



New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman*

Chris Christie, *Governor*

POLICY RESOLUTION: SETC #2016-10

SUBJECT: New Jersey Additional Performance Measures

Background

In preparation to implement the Workforce Innovation and Opportunity Act (WIOA) of 2014, New Jersey adopted *Pathways and Partnerships: New Jersey's Blueprint for Talent Development* that includes seven policy goals and related strategic actions as a guide. Among those goals is data-informed decision making. New Jersey will make performance data on workforce development programs accessible to workforce decision-makers and the public. The State will examine and use additional performance measures to assess and guide training investments across federal and state workforce programs.

In alignment with the Balanced Scorecard Model, adopted by the SETC in 2012, New Jersey is adopting additional performance measures in accordance with section 116 of WIOA. These measures will be used to assess the performance of:

- local Workforce areas for WIOA Title I,
- local Workforce areas providing services through the WorkFirst NJ program (TANF, GA and SNAP Employment and Training), and
- providers of literacy services funded by WIOA Title II.

Co-Enrollment of WIOA Title I and Title III Participants

It is New Jersey's intent that, effective July 1, 2016 all WIOA Title I and WIOA Title III (Wagner-Peyser) participants will be co-enrolled in both programs; this is reflective of the new One-Stop service integration and will be reflected in the performance outcomes of both programs.

It is also New Jersey's intention to apply the WIOA Title I Primary Indicators to the WFNJ program; this will be included in future SNAP and WorkFirst Employment and Training Plans beginning July 1, 2016.

Core Performance Measures Required by WIOA

SEC. 116. PERFORMANCE ACCOUNTABILITY SYSTEM.

(A) PRIMARY INDICATORS OF PERFORMANCE.—

- (i) IN GENERAL.—The State primary indicators of performance for activities provided under the adult and dislocated worker programs authorized under chapter 3 of subtitle B, the program of adult education and literacy activities authorized under title II, the employment

services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that subclauses (IV) and (V) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741), shall consist of—

1. the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
2. the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
3. the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
4. the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
5. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
6. the indicators of effectiveness in serving employers established pursuant to clause (iv).

(ii) PRIMARY INDICATORS FOR ELIGIBLE YOUTH.—The primary indicators of performance for the youth program authorized under chapter 2 of subtitle B shall consist of—

1. the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;
2. the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program; and
3. the primary indicators of performance described in subclauses (III) through (VI) of subparagraph (A)(i).

(iii) INDICATOR RELATING TO CREDENTIAL.—For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV), program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.

(iv) INDICATOR FOR SERVICES TO EMPLOYERS.—Prior to the commencement of the second full program year after the date of enactment of this Act, for purposes of clauses (i)(VI), or clause (ii)(III) with respect to clause (i)(IV), the Secretary of Labor and the Secretary of Education, after consultation with the representatives described in paragraph (4)(B), shall jointly develop and establish, for purposes of this subparagraph, 1 or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers.

Additional Performance Measures for WIOA Title I, WIOA Title II and WorkFirst New Jersey

- 1. Number of program participants served by the program**
- 2. Number of program participants exited from the program**
- 3. Percentage of program participants served with barriers to employment as follows:**
 - a. Disability
 - b. Ex-offender
 - c. No high school diploma
 - d. Previously or currently in foster care
 - e. Homeless
 - f. Limited English Proficiency or Low Level Literacy
 - g. Long-Term Unemployed (continuously unemployed for at least 12 consecutive months)
 - h. Public Assistance customer
- 4. Percentage of program participants responding to survey who are satisfied with their training/counseling after exiting from the program**

Additional Performance Measures for WIOA Title I ONLY

- 5. Workforce Development Board (WDB) Certification**

The State will evaluate the WDB's local area achievement based on its ability to meet all WDB certification requirements.
- 6. Number of High Quality Partnerships Established**

High Quality Partnerships are those workforce and education efforts which are employer-driven and have developed a clearly defined mission and vision statement, with defined roles, responsibilities and impact measures for all partners. These partnerships will drive programs and investments with current industry and workforce data, and will focus on collaborative curriculum development based on industry need. All programs will integrate the use of career pathways, and provide both interim process measures as well as outcome measures, which will be particularly focused on industry valued credentials, employability skills, and experiential learning. It is additionally expected that programs will develop plans for sustainability beyond the life of any one funding stream.

High Quality Partnerships are characterized by some or all of these factors:

- **Employer Driven Partnerships:** Partnerships shall include private sector employers, and may include but are not limited to: educational institutions; nonprofit organizations or industry associations; and local or state government agencies.
- **Clear Roles and Responsibilities:** The program shall have clearly delineated roles and responsibilities for all partner participants, including a clear coordinator, convener, or backbone organization. Participants should have a shared vision and mission around a challenge area, and a joint approach to solving it through agreed upon actions, such as may be found in a strategic plan.
- **Employer Valued Degree or Credential:** The education and/or training provided by the program leads to skills, degrees, or credentials that create advanced opportunities for students or job seekers in high-demand fields or identifiable career pathways. Programs should use existing career pathways models, or develop new pathways models.
- **Data Informed Strategies:** The program shall integrate quantitative and qualitative labor market or institutional data in identifying industry sector demand. This data will be shared broadly among all partner participants. The program will endeavor to provide education and/or training in a skills or credentials in-demand category as identified by the NJ Department of Labor and Workforce Development's Credential Review Board.
- **Collaborative Curriculum:** Curriculum shall be demand based, and developed in collaboration with partnership participants. The program includes at least one of the following: career awareness and readiness; mentorship; internship, apprenticeship, or other experiential learning; and/or employability skills training.
- **Program Effectiveness:** Program provides for measurable evaluation of the partnership which could include such tangibles as evaluation of improved skills, employment for students or job seekers, program growth, or increased funding. Additionally, the program shall lead to an industry valued degree, credential, or employment for students or job seekers. Program measures and evaluates job placement effort made by, or in collaboration with, a Partner Organization responsible for connecting students or job seekers to employment opportunities.
- **Sustainable Plans:** The program shall have a plan for continued funding of initiative, which may include single-source or a variety of funding streams, including braided funding strategies. This should include a plan for continuing staffing and resource allocation sufficient to continue or expand the effort.

7. Regional Coordination

Three workforce planning regions are designated in New Jersey: North, Central, and South. The State will evaluate if each region has effectively administered their activities under WIOA which requires that each region engage in a planning process that results in:

- a. the preparation of a regional plan;
- b. the establishment of regional service strategies, including use of cooperative service delivery agreements;
- c. the development and implementation of sector initiatives for in-demand industry sectors or occupations for the region;
- d. the collection and analysis of regional labor market data (in conjunction with the State);
- e. the establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region;
- f. the coordination of transportation and other supportive services, as appropriate, for the region;
- g. the coordination of services with regional economic development services and providers; and
- h. the establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with Governor on local levels of performance for, and report on, the performance accountability measures for local areas or the planning region.

Implementation

For New Jersey's additional performance measures outlined above, the measures data will be collected beginning July 1, 2016 (Program Year 2016) as a baseline year. Performance targets will be set for the state and local areas for Program Year (PY) 2017; the outcomes for PY 2017 will be published but will not be subject to penalties for PY 2017 under the Performance Accountability Rule, N.J.A.C. 12:42-3.

Resolution:

It is hereby resolved that the State Employment and Training Commission formally adopts the "Policy on New Jersey Additional Performance Measures". This policy takes immediate effect and will be included in the New Jersey Combined State Plan, 2016.

Commission Approved: March 29, 2016