

APPENDIX

My name is Lucie Cohn and I am the parent of Michael Cohn, a graduate of the EDAM Program.

Michael has always been interested in how things work, in how things were made, and in building things. He would always be taking things apart, creating new things, or wanting to help with repairs or construction tasks. As long as I can remember, if you asked Michael what he wanted to do when he grew up, he would reply that he wanted to be an engineer or to build things. Michael never fit in at his high school because while he was gifted, the courses that were offered bored him and did not provide a challenge for him. There were no engineering type courses for him to take to keep his interest. He didn't have the same interests as his peers so he didn't have many friends. He just didn't fit in. When we heard about the EDAM Program, he immediately begged us to let him apply. Michael wanted to attend the EDAM because it was an opportunity for him to have a fresh start with new classmates in subjects that interested him, and to him, school had become a boring chore. EDAM was a program that would hopefully give him some relief from the normal school day which after 10 years, had become painful, boring and monotonous for him.

The EDAM program relied on hands on learning to teach the course material. Whether it was learning how to use Autodesk products (AutoCAD, Inventor, etc.) or to maximize the use of Microsoft Office, Google Applications, and other computer programs to complete tasks or to use different machines and tools in the labs to manufacture components instead of just reading about how to do it in a book, this program was a great fit for Michael as a learner. Michael is a kinesthetic learner. He learns best with hands on activities. This is something that is not done in the traditional high school environment where the classes are taught for the average student with little differentiation in courses of study, everything is taught from the book, and the hands on shop classes have been eliminated. In addition to the hands on activities, the EDAM program also included textbooks for the students which provided additional information about the equipment or subject matter being studied for reference and study. The unexpected addition of the HUNCH Program was a bonus that provided the students with a real-life manufacturing experience their first year and a real-life design and prototyping experience their second year, not a made up book project that most students get.

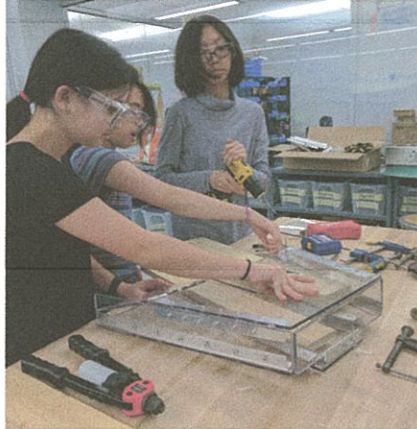
When Michael first started the EDAM Program, he thought, like many others, that manufacturing involved machines and unskilled laborers. He soon learned that his impression was false. That manufacturing involved far more manpower than he ever had imagined. Manufacturing, he learned, took a lot of skill, from determining in what order steps should be taken to produce a part, to how to complete those steps, either by hand or through the use of computer controlled machines. It takes skill to program the computers correctly and to imagine a blank in the machine for testing, to spotting issues during production. It takes skill to prototype a new design or to make a one-of-a-kind part. It also takes skill to make a consistently repeatable part. Learning to design parts to be able to be manufactured takes a lot of skill and without the hands on learning that came with the

EDAM Program, he would not have realized just how integrated design was with manufacturing.

Many students enter college today with the most popular major being undecided or they end up changing their major after their first semester or year. This program, allowed the students to experience the Mechanical Engineering Technology major and while there were a few in his initial EDAM class that did decide this was not right the right path for them, it reinforced for Michael and many others in his class that this was exactly what they wanted to do. Not only did Michael successfully complete the EDAM Program, earning a place on the Dean's List each year, he took additional classes during his summers and winter breaks and his self esteem and confidence in being able to be successful in college improved. He also became more independent and self-sufficient. While taking a Physics Lab class at another college last summer, he observed that his classmates did not have the rigor to follow the procedures laid out for each lab or the knowledge of how to properly measure the results of each experiment and achieved incorrect solutions which concerned him, but at the same time assured him that he was prepared for college and a career in engineering. As a consumer looking at the technology coming on the horizon, it is scary to think that the people that may be manufacturing the parts that go into things like the self driving cars that we may be relying on or sharing the road with in the future will be made by those same students that could not follow directions or measure results in that Physics lab that Michael was in. We need to insure that we have a skilled workforce that can support manufacturing in New Jersey and it needs to start with our students in programs like the EDAM Program.

Today, Michael is a first year student at NJIT, majoring in Mechanical Engineering Technology in the Newark College of Engineering. While he is technically a first year student, academically he is a second semester sophomore. Through the EDAM Program Michael was introduced to Mechanical Engineering Technology as a major and realized that this was really what he wanted to study. It also helped him to earn most of the credits to achieve his advanced academic standing. He has also recently been offered an opportunity by the NJ Department of Education to speak to middle school students about his experiences in the EDAM Program. Just weeks into the school year, other RAs at his college have suggested to him that he should apply to become an RA next year. He is making friends and being a team leader. These are all qualities that he would never have had without the confidence that he gained from this program.

When Michael finishes college, he plans to get his Master's Degree in Mechanical Engineering and sit for his Professional Engineer (PE) license. After having witnessed a medivac helicopter crash while on a vacation during high school, Michael has made it a personal mission to design an aircraft cabin to have fire and heat-proof insulation without losing space or increasing weight in order to protect the occupants of the cabin. Once he graduates from college and graduate school he plans on fulfilling this mission as he feels that rescue aircraft personnel don't have a choice about flying in bad weather; bad weather is when many accidents that would require medivacs occur.



Career & Technical Education Bond Act

County Vocational School Initial Needs Assessment
October 2017

County Vocational School Expansion Needed

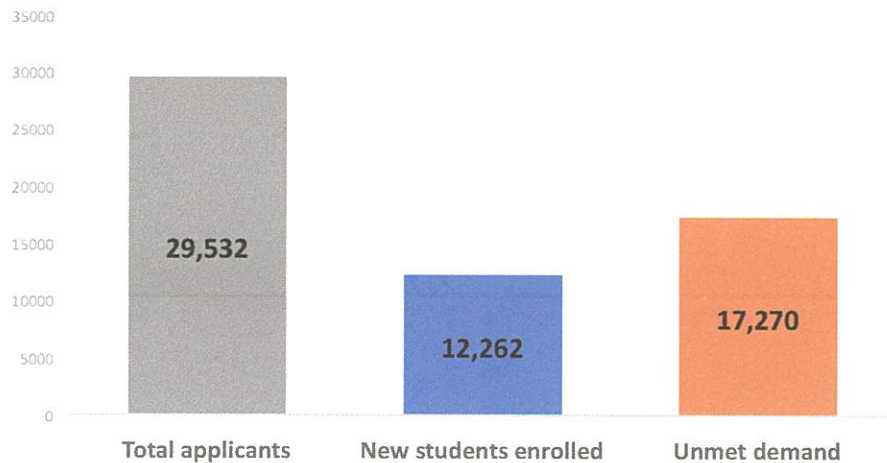


All 21 counties need additional capacity

- More students
- New programs
- Upgrade programs

2017 Unmet Demand:

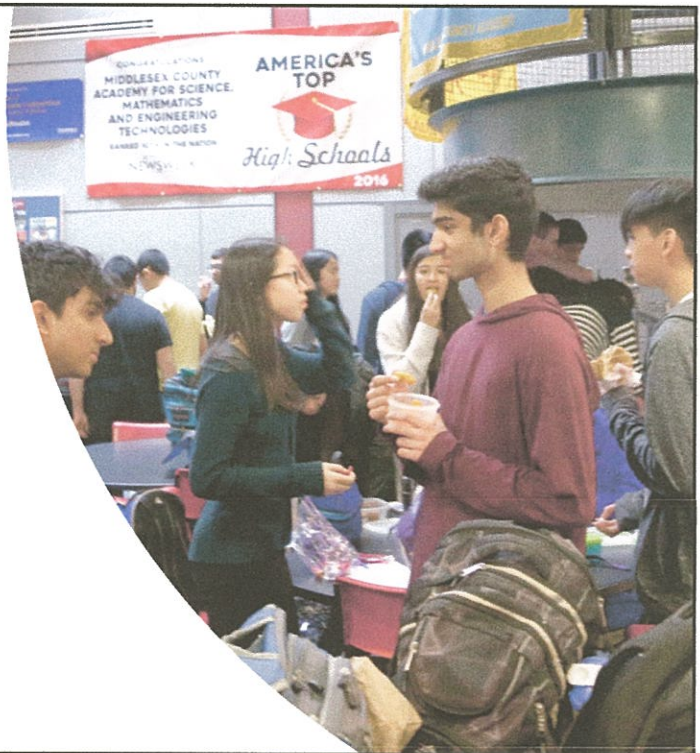
Over 17,000 students, up from 15,500 in 2016



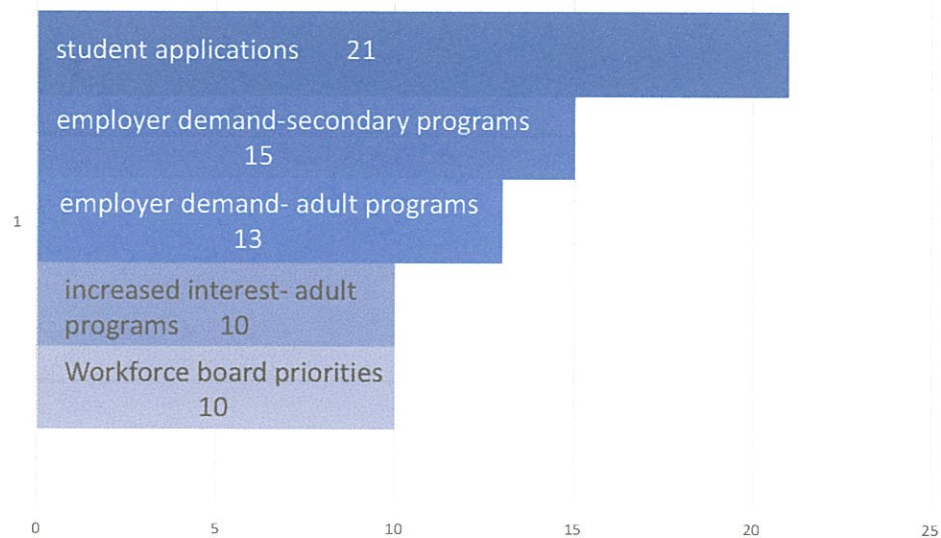
Additional capacity needed

2.4 applicants per seat
(statewide average)

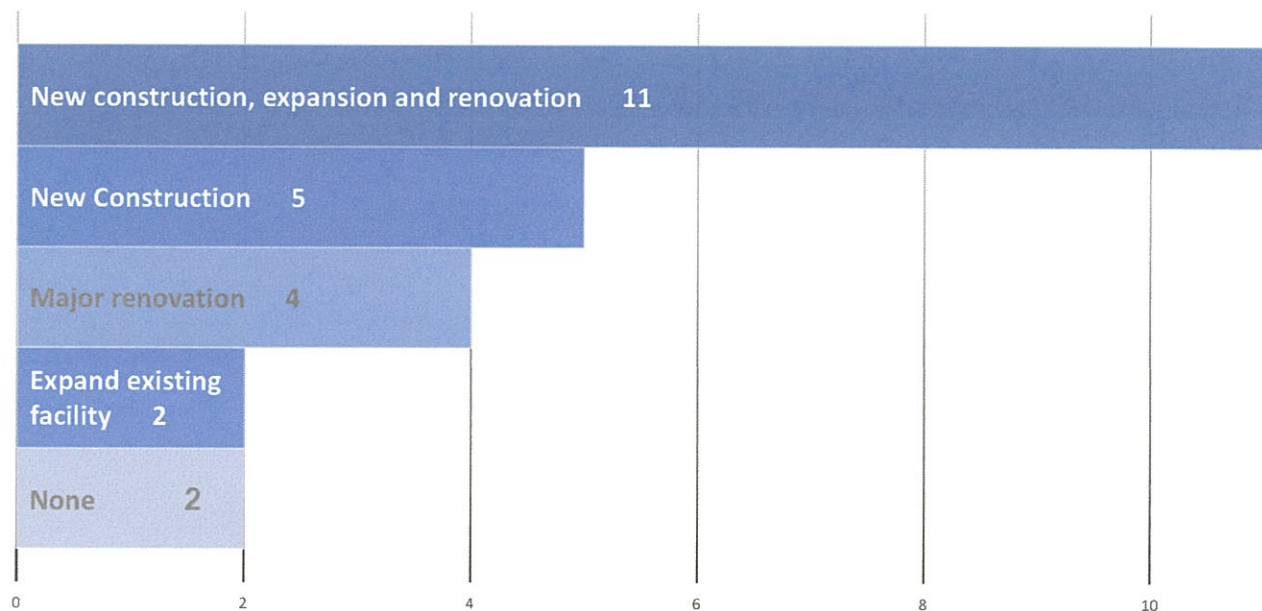
Space available for only
41.5% of applicants



How demand is demonstrated



Facility Needs for Expansion

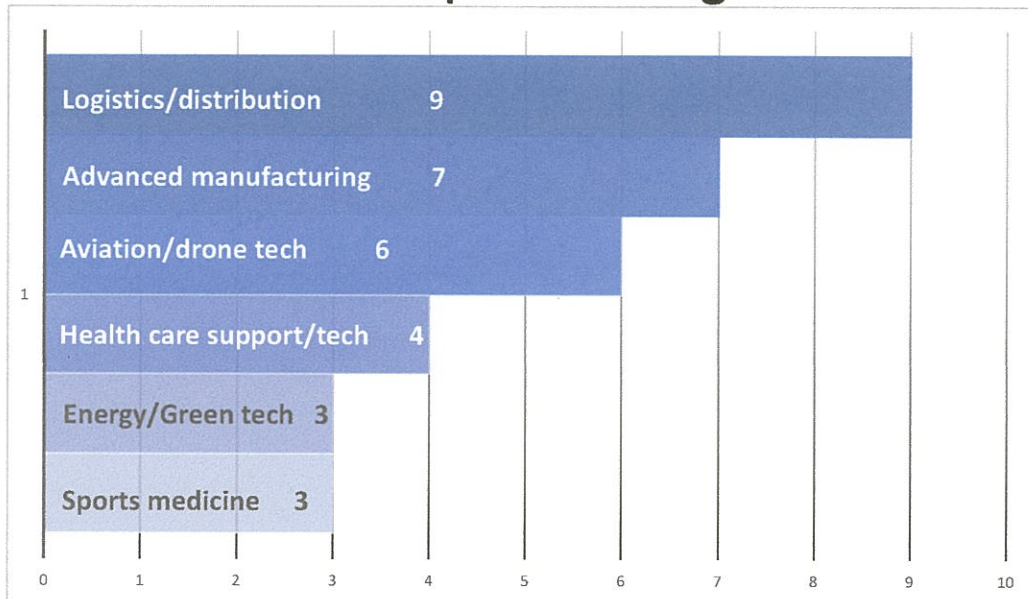


Elements needed for new or expanded facilities

- CTE shops and labs
- Academic classrooms
- Ancillary and student support facilities



Demand for New and Expanded Programs



More new programs:

- Cybersecurity
- Robotics
- Digital media
- Data analytics
- Welding

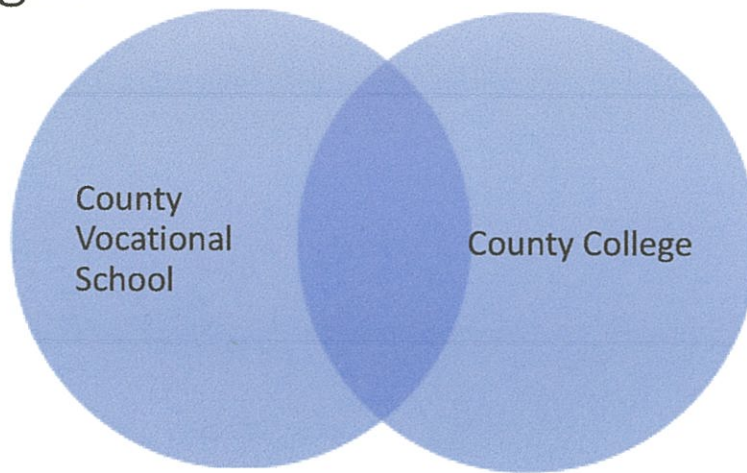


Evidence of Need

- Employer demand
- Business partner interest
- Growing demand career area
- Local industry growth
- Department of Labor Data
- Student interest



Alignment and partnership with county colleges



New Approaches

- Credentials and/or college degree
- "13th year" programs linked with county college



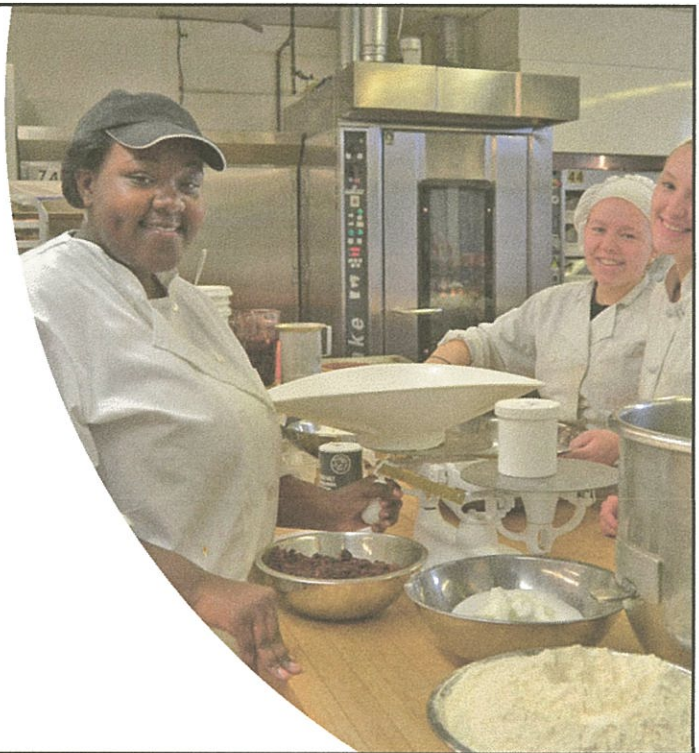
New construction and facility expansion

Estimated Cost:
\$630 Million



Renovation of existing facilities

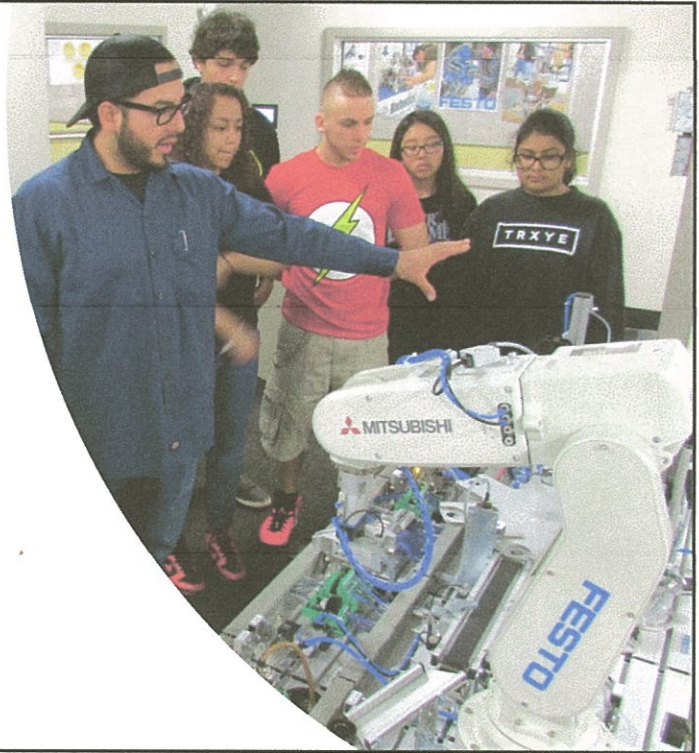
Estimated Cost:
\$208 Million



Equipment for New and Upgraded Programs

Estimated Cost:

\$53 Million



Total Statewide Expansion Needs

Estimated cost:

\$891 Million

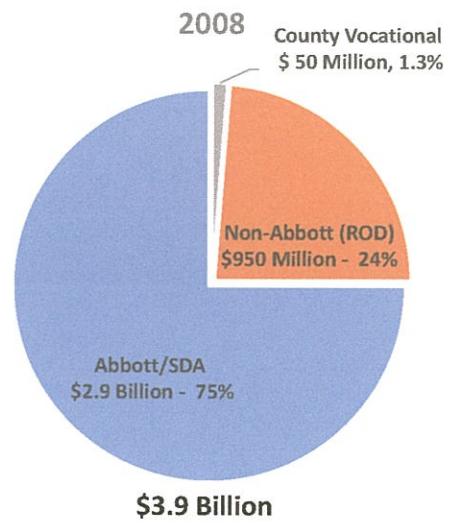
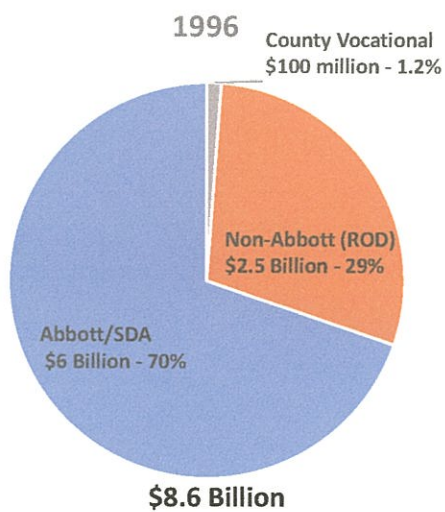


CTE Bond Act

Supporting Elements Needed



Prior Bond Acts – 1% for Vocational Schools



Recommended Local Match

75% State

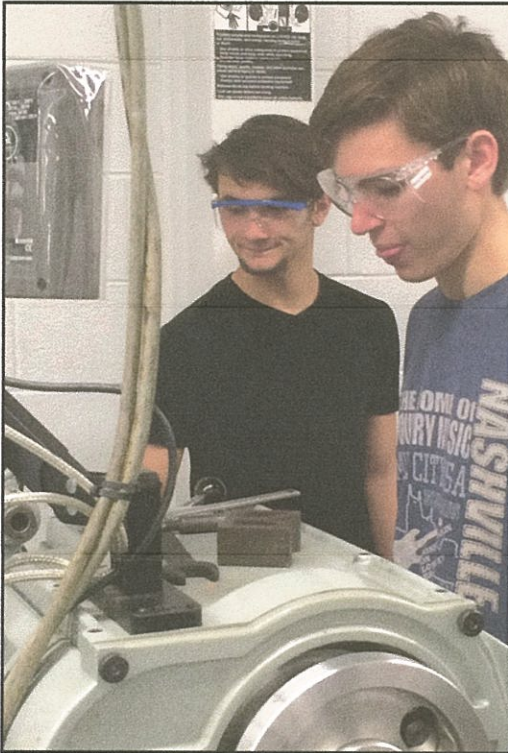
25% County

- Significant state contribution will incentivize county investment
- Equivalent to “Building Our Futures Bond Act” (2012)



Additional Students Require Ongoing Resources

- Additional costs for teachers and staff, supplies, building operations
- State aid must recognize additional students
- County and local district contributions limited by caps



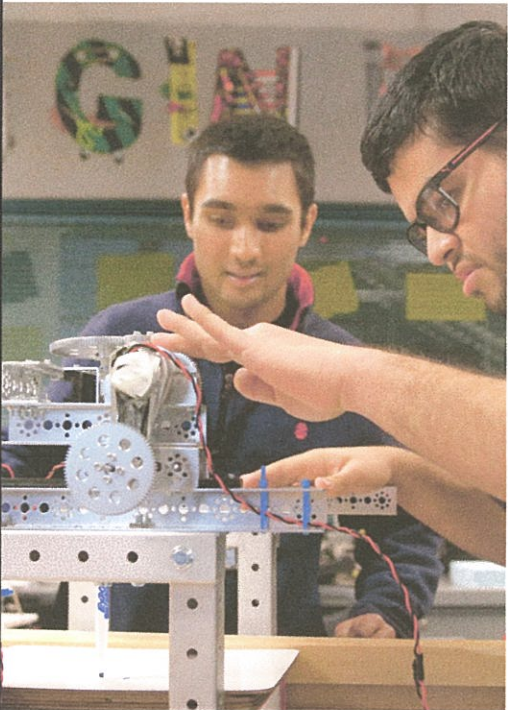
Essential Partners

- County and four-year colleges
- Employers
- Local school districts

Avoid duplication

Maximize state and county investment

Identify career pathways early



A new dialogue

- Misconceptions and stigma persist
- Career opportunities that don't require four-year degree
- Many Paths, One Future initiative - 65% attain credential by 2025
- Earn while you learn options
- Need for local district collaboration



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30 Million Workers Without a Bachelor's Degree Have Good Jobs Says New Georgetown University Research

The jobs are shifting from blue collar to skilled-services industries

(Washington, D.C., July 26) Although the decline in the manufacturing economy eliminated many good jobs for high school graduates, new research from the Georgetown University Center on Education and the Workforce (Georgetown Center) in collaboration with JPMorgan Chase & Co. finds that there are currently 30 million good jobs in the U.S. that pay well without a Bachelor's degree (B.A.). These good jobs have a median salary of \$55,000.

Good Jobs that Pay without a B.A. shows that good jobs continue to grow, but they are changing from traditional blue-collar industries to skilled-services industries. A gain of 4 million good jobs in skilled-services industries, such as financial services and health services, has more than offset the 2.8 million good jobs lost in manufacturing.

"If the business community, policymakers, and education and training providers are working towards placing workers in good jobs, we first need to know where they are," said Chauncy Lennon, Head of Workforce Initiatives, JPMorgan Chase. "We're excited to partner with the Georgetown Center to explore this research because better data is critical to building a better workforce."

Although the economy has shifted, workers without a B.A. still comprise 64 percent of all workers. Many believe good jobs for workers without a B.A. no longer exist in this new environment. "Even though there have been big losses, manufacturing still provides the largest number of good jobs," said Anthony P. Carnevale, director of the Georgetown Center and lead author of the report.

While the good jobs of the manufacturing era only required a high school diploma or less, new good jobs tend to require at least some postsecondary education and training. The growth of good jobs has been greatest for workers with an Associate's degree.

Americans with only high school diplomas still have the largest share of good jobs (11.6 million), but that share continues to decline. Workers with some college have 9.3 million good jobs, those with Associate's degrees have 7.6 million good jobs, and high school dropouts only have 1.7 million.

Other Key Findings:

- Whites still have the largest share of good jobs, but that share has declined. Latinos have a smaller share, but have seen the most growth. Blacks have the smallest share and have seen only slight growth.
- Men dominate good jobs that pay without a B.A., consistently grabbing 70 percent of these well-paying jobs.
- Women have not been able to attain good jobs in any greater numbers, even with the shift in employment toward healthcare and other skilled-services industries.

- The largest economies—California, Texas, and Florida—have the largest number of good jobs for workers without a B.A., while Wyoming, New Jersey, and Maryland provide the largest share.

The Georgetown Center and JPMorgan Chase created this research project to investigate the impact overarching structural economic change has had and is having on workers who do not get a B.A. The centerpiece of the collaboration will include an interactive online database that documents the concentration of these good jobs, nationally, at the state level, by industry and occupation, and by wage. GoodJobsData.org, launching in the fall, will examine other characteristics that show the quality of these good jobs and the demographics of those who hold them.

Through several targeted philanthropic initiatives, JPMorgan Chase is investing over \$350 million in data-driven solutions to skills development around the world. Investing in this workforce research initiative is part of the firm's five-year, \$250 million New Skills at Work initiative to help inform and accelerate efforts to address the mismatch between the needs of employers and the skills of job seekers. The firm has also committed \$75 million to a separate five-year effort called New Skills for Youth to address the youth unemployment crisis by increasing the number of young people who complete career pathways that begin in high school and end with postsecondary degrees or credentials aligned with good-paying, high-demand jobs.

To view the report and a video of the findings, visit goodjobsdata.org.

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The Georgetown University Center on Education and the Workforce is an independent, nonprofit research and policy institute that studies the link between individual goals, education and training curricula, and career pathways. The Georgetown Center is affiliated with the Georgetown University McCourt School of Public Policy. For more information, visit: cew.georgetown.edu. Follow us on Twitter [@GeorgetownCEW](https://twitter.com/GeorgetownCEW), on Facebook, and [LinkedIn](https://www.linkedin.com/company/georgetown-cew).

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AED ACCREDITATION
Diesel-Equipment Technical Education in
New Jersey

A. The Construction Equipment Industry's Need for Technicians

AED member equipment dealers nationwide have been confronted for years with the challenges of recruiting technicians at both entry and highly-experienced levels. That situation remains, and if anything, continues to get worse due to these and other issues:

1. The aging of the technician workforce and other changing labor demographics.
2. Fewer prospects from traditional talent pools such as those growing up on farms.
3. Other industries, inclusive of auto, collision, truck, agriculture and others, also have serious technician staffing shortages. They compete directly with the construction equipment industry for available student and technician talent. Some of these "competing" industries are larger than the equipment industry, with larger technician recruitment needs, and perhaps greater collective recruitment resources.
4. The cultural bias against career and technical education i.e. the "trades" in the last few decades versus "the four year degree." This affects how students view career options, as well as the views of their key career decision influencers: parents, peers, high school and college career counselors, and others.
5. Stereotypes like "the grease monkey," incorrect perceptions of the technician career of today. There is lack of knowledge of the complexity and sophistication of today's construction machinery. Most people do not realize the high level of technical education required for these jobs today, and the high caliber of today's technicians. A dealer cannot let just anyone work on machines that can cost \$500,000, \$1,000,000 or more.
6. Reduced federal and/or state funding for diesel-equipment technology programs at career and technical colleges. Federal Perkins Act funding recent history is one example.
7. There are far too few remaining "diesel technology" college programs that focus specifically on construction heavy equipment.

In past years, studies conducted by The AED Foundation found that when AED member dealers were asked how many technicians they would hire right now if available, the total nationwide need was over 4,000 technicians. The Bureau of Labor Statistics data tends to support this immediate and long-term need in the U.S. The table below shows heavy equipment projected hiring needs, including data segments where there is overlap with construction equipment in needed technical education and student recruitment.

United States	Employment		Percent Change	Projected Annual Job Openings ¹
	2012	2022		
Mobile Heavy Equipment Mechanics, Except Engines	119,300	131,600	+10%	4,670
Farm Equipment Mechanics and Service Technicians	35,800	39,200	+10%	1,380
Bus & Truck Mechanics and Diesel Engine Specialists	250,800	272,500	+9%	7,510

¹Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

National Data Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections

The need for qualified technicians to maintain and repair heavy construction equipment is immediate. Local workforce development efforts, partnerships of industry and technical schools, need to be taking place now. The lead time for working with students, their making of a decision to pursue this career, and completing needed education can be 3-4 years or more. Such local workforce efforts are central to addressing industry image and technician recruitment needs over the short- and long-term. Today's middle school and high school students are the technician prospects of the future, and the future of the industry. They are the students that will enter college diesel-equipment technology programs and ultimately the industry workforce.

B. The Student Career Opportunity

The high demand for well-qualified diesel-equipment technicians speaks to one aspect of the student opportunity. In other words, the jobs are out there... now and future. It is not unusual for students graduating from an AED Accredited college program to receive multiple job offers.

This is a professional career where, due to rapid change in technologies, continuous learning is a way of life. Opportunities for personal and professional growth are there for students that will seize the moment. High performers can expect a stable work environment with good pay and benefits, and a career path. (Please see career path document.)

AED's information shows that students graduating in the U.S. from a quality 2-year degree program in diesel-equipment technology can expect to start, on average, at \$30-35,000 per year. At five years, annual earnings can be \$50,000 or more. Bureau of Labor Statistics data provides a broader view of technician compensation. Note that there are regional variations in pay levels.

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$15.28	\$18.44	\$22.88	\$27.79	\$33.17
	Yearly	\$31,800	\$38,400	\$47,600	\$57,800	\$69,000

Example: 25% (percentile) – 25% of workers earn less and 75% earn more than wage value
 National Data Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)

C. College Diesel-Equipment Program Situation in New Jersey

AED staff did a quick review of certificate or 2-year degree technical programs at public colleges in New Jersey. Unfortunately, none of the colleges now offers a program in diesel-equipment technology, not even on-highway medium/heavy truck programs. The last program may well have been at Raritan Valley Community College; the program closed several years ago.

There are a number of automotive programs available, but these programs teach technology related to cars and light trucks. While there is overlap with construction technology as to some of the "basics," and this is true for on-highway medium/heavy truck programs as well, construction off-highway equipment technology has many differences that will not be learned by students in these other on-highway programs.

TRAINING NEW JERSEY



**Community College
Consortium**

FOR WORKFORCE & ECONOMIC DEVELOPMENT

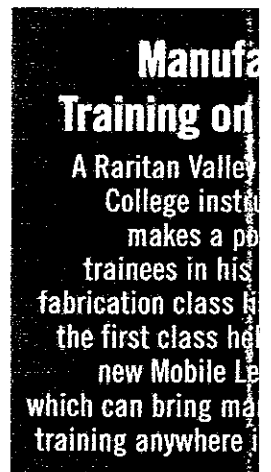
Bridging the Skills Gap

NEW JERSEY COUNCIL OF
County Colleges



THE CONSORTIUM AND THE STATE'S 19 COUNTY COLLEGES

Are Bridging the Skills Gap in New Jersey



In 2004, New Jersey's 19 community college presidents signed an agreement giving **their colleges the combined statewide expertise and resources to offer coordinated workforce training solutions** to New Jersey's more than 200,000 employers and 3.8 million workers.

The agreement empowered the **New Jersey Community College Consortium for Workforce and Economic Development** to initiate statewide workforce training programs through grants and other funding sources.

The Consortium's popular training programs have grown consistently. In the first ten years, more than 100,000 employees with over 5,400 businesses have received training. We are proud of the state's community colleges and instructors for delivering this training with creativity, enthusiasm and high-quality instruction.

These programs have benefited the colleges as well by providing much needed additional revenues and opening doors for the delivery of other training services to local business.

We greatly appreciate the support of our partners, especially the NJ Department of Labor & Workforce Development, which has provided much of the funding, and business groups such as the New Jersey Business & Industry Association, which have provided business outreach.

Based on its track record of success, **we believe the Consortium will continue to play a pre-eminent role in bridging the skills gap for New Jersey employers.** With our 19 member colleges' 64 campuses and centers within a 25 minute drive of every home or business in the state, we are well positioned to continue delivering high-quality training to meet the demands of the employer community.

NEW JERSEY COUNCIL OF
County Colleges



BRIDGING THE SKILLS GAP

...for New Jersey businesses, non-profits
and other private-sector employers

More than 5,400 private-sector employers in New Jersey have taken advantage of the Consortium's training solutions. As a result, more than 100,000 incumbent or prospective employees have been trained in required skill sets. The Consortium and its partner colleges provide this training primarily through three ongoing programs:

- 1) **The Basic Skills Workforce Training Program**, which provides an array of training solutions for incumbent employees.
- 2) **The Training-on-Demand Program**, which trains unemployed individuals to fill job openings with local companies in a variety of industries such as manufacturing.
- 3) **Customized Training** for incumbent employees.

Through these programs, private-sector employers small and large can access high-quality instruction to meet virtually all of their training needs. The Consortium initiated the program—which is open to all New Jersey businesses and organizations in the state—in partnership with the New Jersey Business & Industry Association in 2007. The Consortium also handles all paperwork and training logistics for participating employers.

Participating businesses have expressed a high level of satisfaction with the results.

*"The training provided by
Essex County College was a huge help
in teaching our associates the
importance of enhanced communication
skills for customer service."*

*Robert Sommer
Prudential Center Arena*



FREE BASIC SKILLS TRAINING

For your employees at no cost
to them or your company

Through the Basic Skills Workforce Training Program, **tens of thousands of employees with thousands of companies** have received training in:

- PC Skills (Microsoft OS, Word, Outlook, Excel and PowerPoint)
- Communications (written, verbal and customer service)
- English as a Second Language
- Spanish in the Workplace
- Mathematics and Measurement

The Consortium initiated the program—which is open to all New Jersey businesses and organizations in the state—in 2007 in partnership with the New Jersey Business & Industry Association. Participating employers must be in compliance with New Jersey tax law.

**Community college instructors
customize their course offerings
to address the specific needs of
each company.**

Classes can be held at your workplace
for 10 or more employees. Small
companies with only one or a few
employees in need of training can
send them to open-enrollment classes
at a nearby college campus.



TRAINING-ON-DEMAND

The Consortium will recruit, train and certify the unemployed to fill openings at your company

The Consortium's on-demand training programs solve two of the state's biggest labor-market problems:

- 1) a scarcity of trained and certified workers in many industries, and
- 2) a scarcity of jobs for the unemployed.

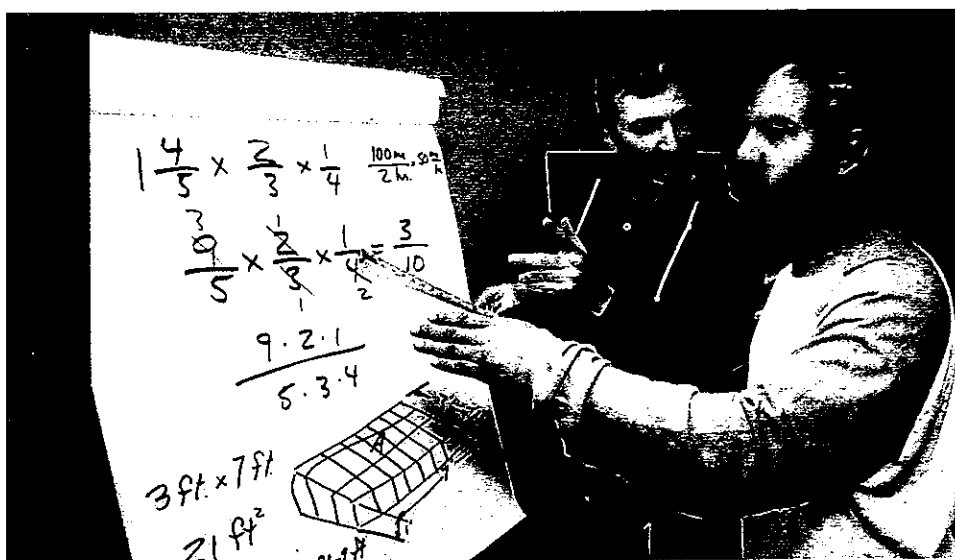
It does this by matching businesses in need of skilled workers with job seekers who have been trained and certified in the skill sets demanded by those businesses.

The Consortium has delivered on-demand training for dozens of companies in the technology, healthcare, financial services and manufacturing industries. These companies have subsequently hired formerly unemployed individuals who first were trained and certified in the required skill sets.



The program works this way:

- ✓ First, the Consortium identifies more companies in a particular region and industry that are seeking skilled workers with comparable skill sets.
- ✓ Next, the Consortium trains and certifies job seekers in that same region (one or two or three contiguous counties) who have passed screening tests for motivation and aptitude.
- ✓ The participating companies also play a role to play. They screen prospective trainees, take trainees on tours of work sites, and commit to interviewing the program graduates for potential employment.
- ✓ The training is underwritten with state and federal grants and is provided at no charge to participating businesses and unemployed workers.



Employee gets a lesson in math and measurement at Renaissance Marble from a Camden County College instructor.

On the next two pages, you will find examples of successful on-demand training programs in the state's advanced manufacturing industries.

THE ADVANCED MANUFACTURING TRAINING INITIATIVE

Recruits, trains and certifies workers
for New Jersey manufacturers

The Consortium's Advanced Manufacturing Training Initiative, which provides on-demand training solutions for manufacturing companies, was initiated in 2012.

Through this program, **previously unemployed individuals have been trained**—and most of them certified in national credentials—in **metal fabrication, CNC machining, and production technology**. Training and instruction were given initially in eight different classes, which were held at Bergen Community College, Cumberland County College, Camden County College, Middlesex County College, Passaic County Technical Institute and the NJ Institute of Technology. **More than 55 local manufacturers have hired 90 percent of program graduates at competitive wages.**

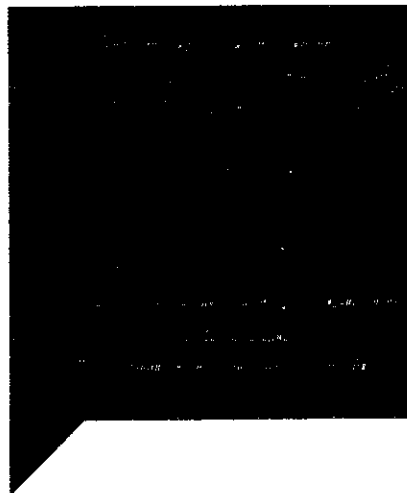
Many other on-demand manufacturing training classes are currently being held or have recently been completed through this initiative.

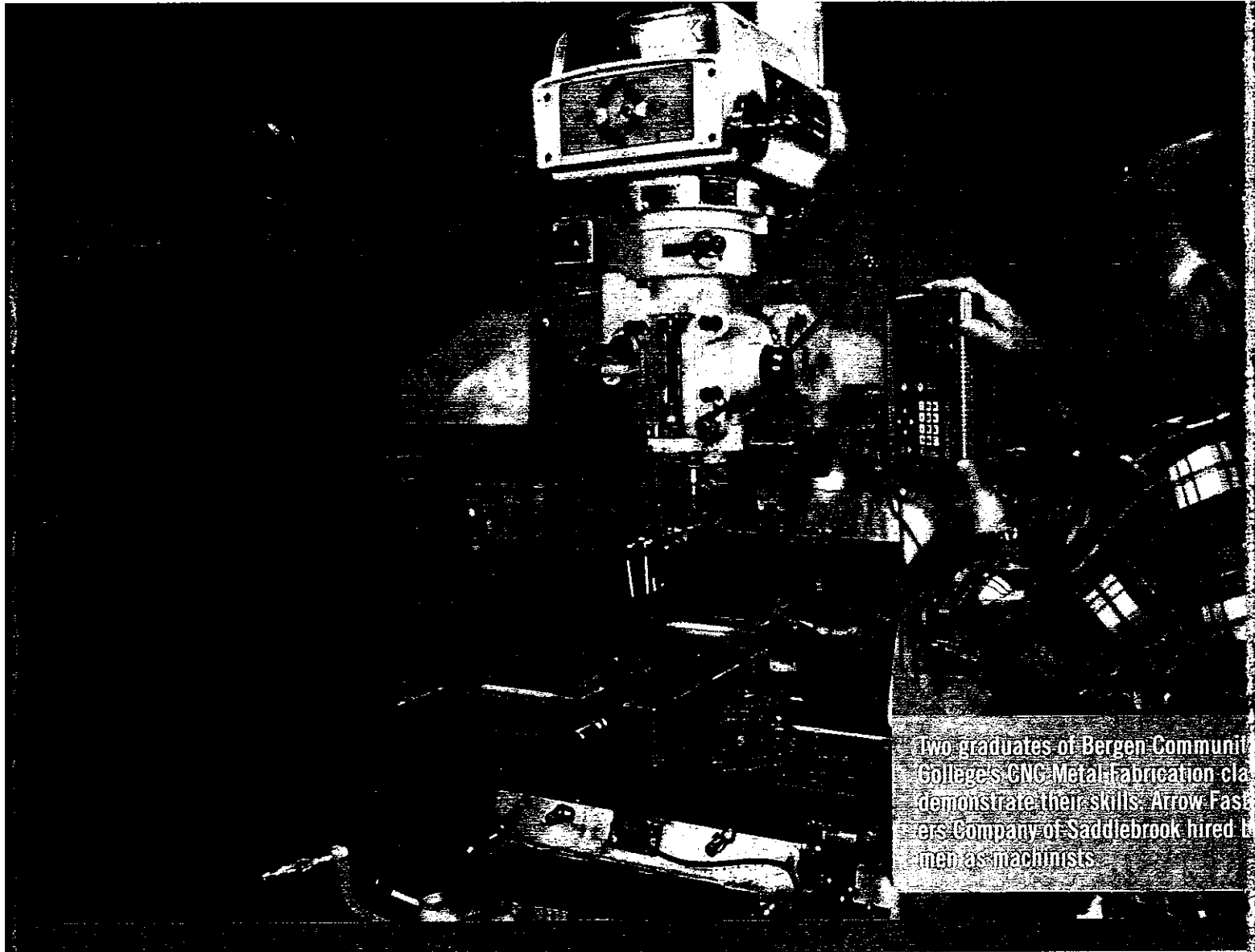
Officials celebrate the unveiling of New Jersey's first mobile manufacturing classroom with a ribbon cutting at Mercer County Community College.



Important tools in this program are our **two Mobile Manufacturing Labs**—among the first in the country to be used for this purpose—which can bring on-demand training in CNC metal fabrication and mechatronics anywhere in the state.

Camden County College purchased these mobile classrooms with funding provided by the US Department of Labor.





Two graduates of Bergen Community College's CNC Metal Fabrication class demonstrate their skills. Arrow Fasteners Company of Saddlebrook hired both men as machinists.



A student with Bergen Community College's Fabricated Metal Products II class (left) and members of her family celebrate her graduation with a state Labor Department official. EVS Metal of Riverdale subsequently hired her as a machinist.



A graduate of Camden County College's CNC metal fabrication program is seen here working as a machine operator at Bright Lights USA in Barrington.



A Cumberland County College instructor helps a student with a math problem with a student being trained as a production technician. After graduation she went to work for Custom Cable Craft in Newfield.

Employees of Initial Impact in Spring Lake signed up for a class in Microsoft Excel after learning about it through a local chamber of commerce.



STRENGTHEN YOUR ASSOCIATION'S MEMBER BENEFITS

Melanie Willoughby of the New Jersey Business & Industry Association (NJBIA) has been an enthusiastic supporter of the Consortium's workforce training programs.

Why?

"Many NJBIA members have difficulty finding and training qualified workers to keep their operations going. That's why we have worked closely with the Consortium to help develop its basic skills and manufacturing training programs," Willoughby said.

"Thousands of our member companies have successfully participated in these training programs to close the skills gaps at their facilities."
Melanie Willoughby
(NJBIA)

The Consortium's training programs are of charge to associations and their members. This makes them a valuable addition to member benefit packages. The Consortium has created customized training programs for these association partners, in addition to NJBIA:

Education

The New Jersey Education Association's Career Ladders Program provides education-support professionals with Certificates of Competency that can be converted to college credits.

Healthcare

The New Jersey Hospital Association has partnered with the Consortium to provide electronic medical-records and ICD10-overview training for healthcare professionals at hospitals and healthcare systems throughout the state.

Life Sciences

BioNJ, the HealthCare Institute of New Jersey and the NJ Institute of Technology are making training available to their members in advanced biotechnology, pharmaceutical, and life-sciences skills.

Technology

New Jersey Technology Council through the Consortium offers IT training to its members in areas such as project management, database management and administration, smartphone app development, and cloud computing.

Utilities

The New Jersey Utilities Association has been helping the state's power and water suppliers maintain a competitive workforce through the Consortium's training initiatives.

Sample course offerings for association partners include:

- Strategic planning and project management
- Supervision, conflict resolution and team building
- Six Sigma and good manufacturing practices

STATE POLICY MAKERS

Empower the Consortium and its member colleges to meet employers' workforce training needs

The New Jersey Community College Consortium is **uniquely positioned to capitalize on the strengths of the state's 19 community colleges** in serving the workforce training needs of businesses and other private-sector employers.

This would not have been possible without the legislative and financial support of the state's Governors, legislators and the New Jersey Department of Labor and Workforce Development.

Created in the 1960s, the community colleges are the state's largest provider of higher education services. But it was the passage of the Higher Education Restructuring Act of 1994 that dramatically enhanced the colleges' ability to serve their communities.

The Restructuring Act granted the colleges the autonomy to govern themselves in a coordinated fashion through the establishment of the New Jersey Council of County Colleges.

The Council in 2004 set about to strengthen the colleges' workforce training capacity by creating the New Jersey Community College Consortium for Workforce and Economic Development. The Consortium brings the vast training resources of the 19 community colleges under one roof for the benefit of the employer community. The Consortium coordinates the training and obtains government grants and other funding to pay for it.

The most successful of these initiatives has been the Basic Skills Workforce Training Program, established in partnership with the New Jersey Business & Industry Association and the NJ Department of Labor and Workforce Development. Legislation passed in 2010 dedicates 13 percent of the state's annual Supplemental Workforce Fund to the Consortium for this program.

"The community colleges play a vital role in the State's higher education system, bridging the gap for employers and workers who seek post-secondary education opportunities that is tailored to meet the needs of the State's business community."
Executive Order 81
November 4, 2003

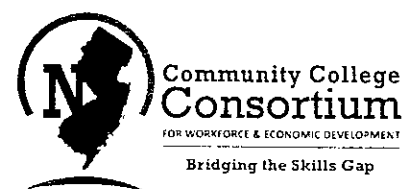


These initiatives and partnerships have met with unqualified success: More than 100,000 people were trained at over 5,400 companies by the 19 community colleges in the Consortium's first ten years.

As envisioned by policy makers who had the foresight to enable and support this success, the Consortium's training programs:

- ✓ Provide job training for the unemployed
- ✓ Alleviate shortages of skilled workers in key industries
- ✓ Train New Jersey employees to be globally competitive
- ✓ Support economic growth

DIRECTORY OF NEW JERSEY'S 19 COMMUNITY COLLEGES



And their workforce training divisions

If your company would like to participate in one of the Consortium's training programs, you may use this directory to contact the individual college nearest your place of business. **If you would like to contact the Consortium staff directly, please refer to the information on the next page.**

Atlantic Cape Community College

5100 Black Horse Pike • Mays Landing, NJ 08330
Continuing Education and Workforce Development
609-343-5651

Bergen Community College

400 Paramus Road • Paramus, NJ 07652
Div of Continuing Education, Public & Corporate Sector Training
201-447-7488

Brookdale Community College

765 Newman Springs Road • Lincroft, NJ 07738
Center for Career Development
732-224-2186

Burlington County College

601 Pemberton Browns Mills Road • Pemberton, NJ 08068
Corporate College and Continuing Education
856-222-9311 x 2521

Camden County College

P.O. Box 200 College Drive • Blackwood, NJ 08012
Customized Training
856-374-4908

Cumberland County College

P.O. Box 1500, College Drive • Vineland, NJ 08362
Workforce & Community Education
856-776-2370

Essex County College

303 University Ave. • Newark, NJ 07102
Corporate and Business Training Center
973-877-3330

Hudson County Community College

70 Sip Avenue • Jersey City, NJ 07306
Center for Business and Industry
201-360-4243

Mercer County Community College

1200 Old Trenton Road • West Windsor, NJ 08550
Mercer Institute
609-570-3279

Middlesex County College

2600 Woodbridge Ave. • Edison, NJ 08818
Corporate Education and Training
732-906-4681

County College of Morris

214 Center Grove Road • Randolph, NJ 07869
Center for Business & Technology
973-328-5185

Ocean County College

College Drive, P.O. Box 2001 • Toms River, NJ 08754
Continuing and Professional Education
732-255-0400 ext. 2271

Passaic County Community College

One College Blvd. • Paterson, NJ 07505
Center for Continuing Education & Workforce Development
973-684-7742

Raritan Valley Community College

118 Lamington Road • Branchburg, New Jersey 08876
Workforce Development at Raritan Valley Community Coll
908-526-1200 x 8639

Rowan College at Gloucester County

1400 Tanyard Road • Sewell, NJ 08080
Business and Industry Training Center
856-468-5000 x5503

Salem Community College

460 Hollywood Ave. • Carneys Pont, NJ 08069
Workforce Development and Career Center
856-351-2651

Sussex County Community College

One College Hill • Newton, NJ 07860
Community Education & Workforce Development
973-300-2287

Union County College

1033 Springfield Ave. • Cranford, NJ 07016
Industry-Business Institute
908-965-2358

Warren County Community College

475 Route 57 West • Washington, NJ 07882
Customized Training
908-835-4029



How we can help your company bridge the skills gap:

- ✓ Basic skills and on-demand training are free of tuition for NJ employers and their employees.
- ✓ Training programs are customized to meet your company's specific needs.
- ✓ We provide one-stop access to training services at all 19 community colleges.
- ✓ With 64 campuses and centers, there is a community college facility within 25 minutes of every business or residence in the state.
- ✓ We can provide training at your worksite or a nearby community college campus.
- ✓ We can complete and file your company customized training grant applications with the NJ Department of Labor and Workforce Development at no cost to you.

NEED TRAINING?

For New Jersey employers in need of training for incumbent or new employees:

Contact the NJ Community College Consortium for Workforce & Economic Development.

Funding opportunities exist.

GET STARTED!

Visit www.njworkforce.org

Call 609-393-9000

Email info@njworkforce.org



Community College Consortium

FOR WORKFORCE & ECONOMIC DEVELOPMENT

Bridging the Skills Gap

About the

NEW JERSEY COMMUNITY COLLEGE CONSORTIUM FOR WORKFORCE & ECONOMIC DEVELOPMENT

The Consortium brings together the vast workforce training resources of the state's 19 community colleges under one roof for the benefit of New Jersey employers. We offer a one-stop service that allows companies to easily access more than 1,700 programs taught by highly qualified faculty with business and industry experience.

- ✓ Companies can access, develop, and receive training for their incumbent and prospective employees at or near their worksites.
- ✓ Basic skills and on-demand training are free of tuition charges for NJ employers and their employees.
- ✓ With 64 campuses and centers statewide, there is a community college facility within 25 minutes of where every resident lives or works in the state.
- ✓ Read this brochure to learn how the Consortium's training solutions can help your company.



Community College Consortium

FOR WORKFORCE & ECONOMIC DEVELOPMENT

Bridging the Skills Gap

New Jersey Community College Consortium for
Workforce & Economic Development
330 West State Street, Trenton, NJ 08618
609-393-9000 | www.njworkforce.org



Rowan
College
GLOUCESTER COUNTY

Rowan
University

NEW JERSEY DEPARTMENT OF
LWD
LEARN AND WORKFORCE DEVELOPMENT

Gloucester County
Chamber of Commerce
Where Business People Connect

GLoucester County
AA
TAKE FROM IT ALL

Rowan Work & Learn CONSORTIUM

New Jersey's First "Bundled" Consortium County Vocational High School Community College • Four-Year University

Rowan College at Gloucester County (RCGC) and Rowan University, in partnership with the New Jersey Department of Labor and Workforce Development, Gloucester County Chamber of Commerce, Gloucester County Workforce Development and Gloucester County Department of Economic Development, are proud to introduce the Rowan Work & Learn Consortium. The Rowan Consortium will create degree programs developed in conjunction with workforce and industry leaders designed to address the seven highest areas of labor demand in New Jersey.

This partnering alliance between higher education and business addresses college accessibility and affordability while meeting employment demands within the local job market, a valuable investment for students and businesses.

Benefits to the Student

- Graduate prepared to enter a high-demand field
- Eliminates concerns about post-graduate job opportunities
- Affords multiple, industry-valued credentials to provide faster marketability
- Provides flexible "stop out" points at the end of each academic year if needed for life or work circumstances
- Offers paid internships through all four years of the program for industry experience
- Converts relevant work experience into academic credit (Prior Learning Assessment)
- Ensures academic compliance and internship placement with support from a dedicated advisor
- Complete all courses on RCGC's campus or online
- Accommodates work and life responsibilities while advancing education with flexible scheduling options and online courses

Seven New Jersey Labor Areas in High Demand

- ⚙️ Advanced Manufacturing
- 💰 Financial Services
- ➡️ Transportation, Logistics & Distribution
- 🏥 Health Care
- 🧬 Biopharmaceutical Life Sciences
- 🏨 Hospitality, Retail & Tourism
- 🔨 Construction Management

Industry-Valued Stacking Credentials



For more information:

University Relations
WorkAndLearn@rcgc.edu; 856-464-5237

ADDITIONAL APPENDIX MATERIALS
SUBMITTED TO THE
LEGISLATIVE MANUFACTURING CAUCUS

October 17, 2017 Meeting

Submitted by Sivaraman Anbarasan, Executive Director and CEO, New Jersey Community College Consortium for Workforce and Economic Development:

John DeRosier, “Atlantic County plans for new aviation school at AC airport,” *Press of Atlantic City*, October 4, 2017.

Submitted by Legislative Manufacturing Caucus:

John Reitmeyer, “With Vo-Techs Turning Away Students, Lawmakers Consider Bond Issue,” *NJSpotlight*, August 16, 2017. ©2017 NJSPOTLIGHT.

John Reitmeyer, “RETOOLING AND REVIVING NEW JERSEY’S MANUFACTURING HERITAGE,” September 20, 2017. ©2017 NJSPOTLIGHT.