individual who, during the period in which the commissioner prohibits additional individuals from beginning to receive additional benefits pursuant to subsection a. of this section, meets the requirements of section 4 of this act shall be permitted to receive additional benefits pursuant to this act after the commissioner has ended the prohibition pursuant to subsection b. of this section.

c. Additional benefits paid pursuant to this act shall continue for any individual who, at the time that the commissioner imposes the prohibition pursuant to subsection a. of this section, is already receiving the additional benefits or has already enrolled in the training or education identified in the Employability Development Plan developed pursuant to section 3 of this act.

L.1992, c. 47, § 8.

¹ Section 43:21-62.

² Section 43:21-59.

³ Section 43:21-60.

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

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

43:21-65. Rules and regulations

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

The commissioner shall, pursuant to the "Administrative Procedure Act," P.L. 1968, c. 410 (C.52:14B-1 et seq.), adopt rules and regulations necessary to govern the proper conduct and operation of the program consistent with the provisions of this act.

L.1992, c. 47, § 9.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.

43:21-66. Report on effectiveness of benefits

Section to expire Dec. 31, 1997, pursuant to L.1992, c. 47, § 13, set out as a note below.

The State Employment and Training Commission shall, not later than December 31, 1996, make a report to the Governor and the Legislature regarding the effectiveness of benefits provided pursuant to this act in enhancing occupational training and education opportunities for displaced workers. The report shall include an assessment of the appropriateness of continuing the benefit program and, if the commission determines that the program should be continued, draft legislation to do so, which shall include any modifications in this act deemed appropriate by the commission.

L.1992, c. 47, § 10.

Historical and Statutory Notes

1992 Legislation

L.1992, c. 47, § 13, approved July 7, 1992, provides:

"This act shall take effect immediately [July 7, 1992] and sections 1 through 11 [§§ 43:21-57 to

43:21-66 and § 34:1A-79] of this act shall expire on December 31, 1997."

Statement: Committee statement to Assembly, No. 1406—L.1992, c. 47, see § 43:21-57.



ELECTRONIC MANUFACTURING COMPANY

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June 21, 1993

Hon. P. J. Roma
Chairman Labor Committee
General Assembly of NJ
40 East Midland Ave.
Paramus, NJ 07652

Dear Chairman Roma:

I would like to thank you for the opportunity to speak to the New Jersey Assembly Labor Committee on Wednesday June 16, 1993 regarding my company's experience with the Workforce Development Partnership Program. As related in my brief statement, we have very positive experiences as a recipient of this excellent program. However, I neglected to credit a key Labor Dept. employee, Ms. Judy Belock, who provided invaluable support and guidance in the implementation of the Program. Without dedicated individuals like Judy, an otherwise favorable program could degenerate into another ineffectual legislative initiative.

Training/retraining is a necessary but not yet sufficient condition for employment growth. Other requisites include, capital availability and the reduction of unnecessary government regulation. We are involved in establishing a new venture, Deposition & Implant Materials (DIM), which will principally market products manufactured by Electronic Mfg. Co. (EMC). Although an extension of the existing enterprise, the reasons for establishing DIM as a separate entity are based on both marketing and financial reasons. As argued in the DIM business plan, the proposed venture requires limited capital and involves low risk. Ultimately, DIM could lead to the creation of 7-10 new manufacturing jobs. We submitted our business plan to three banks, NJEDA, and Newark-EDA. Only Newark-EDA is still considering the DIM proposal. The fact the banks turned us down was not surprising, but we were very disappointed that NJEDA refused to finance our new venture. We submitted extensive financial documentation on EMC as well as a DIM business plan to NJEDA - Urban Programs and were told that, unless we were located in Atlantic City, NJEDA declined to review our proposal for the new venture.

Despite the rejection, we believe in DIM and are attempting to launch the new venture with limited financing from an EMC credit line. Restricted capital may preclude success and ultimate job creation, but it won't be for the want of trying. It will be ironic, however, that DIM's success may be established, not because of NJEDA but in spite of it.

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• Metal Manufacturing for Technology •



An example of unnecessary government regulation is ECRA. I support the principle of environmental protection, but decry the process established by ECRA. I do not want to use this letter to criticize this misguided, thoughtless piece of legislation that discouraged job creation. If, however, you are interested in my tortuous battle with ECRA, I would be happy to transmit copies of my letters to NJDEP and Gov. Florio. I have been told that ECRA has been reconstituted, but I am very skeptical that government can establish a statute that is both fair and effective without consulting small business.

I congratulate you and your fellow legislators for establishing the Workforce Development Partnership Program that is so supportive of small business. It must be remembered that small businesses have been the engine of economic growth over the past decade. Any government initiative that stimulates small business activity will ultimately lead to economic growth. Your challenge, however, is a daunting one: to establish stimulative legislation while protecting the environment and the social infrastructure.

In appreciation of the program, I would be happy to continue to provide affirmative testimonial. Moreover, we would welcome any visitors at EMC to examine the positive results of this legislation.

Yours truly,

A handwritten signature in black ink, appearing to read 'R. G. Dunn'.

Robert G. Dunn
CEO

cc
D. Smarth - Genl. Assembly NJ
B. J. Finnie - NJEDA
M. Howell - Newark EDA

