

September 2005

Dear Colleagues:

The State Employment and Training Commission has recognized for some time that companies are increasing their expectations of the skills that workers should bring to the job. Many New Jersey citizens lack basic workplace literacy skills, while others are unable to access the training and other services they need to upgrade current skills or to retrain for new employment. Our ability to maintain a competitive advantage in a global economy requires a drastic change in governmental and educational priorities.

Like some other states, New Jersey has developed a vision and series of core principles for how we will work with our businesses and job seekers. In New Jersey, we envision an integrated Workforce Investment System that is demand-driven, focused on outcomes that seek to build the basic and occupational skills of our workers. Our system is designed to encourage lifelong learning and skill development, in order to ensure full utilization of all potential employees. Our system is also based on a "culture of cooperation" where State Agencies collaborate, partnerships are established between the State and localities, and the public and private sectors work together.

What sets New Jersey apart from many other states is our ability to put our vision into concrete action. In the past several years, our workforce development landscape has undergone sweeping reforms designed to bring us in line with our vision and core values. New Jersey has consolidated 18 programs, formerly administered by three different agencies, into a single Department of Labor and Workforce Development. That same level of commitment from State leadership continues today, as we forge ahead in transforming our One-Stop Career Centers. Soon we will be implementing a comprehensive One-Stop Chartering process to ensure high quality One-Stop Career Centers, while simultaneously monitoring business skill requirements so that we can build a coherent set of responsive workforce development services.

While much has been accomplished, much remains to be done. As a member of the Commission you are helping us continue with our work—work that is essential to maintaining New Jersey's economic viability. We are pleased to have you as a Commission member.

Sincerely,

A handwritten signature in black ink, appearing to read "John J. Heldrich". The signature is fluid and cursive, with the first name "John" being the most prominent.

John J. Heldrich
Chairman

NEW JERSEY STATE EMPLOYMENT AND TRAINING COMMISSION

MEMBER HANDBOOK

TABLE OF CONTENTS

Letter from John Heldrich

Section 1: Mission, History and Strategic Directions

- Mission Statement
- Commission Membership
- Strategic Priorities
- Committee Structure

Attachments

- Key Events in the History of the SETC
- New Jersey State Employment and Training Commission—Members
- SETC Organizational Overview

Section 2: A Vision for New Jersey's Workforce Investment System

- SETC's Vision
- SETC Organizational From Vision to Action

Section 3: Goals and Key Initiatives

- Overarching Goals
- Examples of Key Initiatives

Section 4: Policy Development and Strategic Planning

- Planning Processes
- Targeted Policy Development

Attachments

- Analysis of New Jersey's Strategies to USDOL's Areas of Emphasis
- SETC Operational Plan Update

Section 5: One-Stop Delivery System

- Fundamental One-Stop System Characteristics

- Workforce Investment System Consolidation
- One-Stop Career Center Services
- Chartering One-Stop Career Centers

Attachments

- SETC One-Stop Chartering Criteria
- New Jersey “To-Work” Programs

Section 6: Local Workforce Investment Boards

- Local WIB Roles and Responsibilities

Attachments

- Local Workforce Investment Board Directory
- Guidelines for Youth Investment Councils

Section 7: Profile of New Jersey

- Growth in New Jersey’s Economy
- A Study in Contrasts: The Expanding Gap Between the Skilled and Unskilled

Section 8: State Plans, Strategic Plans, Policy Reports and Publications

- State Plans and Strategic Plans
- Policy Reports and Publications
- Additional Documents

Attachments

- *New Jersey in Transition: The Crisis of the Workforce*—Executive Summary
- *New Jersey State Employment and Training Commission Strategic Plan: Tomorrow and Beyond*—Executive Summary
- Progress Update on Key Goals in the Strategic Plan 2005

Section 9: General Information

- Profile on John J. Heldrich
- Profile on Henry A. Plotkin
- SETC Staff Directory and Contact Information
- Glossary of Acronyms and Terms

SECTION 1.

MISSION, HISTORY AND STRATEGIC DIRECTIONS

The New Jersey State Employment and Training Commission (SETC) is proud of its role in promoting the vision for a quality workforce in New Jersey. New Jersey was the first state in the nation to legislatively mandate and create a Commission to provide high-level leadership on workforce issues. It wasn't until 1998—nearly ten years later—that the United States Congress mandated the restructuring of the nation's workforce development system. The national system was heavily influenced by New Jersey's structure for State leadership.

The primary mission of the Commission is to:

Improve the skills of New Jersey's workforce by 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 SETC serves as a “think tank” for developing new and innovative workforce investment policies that will further the State's agenda for a first-rate Workforce Investment System. More specifically, the Commission's role is to develop workforce policy and establish standards for the performance of the Workforce Investment System. The Commission also designs and conducts oversight and evaluation of the State's workforce investment programs and services. A summary of key events in the history of the SETC is on page 1-4.

COMMISSION MEMBERSHIP

Members of the Commission are drawn from the public and private sectors with the intent that the Commission should reflect the views of a broad range of workforce system stakeholders. The Chair of the Commission is John J. Heldrich, a retired Executive Committee member from Johnson & Johnson who is well known and highly regarded for his leadership on workforce issues. Members of the Commission are appointed by the Governor with the consent of the Senate. Membership includes:

- Four Cabinet officials representing the Departments of Community Affairs, Education, Human Services, and Labor and Workforce Development;
- Representatives from both the Commission on Higher Education and the New Jersey Commerce, Economic Growth and Tourism Commission;
- Representatives from the State Legislature;

- Leaders from the business community who represent companies of all sizes from Fortune 100 companies to mid-sized and small enterprises;
- Organized labor;
- Educational institutions; and,
- Community-based organizations.

Collectively, Commission members bring their expertise and knowledge of the needs of the workforce and the policies and practices required to tackle the challenges that lie ahead. A list of Commission members is on page 1-5.

STRATEGIC PRIORITIES

The SETC has enjoyed a longstanding leadership role, both in advocating the development of a strong workforce and in shaping the State's workforce investment policies. In 2001, a significant outreach effort among key stakeholders in the workforce system was conducted to gain insight into their expectations of the SETC. This outreach effort yielded eight strategic priorities that framed the development of the SETC's Strategic Plan and continue to guide its work today. Those eight strategic priorities are:

- ▣ ***Workforce Development Policy:*** The SETC's role is to "look beyond the horizon" and develop policies that address the present and future needs of the State's residents and business in the design of a quality Workforce Investment System.
- ▣ ***Workforce Delivery System Integration:*** The SETC has long advocated for an integrated Workforce Investment System. The consolidation efforts now underway are taking broader measures to integrate our State Workforce Investment System to an even greater degree. The SETC is responsible for organizing statewide planning with the goal of forging new collaborations and a more responsive Workforce Investment System based on the State's vision and policies.
- ▣ ***Workforce Investment Board (WIB) Development and Oversight:*** Local WIBs are responsible for developing a customized, coherent plan to train and retain their local workforce with the ultimate goal of ensuring both economic self-sufficiency and a supply of qualified workers to their communities' businesses. The SETC provides the guidance and technical assistance to support local WIBs' efforts in conducting their work toward this goal.
- ▣ ***One-Stop Career Center System Quality and Evaluation:*** As the central delivery system for workforce programs and services, the quality of local One-Stop Career Centers is vital to the success of the State's Workforce Investment System. The SETC defined standards to guide the development of New Jersey's local One-Stop Career Center System, thereby ensuring a consistent level of quality services throughout the State.

- ▣ ***Workforce Delivery System Development and Evaluation:*** The SETC is responsible for overseeing the quality of the Workforce Investment System. It works with all stakeholders and Partners to ensure that the workforce system is accountable and supports the growth and development of New Jersey's economy.
- ▣ ***Literacy for Families and the Workplace:*** A quality system of literacy services is recognized as one of the most fundamental strategies needed to build a quality workforce. The SETC continues to target as a major priority the development of programs and services that will build the literacy skills of children and adults, both in school and in the workplace.
- ▣ ***Youth Development:*** The SETC supports and guides the work of Youth Investment Councils (YICs), which are mandated committees of local WIBs. In this role, the Commission, along with its local Partners, has initiated a number of important projects to facilitate New Jersey's young people in exploring the work world, identifying and accessing appropriate education and training resources, and preparing them to become self-sufficient adults.
- ▣ ***Diversity and Equity:*** Inherent in New Jersey's workforce is an incredibly diverse population which requires differential attention to ensure parity in education, training, and the labor market. The SETC has launched several important research initiatives, programs, and policies that highlight the value of building on this diversity and identified ways to further strengthen the State's economy.

COMMITTEE STRUCTURE

Carrying out many of these strategic priorities is the work of the SETC's Standing Councils, Committees and a highly professional staff led by Henry A. Plotkin, Executive Director. These Councils and Committees include:

- Executive Committee
- Council on Gender Parity in Labor and Education
- State Council for Adult Literacy Education Services
- Disability Issues Committee
- Public Sector Planning Committee
- Performance Evaluation Committee
- Governance Committee

Details on the initiatives carried out by these Councils and Committees are discussed in Sections 3 and 4 of the Handbook. In addition, summaries of the key work products and policy documents developed by these Councils and Committees are provided in Sections 4 and 8. Complete copies of most of these work products can be found on the SETC website at www.njsetc.net.

KEY EVENTS IN THE HISTORY OF THE SETC

New Jersey has a long history of being at the forefront of advancing workforce policies and programs as evidenced by the following:

- 1989: NJ State Legislature enacted PL 1989, Chapter 243, establishing the New Jersey State Employment & Training Commission.
- 1993: The Unified State Plan for New Jersey's Workforce Readiness System established the key principles and framework for the Governor's Executive Order.
- 1993: Two local areas were selected to form local Workforce Investment Boards (WIBs) as demonstrated sites to carry out the key elements in the Unified State Plan.
- 1995: Executive Order #36 was executed and reaffirmed the SETC's leadership responsibilities to the Governor as the designer of a statewide master plan for workforce investment; it also established additional WIBs statewide.
- 1996: New Jersey received one of the country's first One-Stop Career Center implementation grants. New Jersey's model later served as a central feature of the new federal Workforce Investment Act legislation enacted two years later.
- 1996: State Unified Plan updated in line with the requirements of Executive Order #36.
- 1998: United States Congress enacted the Workforce Investment Act (WIA), which was modeled after New Jersey's State and local structures and its mission for an integrated workforce delivery system.
- 1999: Strategic Five-year Unified Plan for New Jersey's Workforce Investment System prepared, further defining policies in support of the vision and goals set forth in earlier plans.
- 1999: State legislation enacted to establish statewide Literacy Councils, making New Jersey the first state to recognize the importance of the development of a statewide literacy system.
- 1999: State legislation enacted to establish a statewide Council on Gender Parity in Labor and Education to provide gender equality in labor, education and training.
- 2001: White Paper entitled *New Jersey in Transition: The Crisis of the Workforce* prepared, which defined the economic imperatives for realigning all of New Jersey's workforce investment programs—and ultimately became the framework for New Jersey's consolidation efforts.
- 2003: State and local planning process for consolidation; consolidation plans prepared.
- 2004: "A Plan for the Transfer, Consolidation and Reorganization of the State's Workforce Development System Into the Department of Labor" enacted in support of consolidation.
- 2005: US Department of Labor required state plans that described the governor's policies and operational strategies for a demand-driven system and a fully integrated One-Stop delivery system. New Jersey was one of only four states that had already consolidated all major workforce investment programs and services at the State and local levels.

NEW JERSEY STATE EMPLOYMENT AND TRAINING COMMISSION

Chairman

John J. Heldrich

Executive Director

Henry A. Plotkin

Members

Virginia S. Bauer, CEO and Secretary, New Jersey Commerce, Economic Growth and Tourism Commission

Dana W. Berry, Executive Director, Starting Points for Children, Inc.

Harold Burlingame, Senior Vice President, AT&T

Michael Cantwell, Hamilton Square, New Jersey

Michael Carey, Warren, New Jersey

Celeste Carpiano, New Jersey Association of Counties

Honorable Thomas D. Carver, Commissioner, Department of Labor and Workforce Development

Peter Contini, President, Salem Community College

Gail A. Davis, Urban Development Manager, PSE&G

Honorable James Davy, Commissioner, Department of Human Services

Honorable Lucille Davy, Acting Commissioner, Department of Education

Nicholas Gacos, President, Colorado Café Associates

John J. Gallagher, Jr., CEO, The Gallagher Group

Henry F. Henderson, CEO, HF Henderson Industries

Stephen C. Hornik, Sr., President Emeritus, Monmouth-Ocean AFL-CIO

Andrea B. Karslan, Executive Vice President, Toresco Enterprises, Inc.

Joseph E. Krimko, Ocean Grove, New Jersey

Frank H. Lehr, CEO, Frank H. Lehr Associates

Jody Levinson, Vice President, Health Care Systems, Johnson & Johnson

Rev. Msgr. William Linder, CEO, New Community Corporation

Honorable Robert Martin, Senator, District 26

Brian McAndrew, Superintendent, Monmouth County Vocational School

Joseph McNamara, New Jersey Laborers' Employers Cooperation and Education Trust

Robert A. Munyan, Manasquan, New Jersey

Harvey Nutter, CEO, Greater Paterson Opportunities Industrialization Centers

Arthur J. O'Neal, Flemington, New Jersey

Jeanne Oswald, Executive Director, Commission on Higher Education

Clifford R. Reisser, Training Director, International Brotherhood of Electrical Workers, Local 269

Honorable Charles A. Richman, Acting Commissioner, Department of Community Affairs

Julio Sabater, President, Universal Communication Enterprise

Honorable Linda Stender, Assemblywoman, District 22

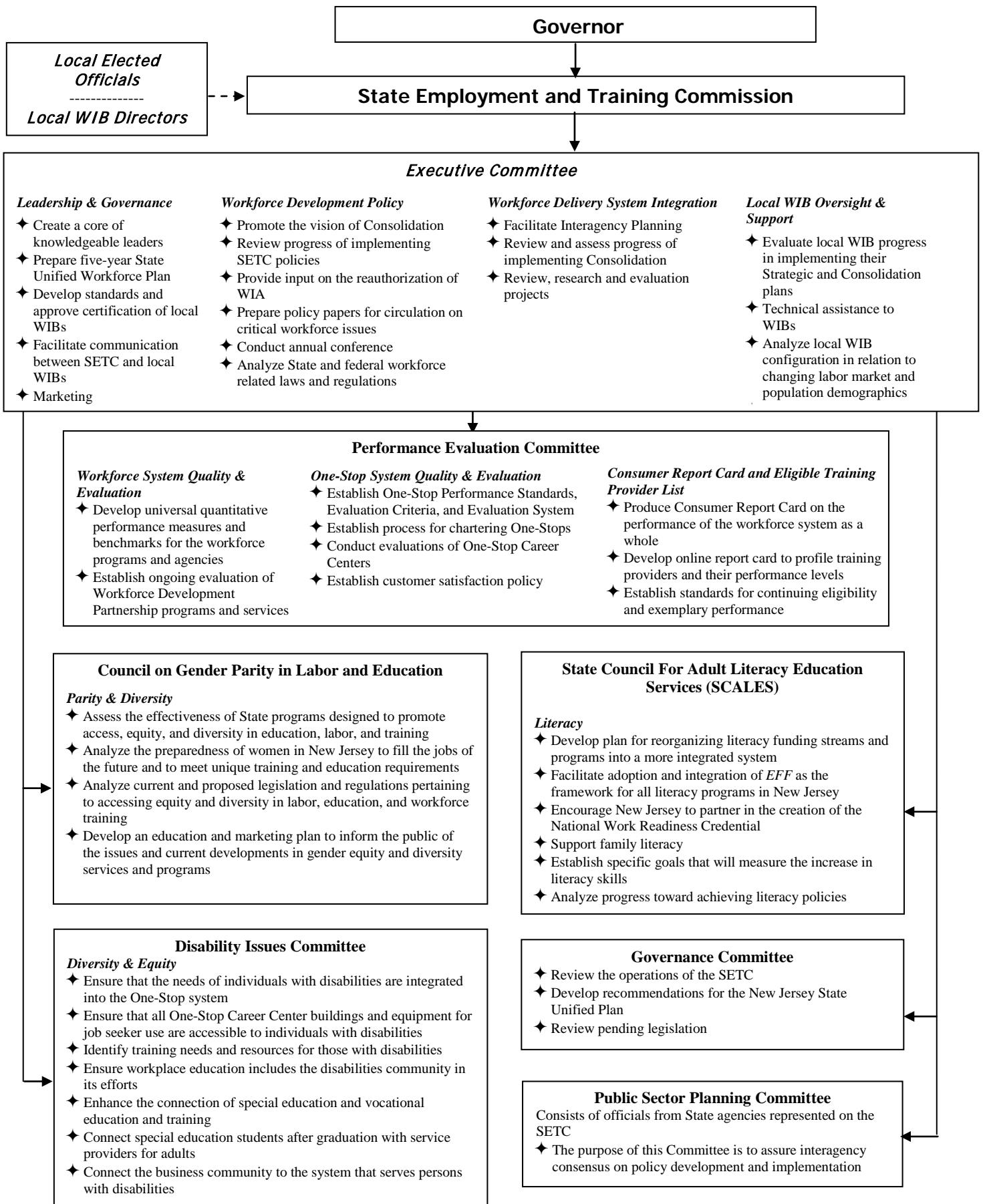
Bruce D. Stout, Executive Director, The Violence Institute of New Jersey

JoAnn Trezza, Vice President, Human Resources, Arrow Group Industries, Inc.

Carolyn Carter Wade, President, Communication Workers of America, Local 1040

Herbert A. Whitehouse, Managing Attorney, Whitehouse Law Firm

SETC ORGANIZATIONAL OVERVIEW



SECTION 2.

A VISION FOR NEW JERSEY'S WORKFORCE INVESTMENT SYSTEM

New Jersey envisions a Workforce Investment System that is capable of serving well the needs and demands of the workforce and the workplace. In other words, New Jersey's Workforce Investment System will address the need that New Jersey's businesses have for a highly qualified workforce and also the rights of its citizens to be employed to their maximum potential so that both may have their place in an ever-changing and global marketplace.

New Jersey Unified State Plan, May 2005

A high wage, highly skilled workforce is paramount to the economic vitality of our State. To put it plainly, productivity is the key to generating wealth; a skilled workforce is the key to productivity. New Jersey faces an era of enormous change that is in some ways more profound than that of previous generations. Deep changes in the labor market have affected the skills demanded of the workforce, while reduced job security has put a premium on the ability of workers to adapt to these circumstances. New Jersey and the nation must rethink the way the workforce is trained to ensure that the skills of current workers keep pace with the demands of a competitive marketplace, and that individuals can attain the quality of life they have come to expect.

In adopting the New Jersey State Employment and Training Commission's White Paper entitled *New Jersey in Transition: The Crisis in the Workforce*, New Jersey has fully embraced this reality and forged a vision for its Workforce Investment System that demands an aggressive and forward-thinking agenda. This agenda addresses the challenge of developing a highly-skilled and well-prepared workforce from two primary directions: 1) embracing a demand-side approach wherein the needs of employers drive the direction and priorities of the Workforce Investment System; and 2) centralizing resources and efforts of the State through a unified and integrated Workforce Investment System.

From this agenda, two overarching goals have emerged for the State's Workforce Investment System:

- ▣ **GOAL 1:** System-Wide Understanding of the Skill Demands of the Workforce and Using Demand-side Approaches to Service Delivery.

- ▣ **GOAL 2:** Development of a Unified and Integrated Workforce Investment System.

FROM VISION TO ACTION

This vision for New Jersey's Workforce Investment System has guided the efforts of the SETC from its inception. It has played a key role in the development of the State's consolidation planning process and ultimately the most recent Unified State Plan, approved by the United States Department of Labor in June 2005. It has also been the catalyst for the SETC's strategic planning process and the development of eight strategic priorities (*outlined in Section 1*) designed to lead the SETC in accomplishing its vision and goals. Most importantly, the vision and strategic priorities, combined with the planning, policy development and advocacy efforts of the SETC, have resulted in systematic change in New Jersey's Workforce Investment System.

SECTION 3.

GOALS AND KEY INITIATIVES

The State Employment and Training Commission (SETC) is keenly aware that the State's Workforce Investment System must always be focused on continually developing the skills and competencies of New Jersey's present and future workforce if it is to meet the economic needs of the State. This requires having a Workforce Investment System that is highly knowledgeable about the present and future skill needs of business and industry. It also requires understanding how to bridge the skill gaps in order to prepare largely untapped pools of prospective employees (e.g., those in need of literacy skills, those disadvantaged by socioeconomic status, gender, race, ethnicity or disability type), as well as upgrade the skills of the present workforce. Finally, it requires that its workforce delivery system be high-quality, flexible and adaptive, and accountable to the stakeholders and customers it serves.

Accordingly, New Jersey's Workforce Investment System is built on a set of two overarching goals established by the Commission to address the challenge of developing a highly-skilled and well-prepared workforce:

- ▣ **GOAL 1:** System-Wide Understanding of the Skill Demands of the Workforce and Using Demand-side Approaches to Service Delivery.
- ▣ **GOAL 2:** Development of a Unified and Integrated Workforce Investment System.

In pursuing these twin goals, the SETC has led and/or participated in a number of key initiatives. In keeping with its mission, these initiatives place significant emphasis on analysis and policy development to guide the course of New Jersey's workforce services and create a more unified and demand-driven system.

GOAL 1:

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

Achieving a demand-driven Workforce Investment System requires that the stakeholders in this system have the information, tools, and strategies necessary to adapt their programs and services to the ever-changing economic environment. Therefore, the SETC has undertaken a number of important projects aimed at increasing the knowledge of the stakeholders statewide—both on present and future employer skill needs, as well as the demographics of the current workforce, the untapped labor pools, and the skill development strategies needed to develop both of these. In particular, the SETC is focusing on a number of specific skill development initiatives, especially in the area of expanding literacy statewide.

EXAMPLES OF KEY INITIATIVES

Demand-side Skill Assessment Project (Ready for the Job)

Led by the Heldrich Center and working with local WIBs and State level agencies and organizations¹, the SETC initiated a study to identify workplace literacy and specialized skills necessary for success in 73 demand occupations in eight key industries: *Construction; Finance; Manufacturing; Utilities/Infrastructure; Transportation and Logistics; Information Technology; Health care; and Tourism*. In this same study, economic forecasters and researchers also identified the skills required in five emerging growth sectors: *Biotechnology; Security; E-learning; E-commerce; and Food and Agribusiness*.

This research included working with employer advisory groups and conducting over 30 focus groups and over 80 interviews with employers and educators. The result of this study was a clearly articulated list of skills and certifications correlated to both current and future skill needs and described in a series of ten detailed skill reports. These reports reflect findings on more than one million New Jersey jobs and offer more than 300 pages of hard intelligence on the skills required for the jobs being created now and in the coming decade.

NJ Next Stop... Your Career Website

Following the *Ready for the Job* project, a partnership was developed to produce the NJ Next Stop website (www.njnextstop.org) to disseminate the Project results, making them readily available to high school students, school counselors, teachers and parents, Workforce Investment Boards and One-Stop Career Centers. This website provides summaries of the research findings on the skill needs of industries and occupations, skill paths, and education and training requirements, and correlates that information with key labor market information on wages and projected industry growth in high-demand jobs. It also identifies a list of top companies relevant to these industries and occupations, and provides links to access information on them. Users can register on this website to receive a monthly newsletter, *Career Fuel*, written by NJ Biz, which illustrates the applicability and practicality of the

¹ Partners in the Demand-side Skill Assessment Project included the SETC, New Jersey Department of Labor and Workforce Development and Department of Education, Heldrich Center, Commission on Science and Technology, National Skills Standards Board, Cumberland/Salem WIB, Cumberland County College, Atlantic /Cape May WIB, Atlantic Cape Community College, Passaic County WIB, William Paterson University, Mercer County WIB, and Mercer County Community College.

research findings for readers. In addition, this site helps students assess their career interests, learn about a broad range of industries and occupations, learn firsthand from individuals in specific careers, and features current workforce-related reports and articles.

Sector Strategies

In alignment with the *Ready for the Job* project, key industries that impact New Jersey's economy were identified by the New Jersey Commerce, Economic Growth and Tourism Commission, as well as the New Jersey Economic Development Authority and the Department of Treasury. A variety of strategies are now being designed and implemented to attract and retain businesses in these primary industries: *Manufacturing; Biotechnology and Life Sciences; Financial Services; Logistics; Telecommunications; and Tourism and Hospitality.*

A wide variety of tools and strategies are being utilized in each of the key industries. Workforce development strategies focus on: 1) building strategic partnerships with the State's community colleges to ensure there are available training opportunities related to these key industries; 2) providing resources to support customized training for specific businesses or consortiums of businesses; and 3) developing apprenticeship programs and "skills centers" to support training job seekers in specific occupational and workplace literacy skills. Many of these service sectors also offer financial incentives and reduce bureaucratic barriers to businesses wishing to hire New Jersey workers.

Adult Literacy

Employers continue to indicate that two of the most critical skills lacking in the current and future workforce are basic literacy skills and foundational work success skills. Responding to this concern, the SETC has been extremely active in establishing workplace literacy as a priority for the State.

Activities in support of adult literacy include:

- ▣ **Equipped for the Future (EFF) Content Standards:** The EFF Standards for Adult Literacy and Lifelong Learning have been developed by the National Institute for Literacy (NIFL) and Partner states to answer: What do adults need to know and be able to do in order to successfully carryout their roles as workers, parents and family members, and citizens and community members? The 16 research-based standards have been identified by looking at changes in adults' daily lives. The SETC, through its State Council for Literacy Education Services, adopted the EFF Standards for use by adult education service providers in the State.

The SETC and LWD have implemented a pilot and pilot expansion, in concert with literacy program administrators, to train adult educators in using the standards. These are the first steps toward ensuring that the standards are infused into individual classroom instruction and within and across programs.

▣ **Work Readiness Credential:** New Jersey has partnered with a consortium of other states, Washington DC, NIFL, and national organizations, including the US Chamber of Commerce to develop a Work Readiness Credential (WRC). This national assessment is based on the Equipped for the Future (EFF) Standards for Adult Literacy and Lifelong Learning and business-defined standard of the critical skills needed by entry-level workers. Designed as a computer-based assessment, the WRC will affirm that individual job seekers have demonstrated the foundation knowledge and skills in the following areas:

- Speak so others can understand
- Solve problems and make decisions
- Read with understanding
- Cooperate with others
- Resolve conflicts and negotiate
- Use math to solve problems
- Observe critically
- Listen actively
- Take responsibility for learning

The SETC anticipates the WRC being available through the State's One-Stop system by mid-2006.

Tapping Under-Utilized Labor Pools

Recognizing the need to fully utilize all of the State's labor pools, the SETC is instrumental in various projects related to ensuring workforce access for workers facing barriers to employment, including disadvantaged youth, women (particularly in non-traditional occupations) and individuals with disabilities.

These projects include:

▣ **Distance Learning:** The SETC's Council on Gender Parity in Labor and Education was instrumental in the US Department of Labor's decision to award a competitive grant to the NJ Department of Labor and Workforce Development to pilot an online learning program for single working-poor mothers. Distance learning proved to be an effective mechanism for these women to develop work-related skills. As a result, the State Partner agencies launched a national campaign to promote the model of online learning for non-college educated incumbent workers within states' Workforce Investment Systems.

▣ **Increased Knowledge on Gender Parity Issues:** The SETC's Council on Gender Parity in Labor and Education has researched and published key reports including: *Engineering Their Futures—The Educational and Workplace Experiences of Female Engineers*; *Healthcare Workforce Outlook—The Nursing Shortage in New Jersey and the United States—Suggestions for Future Research and Policy*; and, *Women and Work—Achieving Parity on the Job*. (For a full listing on the Council's reports, please refer to Section 8.)

▣ **Increasing Awareness in Support of Individuals with Disabilities:** Working through the Disability Issues Committee, the SETC is seeking to address three major goals. The first is to ensure that the needs of individuals with disabilities are integrated into the One-Stop system. The second is to identify training needs and resources for those with disabilities. The third is to ensure workplace education includes individuals with disabilities in its efforts.

Based on the Committee's recommendations, local areas were required to establish Disability Issues Committees. Activities for these committees have included: working with LWD to design a Disability Accessibility Checklist that expanded upon USDOL requirements, which is now being used in One-Stop Career Centers to evaluate accessibility; and, produced an information and resource directory entitled *Work & Independent Living for People with Disabilities*.

▣ **Youth Planning:** The SETC organized and conducted Youth Workforce Summits to better understand and address the needs of youth facing barriers to employment and to identify the strategies that will better connect them with the world of work. The *NJ Next Stop* website, an important tool aimed at educating youth and their families about career and educational opportunities and assisting youth in their career planning, was prominently featured at these Summits.

GOAL 2:

The second overarching goal is to have an effective and efficient Workforce Investment System, across a variety of State and local institutions. This system must support local communities to help their residents acquire and hone the skills necessary for success in their own lives, as well as for success in the workplace. It requires strong leadership at the local level to engage members of the business community in planning how to strengthen the workforce to meet the needs of their local economy and to develop a comprehensive continuum of services. Issues such as accountability, continuous quality improvement and setting and meeting performance standards must also be addressed to create an effective system.

New Jersey's vision for a Workforce Investment System calls for the creation of an integrated continuum of workforce development services wherein an individual or employer can easily access the specific, high-quality services necessary to meet their workforce needs. This

service network encompasses a full range of services including job readiness, occupational training, job search support, job matching services, literacy services and services for youth and other special populations. These services must be targeted to meet the needs of a variety of customers including dislocated worker populations, TANF customers needing “To Work” services, businesses wishing to use Business Resource Centers and basic literacy customers seeking Workforce Learning Link training.

In developing a unified system, New Jersey regards its One-Stop Career Centers as the central hub and primary vehicle for delivering business and job seeker services. Prominently featured in the 1993, 1996, 1999, and 2005 Unified Plans, One-Stop Career Centers serve as a focal point for the coordination of all local workforce development resources across a wide variety of organizations including State and local public agencies, non-profit and community-based organizations, community colleges, faith-based organizations and other local training providers. These entities work together to provide access to a wide array of services either on-site at One-Stop Career Centers or through coordinated service delivery at other locations.

The SETC supports the development of this unified Workforce Investment System by establishing and implementing a variety of continuous quality improvement initiatives. It is involved in developing standards of excellence for the One-Stop Career Centers and in identifying quality practices and processes that help the workforce system effectively serve business and job seeker customers.

EXAMPLES OF KEY INITIATIVES

Creation of the Department of Labor and Workforce Development

In 2004, over 18 workforce programs previously housed in three different State agencies were consolidated into a newly reconstituted Department of Labor and Workforce Development. This major restructuring was the result of years of collaborative planning among the State Departments of Labor, Education and Human Services. The reconfigured system was designed to ensure that workforce policies and programs are more coherent and unified, and the change reflects a State-level commitment to workforce development as a core value.

Collaborative Local Planning and Implementation of Consolidation Plans

As part of the process of consolidating Workforce Investment System programs and services into an integrated system, the SETC designed and facilitated local WIBs’ undertaking of a comprehensive planning process at the local level. The State required a three-tiered planning process to ensure input among a wide range of local stakeholders and the development of consensus by key Partner agencies. The WIBs were expected to develop an infrastructure that supported the consolidation of programs and services through their One-Stop Career Center systems and to establish standards for how those services will be

delivered. Comprehensive local One-Stop plans focused on integrated customer delivery, resource sharing agreements, and common service standards that are supported by data management and integrated reporting functions. The SETC led State Review Teams in review of local plans and development of recommendations for plan implementation. Implementation of each local WIB's plan took place in July 2004, and local WIBs and One-Stop Career Centers continue to work to refine their services based on these plans.

Building an Expanded Literacy System

To support the SETC's commitment to developing the literacy skills of New Jersey residents, it has taken bold steps to ensure that local areas integrate literacy skills development into each One-Stop system. Two primary initiatives the SETC has undertaken to this end are:

- ▣ **System-wide Literacy Development:** The SETC worked with the State Council for Adult Literacy Education Services (SCALES) to develop recommendations to improve the adult literacy delivery system. The two most significant recommendations, which were implemented by the State, were: 1) to consolidate adult literacy services under a single State agency, the Department of Labor and Workforce Development; and 2) to charge local WIBs with the responsibility for coordinating local literacy skill development efforts.

- ▣ **Local Planning for Increased Literacy Funding:** With the passage by the State Legislature of Supplemental Literacy funds, WIBs were required to develop a comprehensive literacy plan that described their work in two primary areas: 1) development of a local literacy system that spanned multiple funding streams and multiple literacy providers; and 2) development of a plan for Workforce Learning Links (literacy labs) in their comprehensive One-Stop Career Centers.

Developing Youth Service Delivery Systems

Recognizing the importance of youth in our current and future workforce and the need to create a unified policy and interlocking system of supports that addresses the unique needs of young people, the SETC has reaffirmed its commitment to youth through several initiatives.

- ▣ **Targeting At-Risk Youth:** Because of limited State resources and the special needs of youth, New Jersey is specifically targeting young people, ages 14-21, who face significant barriers to future success. This includes out-of-school youth, adjudicated youth, young people enrolled in or aging out of foster care, homeless youth, children of incarcerated parents, migrant and seasonal farm worker youth, and other at-risk youth.

- ▣ **Leadership Through Local Youth Investment Councils:** Created under the Workforce Investment Act, Youth Investment Councils have been a key strategy for addressing the special workforce needs of youth. While Youth Investment

Councils are not expected to continue to be a requirement under pending legislation, New Jersey has found its local Youth Investment Councils to be the most effective way to set direction and expectations for youth programming and will continue to require that local WIBs use them for policy development and as the primary vehicle for merging local youth services and resources into a single unified system.

Accordingly, the State's 2005 Unified Plan describes a new vision and expectations for the work of Youth Investment Councils moving forward. Most immediately, the Councils will be charged with revising their strategic plans to reflect new expectations and target populations. In addition, local Youth Investment Councils will be expected to promote the development of a meaningful, non-duplicative system of linking or transitioning an individual from one set of services to the next; encourage the strengthening and replication of successful programs; support the development of strength-based comprehensive programs to fill current gaps in service; and actively demonstrate a commitment to high-quality services by promoting and providing opportunities for continuous improvement, staff training, and technical assistance for those working with young adults. *(A copy of the Youth Investment Council Guidelines is in Section 6 of the Handbook.)*

Standard-Setting, Certification and Chartering

New Jersey envisions a One-Stop system that serves as the hub of the workforce delivery system. The Department of Labor and Workforce Development and the SETC have joined forces to set statewide standards for the State's One-Stop Career Centers through compliance certification and Chartering. Chartering each comprehensive One-Stop Career Center will fully achieve New Jersey's goals for universal access, customer choice and the integration of services. *(See Section 5 for more details and draft Chartering criteria.)*

Some of the initiatives that support this effort include:

- ▣ **Key Service Standards and a Customer Bill of Rights:** The 2005 Unified Plan identified key business and job seeker service standards, as well as a Customer Bill of Rights. These standards are being used to guide the overall development of One-Stop Career Centers in New Jersey.
- ▣ **Compliance Certification:** As a prerequisite to Chartering, the State LWD developed a Certification protocol and standards to assess each One-Stop Career Center's compliance with federal and state requirements. Input was sought from the SETC's Disability Issues Committee, as well as its State and local Partners in developing this Certification and it is seen as a companion to the Disability Checklist described earlier.
- ▣ **Chartering One-Stop Career Centers:** The SETC established a task force to develop the policies and protocols for developing a statewide system of Chartering.

This Task Force is reviewing recommended Chartering Standards and a Chartering application process which were developed by representatives of local WIBs, One-Stop Career Centers and State officials.

Chartering is envisioned to provide a tool to local Boards to promote excellence in workforce development service delivery. It is also expected to add impetus to the consolidation initiative by ensuring that critical linkages have been forged between and among One-Stop Partners to better serve customers and elevate the quality of services, and thereby, the quality of the workforce. Ultimately, Chartering will be awarded to those Centers that meet these higher standards.

System-Wide Capacity Building

The SETC has enjoyed a longstanding leadership role in advocating the development of a strong workforce system. A critical role for the SETC is providing the technical assistance that enables local areas to understand fully the vision and best practices for developing a high quality local Workforce Investment System.

One-Stop Conference

The premier event for capacity building is the SETC's annual One-Stop Conference. The conference generates an attendance of over 700 people from all areas of workforce development. The State is represented by departments including LWD, the Department of Human Services (DHS), the Department of Education (DOE), the Department of Community Affairs (DCA); the Department of Corrections; the Juvenile Justice Commission; the Commerce, Economic Growth and Tourism Commission; the Commission on Higher Education; and the Department of Community Affairs. Also in attendance are WIB Members and Directors, One-Stop Operators, career counselors, vocational education administrators, two and four-year college administrators, adult educators, literacy providers, chambers of commerce, and community and faith-based organizations. Presentations have been given by national organizations such as the US DOL and the US Chamber of Commerce, as well as the New Jersey Governor and other State officials. The intent is to inform and generate discussions on workforce policy issues. The more than 50 different workshops are designed to highlight successful partnerships with industries, schools, programs and other key stakeholders, as well as sessions that promote new initiatives that are unique and achieve quality results. The Conference also provides training on operational areas along with sessions geared to improve the technical skills of staff.

Technical Assistance for local WIBs

The SETC routinely communicates with local WIBs. In addition to frequent telephone conferences and correspondence, the SETC convenes monthly meetings with local WIB Directors and One-Stop Operators to discuss workforce policy issues, implementation of the Consolidation plans, program development and performance, and other challenges

and opportunities. Currently, the SETC is developing a WIB Member Handbook and a series of trainings for local WIB members and WIB staff. This will ensure that both groups are up-to-date in their understanding of WIB roles and responsibilities and the State's expectations for local WIBs in carrying out their Consolidation plans, and the ongoing development of their One-Stop system.

New Jersey Consumer Report Card and Eligible Training Provider List

Through a collaborative process led by the SETC, New Jersey designed and implemented an online system that provides critical information on approved training programs including the success of graduates in employment. The Workforce Investment Act of 1998 (WIA), required all states to develop an approved list of training providers, along with a method for collecting and publicly sharing performance data on those training providers. While most states chose a process that met minimum federal requirements, the SETC viewed this as an opportunity to take a more expansive and customer-focused approach that enhanced the ability of customers to make an informed choice in selecting training providers.

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

This website is a valuable information resource for individuals searching for schools and organizations that provide occupational education and job training opportunities. The search results yield information on the various programs offered by each training provider, and allow the comparison of programs and providers based on information such as the location and length of training, the costs, and any special services that may be offered. This site's newest features allow for comparing training providers by employment outcomes and other results information.

In addition, New Jersey has incorporated the performance measures established through the U.S. Department of Education's National Reporting System (NRS) for adult literacy (WIA Title II-funded) providers into the Consumer Report Card. The CRC and the NRS share the same student reporting system and eliminate any need for dual reporting.

The State Employment and Training Commission, the Department of Labor and Workforce Development and the Center for Occupational Employment Information partner in the management of the ETPL. The Heldrich Center at Rutgers University manages the performance measurement system. The Heldrich Center calculates performance measures each quarter for instructional programs for New Jersey

community colleges, State universities, independent colleges, adult vocational and literacy training providers, and proprietary schools that have been approved for inclusion on the ETPL.

The goals and initiatives described above provide a snapshot of the SETC's role in developing New Jersey's Workforce Investment System. Many are ongoing activities designed to embolden the State's plan to create a demand-driven unified structure. As the SETC moves forward, it will continue to lead and/or participate in similar initiatives in keeping with these two overarching goals and the SETC's Strategic Plan.

SECTION 4.

POLICY DEVELOPMENT AND STRATEGIC PLANNING

Since its inception, the State Employment and Training Commission (SETC) has produced a number of plans, policy documents and white papers that have not only guided the work of the SETC but have significantly influenced the direction of the State as a whole in addressing workforce development, economic development, education and other related issues. Indeed, the SETC's primary tool for impacting the Workforce Investment System statewide is its ability to research, analyze and communicate about key issues related to increasing the overall skill level of New Jersey's workforce and in the development of cogent strategies to address them.

The SETC's planning process does not happen in a vacuum. New Jersey and the SETC recognize that the SETC alone cannot implement the changes necessary to systematically and continually ensure workers are prepared to meet the skill needs of business. In addition, workforce development is one of many foundational elements to building a healthy economy in New Jersey. Thus, it is essential that the SETC engage in planning processes that are both internal and external: internal planning to guide the actual work of the SETC committee members; and, external planning to support and influence the broader work of the State.

SETC policy analysis and development has had a profound influence on New Jersey's workforce landscape. As a result of the White Paper, *New Jersey in Transition: The Crisis of the Workforce* (described below), the Governor charged the Department of Labor and Workforce Development with the responsibility of overseeing all programs and activities designed to help workers gain literacy and occupational skills. This includes several programs that had previously been administered by the State Departments of Education and Human Services. The State legislature endorsed this action in 2004. Truly, the consolidation effort has allowed the State to provide a more comprehensive integrated approach to working with businesses and workers.

The SETC was also responsible for analyzing New Jersey's growing adult literacy issues and for making adult literacy a top priority for the State. As a result, New Jersey's One-Stop Career Centers are the only Centers in the nation to provide statewide, coordinated literacy services housed in each comprehensive One-Stop Career Center. In addition, each local WIB must have an active Literacy Council with responsibility for developing and implementing literacy strategic plans and ensuring that their communities have access to the literacy services they need to access local jobs. *(Additional information on the impact of SETC planning and policy guidance*

can be found in the SETC 2002-2003 Progress Report which can be viewed at the SETC website—www.njsetc.net.)

PLANNING PROCESSES

In the past few years, four planning processes have provided the primary direction for the work of the SETC and for the direction of workforce development services in New Jersey.

New Jersey in Transition: The Crisis in the Workforce (2001)

This White Paper, *New Jersey in Transition: The Crisis of the Workforce*, articulates the economic imperatives for realigning all of New Jersey's workforce investment programs and services into a high-performing Workforce Investment System. The paper outlines four primary strategies for better positioning the State's Workforce Investment System to meet future workforce challenges:

- ▣ Consolidate the administration of welfare "to work" programs.
- ▣ Develop adult education and literacy programs into a system that raises the level of literacy skills statewide.
- ▣ Improve the connection between schools and the labor market.
- ▣ Ensure that the private sector plays a lead role in shaping workforce policy.

The White Paper, *New Jersey in Transition: The Crisis of the Workforce*, was adopted in full by New Jersey's Governor and was the catalyst for the State's decision to consolidate all workforce investment programs into a single Department of Labor and Workforce Development. (See the attachments to Section 8 of this handbook for an Executive Summary.)

Strategic Plan for the New Jersey State Employment and Training Commission: Tomorrow and Beyond and the New Jersey SETC Operational Plan (2002, updated March 2005)

Based on the findings and approaches described in the White Paper, *New Jersey in Transition: The Crisis of the Workforce*, as well as through outreach to key stakeholders, the SETC developed and adopted its Strategic and Operational Plans as its roadmap. These plans lay out the SETC's eight strategic priorities as well as strategies and specific work tasks for achieving these priorities. (Attached is the Operational Plan Update, a chart summarizing the progress toward implementing the operational strategies.)

Consolidation Planning Process (2003-2004)

Consolidation planning was a result of the White Paper and the State's decision to consolidate all workforce related programs into a Single Department. Guidelines for local planning were developed at the State level. These planning process engaged local WIBs,

One-Stop Partners and other key local stakeholders in developing a consolidation plan to describe how their local One-Stop systems would operate in a more integrated and cohesive manner.

To develop their Consolidation Plans, WIB areas convened One-Stop and community-based service providers to first describe their One-Stop system as it currently existed. This process was designed to help local areas gain a comprehensive picture of their present delivery of services and to identify those areas where there were problems or gaps in services.

In the second half of the Consolidation Planning process, WIBs and One-Stop Partners developed their plan for how the One-Stop Career Center would revise its service delivery structure. The goals were to better incorporate workforce services to individuals on public assistance into existing One-Stop systems, and to provide literacy services through the One-Stop Career Centers. This required One-Stop Career Centers to define common standards of service, common customer flow processes and better methods for communicating between agencies and departments.

WIBs and One-Stop Career Centers began to implement their plans in July 2004.

New Jersey One-Stop Workforce Investment System Unified State Plan (2005)

As an update to New Jersey's 1999 Unified Plan, the 2005 Unified Plan is a U.S. Department of Labor (USDOL) requirement. In preparing the 2005 Unified Plan, it became readily apparent that New Jersey has developed one of the more sophisticated Workforce Investment Systems in the nation. Indeed, we have developed a system that is in line with the key areas of emphasis identified by USDOL. *(Attached is an analysis of how New Jersey's strategies align to USDOL priorities.)*

New Jersey's Plan reaffirms the State's commitment to its two overarching goals of establishing a unified Workforce Investment System and inculcating a demand-side approach to addressing workforce needs. It provides detailed information on the State's approach to serving its business and job seeker customers, and describes a variety of local and State initiatives designed to develop a trained workforce to meet business skill requirements. It also includes an extensive discussion of New Jersey's One-Stop Career Centers, its use of various workforce funding, and its performance measures and outcomes.

TARGETED POLICY DEVELOPMENT

While the planning and policy documents described above provide overarching, system-wide guidance, various SETC committees have also conducted more targeted research and policy development. The work products of these committees have increased public and political awareness of critical issues facing New Jersey's workforce. Several committee projects have led to changes in State policy.

- ▣ ***Adult Literacy in New Jersey: Meeting the Challenges of the 21st Century*** was developed in conjunction with the release of the National Adult Literacy Survey (NALS) report. The NALS report and the corresponding State Adult Literacy Survey report outline the severity of the literacy problem at the State and national levels, and clearly link literacy to earnings. Report recommendations are aimed at revitalizing programs and policies of the adult education and literacy systems, and making them more relevant to the needs of today's families and workforce. This report was the catalyst for the establishment of the first Literacy Council in New Jersey.

- ▣ ***The Literacy Connection: Improving Adult Literacy in New Jersey*** describes the existing delivery system and highlights strategies to improve it. The report calls for State adult literacy providers to enhance accountability, expand the use of technology, coordinate across State and local entities, expand staff development, link school and workplace learning experiences, provide access to the world of work, expand gender awareness, and develop links between providers in the criminal justice system and those in the education system. As a result of this report, the New Jersey Legislature established a stream of funding to support the establishment of Workforce Learning Links in each Comprehensive One-Stop Center as well as to supplement literacy services within each local area.

- ▣ ***Balancing the Equation: A Report on Gender Equity in Education and Leveling the Playing Field: Removing Barriers for Women in New Jersey's Employment and Training Programs*** both explore the challenges to women fully participating in the workforce and identify, in particular, the challenges within the Education and Workforce Investment System. The nation's first State Gender Parity Council was established in response to this report.

Summaries of other SETC policy documents can be found in Section 8 of this handbook and the full reports can be found at the SETC's website.

ANALYSIS OF NEW JERSEY'S STRATEGIES TO USDOL'S AREAS OF EMPHASIS

New Jersey's Overarching Goals

- ▣ **GOAL 1:** A demand-side approach that uses employers' skill needs to guide the development of the workforce system.
- ▣ **GOAL 2:** A focus on creating a unified and integrated network of quality programs and services that more efficiently and effectively utilizes resources.

USDOL Priority: Demand-Driven Workforce Investment System

USDOL Area of Emphasis

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

Highlights of New Jersey Strategies

- Commission on Jobs, Growth and Economic Development.
- Coordination with the New Jersey Commerce, Economic Growth and Tourism Commission and the New Jersey Economic Development Authority.
- New Jersey Technology Council.
- Innovation and Urban Enterprise Zones coordinated to local WIBs and One-Stop Career Centers.
- Smart Growth.
- New Jersey Community College Compact.
- Clear understanding of the skill requirements of critical emerging industries as identified in a number of studies and projects.
- Demand-side study on 73 demand occupations.
- NJ NextStop website based on eight key industries and five emerging industries.
- \$113m plus in leveraged funds in partnership with WIA.
- Customized job training—coordination with Business Employment Incentive Program.
- Small Business Development Centers.
- One-Stop Career Center Business Resource Centers.

USDOL Priority: System-Reform

USDOL Area of Emphasis

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

Highlights of New Jersey Strategies

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

USDOL Priority: Enhanced Integration through One-Stop Delivery System

USDOL Area of Emphasis

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

Highlights of New Jersey Strategies

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

USDOL Priority: Serving Youth Most in Need

USDOL Area of Emphasis

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

Highlights of New Jersey Strategies

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

USDOL Priority: Stronger Workforce Information Systems

USDOL Area of Emphasis

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

Highlights of New Jersey Strategies

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

Performance Accountability and Implementation of Common Performance Measures

USDOL Area of Emphasis

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

Highlights of New Jersey Strategies

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

SETC Operational Plan Update

Status March 2005

			Pending	Ongoing	Completed
Leadership and Governance					
Leadership and Governance	Short-term goals	Insure passage of SETC legislation	√		
		Transform SETC Board in line with legislation	√		
		Conduct forums with WIB Chairs to discuss programs and policies			√
		Establish a workgroup for the development of WIB Standards and One-Stop Chartering			√
		Initiate the development of WIB Standards			√
	Mid-term goals	Develop orientation process for new WIB members necessitated by the change in SETC legislation			
		Implement WIB standards	√		
Marketing and Education					
Marketing and Education	Short-term goals	Hold sixth annual SETC One-Stop Conference	√		
		Update SETC Website		√	√
	Mid-term goals	Develop handbook for WIB Members		√	√
		Assist LWD in the development of its marketing plan		√	√
	Long-term goals	Promote the value of "Chartered" One-Stops		√	√
Workforce Development Policy					
Promote Vision articulated in the State's Five-Year Plan and White Paper	Short-term goals	Ongoing promotion of both documents		√	√
	Mid-term goals	Participate in NGA Policy forums		√	√
Analyze State and Federal workforce-related laws and regs					
	Short-term goals	Facilitate passage of SETC legislation	√		
		Prepare comments for WIA reauthorization	√		

			Pending	Ongoing	Completed
Workforce Delivery System Integration					
Build consensus for restructuring					
	Short-term goals	Execute intra-departmental Memorandum of Understanding (MOU) for WIB funding			√
		Develop cooperative arrangement between One-Stops and federally funded Primary Care Community Health Centers	√		
	Long-term goals	Implementation of the principles contained in the SETC White Paper			√
Local WIB Oversight and Support					
Oversee and evaluate WIB performance and progress	Short-term goals	Review all updates to the local WIB 5-Year Strategic Plans including literacy plans			√
		Conduct technical assistance conferences on 5-year plan and literacy plans as necessary			√
		Review WIB Board membership in terms of NJ standards			√
		Review AOSOS data for WIB performance			√
Technical assistance to WIBs	Short-term goals	Conduct monthly WIB Directors meetings		√	√
		Provide technical assistance to local WIBs		√	√
Workforce System Quality and Evaluation					
Develop universal quantitative performance measures and benchmarks for all workforce programs and agencies	Short-term goals	Continue developing statewide Performance Standards for the Workforce Investment System	√		
	Long-term goals	Complete statewide Performance Standards for the Workforce Investment System	√		

			Pending	Ongoing	Completed
Develop an on-line Consumer Report Card that profiles training providers and their performance levels	Short-term goals	Assist the Center for Occupational Employment Information populate the Consumer Report Card with student record data			√
		Secure a waiver from US DOL extending eligibility of training providers until provider performance is online			√
	Mid-term goals	Assist the Center for Occupational Employment Information bring the Consumer Report Card online			√
		Develop process to add customer opinions and WIB opinions to the Consumer Report Card			√
Establish an ongoing evaluation of WDP programs and services	Short-term goals	Extend WDP evaluation contract with the Heldrich Center to 10/31/02			√
		Develop new WDP evaluation contract with the Heldrich Center			√
	Long-term goals	Complete WDP evaluation for 2002-2003			√
One-Stop Quality and Evaluation					
Establish One-Stop Standards and evaluation system	Short-term goals	Convene Task Force to review and comment on initial Chartering Plan			√
		Identify minimum service standards and Chartering criteria			√
Establish process for Chartering One-Stops	Short-term goals	Complete the One-Stop Chartering Plan	√		
	Mid-term goals	Conduct One-Stop Chartering Information Sessions	√		
	Long-term goals	Implement One-Stop Operator and WIB self-assessment	√		
		Develop technical assistance plan for One-Stops	√		
Conduct evaluations of One-Stop Career Centers	Mid-term goals	Develop Evaluation Tools	√		

			Pending	Ongoing	Completed
	Long-term goals	Provide training for One-Stop Evaluation Teams	√		
		Conduct Evaluations	√		
Establish Customer Satisfaction Policy	Short-term goals	Collect data on best practices for One-Stop customer satisfaction programs			√
		Made determination on "Swipe Card" technology			√
		Develop a framework for a statewide customer satisfaction program			√
		Develop a plan to integrate customer satisfaction with Consumer Report Card			√
Literacy					
Develop Plan for reorganizing literacy funding streams and programs into a more integrated system	Short-term goals	Extend Literacy contract with Rutgers to October 31, 2002			√
		Develop new Literacy contract with Rutgers	√		
		Complete SCALES report - Literacy Master Plan			√
	Mid-term goals	Decide on statewide literacy assessment tool			√
	Long-term goals	Prepare second annual literacy plan	√		
Oversee planning and allocation of statewide Supplemental workforce fund for basic skills funds	Short-term goals	Review all local area Literacy Plans with inter-departmental agencies			√
		Provide technical assistance as needed			√
Facilitate adoption and integration of EFF	Short-term goals	Initiate second wave of EFF training			√
Support family literacy	Short-term goals	Establish a mechanism for statewide planning for family literacy			√

			Pending	Ongoing	Completed
		Promote a statewide family literacy initiative based on a partnership between the Workforce Investment and K-12 systems			√
Youth					
Establish State Youth Investment Council	Short-term goals	Facilitate the passage of SETC legislation that establishes a State Youth Council	√		
	Mid-term goals	Develop and implement Youth Investment Council (YIC) training			√
Develop a communication strategy to articulate labor market needs to schools	Short-term goals	Finalize Demand Side Contracts: Heldrich Center Cumberland/Salem WIB - Cumberland Co Coll Passic County WIB - William Patterson Univ Mercer WIB - Mercer Community College			√
Gender Parity and Diversity					
Assess the effectiveness of State programs designed to promote access, equity and diversity in education, labor & training	Short-term goals	Executive contract with Center for Women and Work for the Gender Parity Council			√
	Mid-term goals	GP Council to implement in two of the following fields: Law, Health Care, Technology, and/or Financial Services			√
Analyze the preparedness of women in NJ to fill the jobs of the future	Mid-term goals	Continue evaluation of Women in the 21st Century Workplace Project			√
	Long-term goals	Complete the evaluation of the Women in the 21st Century Workplace Project			√
Develop an education and marketing plan to inform the public of gender equity services and programs	Long-term goals	Plan and implement two conferences	√		
		Issue a report encompassing the results of the conferences	√		

SECTION 5.

ONE-STOP DELIVERY SYSTEM

In 1993, the New Jersey State Employment and Training Commission (SETC) prepared a Unified State Plan for New Jersey's Workforce Readiness System that called for the development of an integrated Workforce Development System and laid out a vision and comprehensive strategy for the conduct of all workforce programs and services. The development of a comprehensive One-Stop system was a cornerstone of that plan.

In New Jersey's 1993, 1996, 1999, and 2005 Unified Plans, the development of a comprehensive One-Stop System was recognized as the cornerstone in the State's plans to develop a comprehensive, integrated and responsive Workforce Investment System.

New Jersey made a determination that every local WIB area must have at least one comprehensive One-Stop Career Center that is strategically located to ensure easy accessibility for customers. Significant emphasis is placed on co-locating all major One-Stop Partners¹ so that a wide variety of services are readily available. Designed to serve both businesses and job seekers in a single location, the One-Stop Career Center provides the following services:

- Recruitment and job matching services for businesses;
- Self-directed and staff-assisted career planning and job search services;
- Career and job fairs;
- Literacy training and access to other community literacy resources;
- Job readiness training and support;
- Labor market information;
- Information on local job openings;
- Occupational skills training support; and

¹Under WIA law, the entities providing services under the following programs are required to coordinate their services and assist in supporting the delivery of services through the One-Stop Centers: 1) WIA adult, dislocated worker and youth; Adult Education under WIA; New Jersey Employment Service; New Jersey Unemployment Insurance; New Jersey Veterans Employment & Training; New Jersey Vocational Rehabilitation Services; Older Americans Act; Post-secondary Vocational Education under Carl Perkins; NAFTA and Trade Adjustment Assistance and Community Services Block Grant; Housing & Urban Development. In addition, New Jersey requires that welfare agencies and community colleges also be a Partner in the One-Stop System.

- Other resources designed to ensure that local businesses are able to find well-trained workers who are able to meet their needs.

One-Stop Partners provide these services through a number of programs and funding sources. (*See the attached summary of these programs.*) A summary of these is attached. The intent is to provide both a central location for customers to seek and receive a full array of services as well as a central hub to support coordination of all local workforce development resources and services.

A list of local One-Stop Career Centers can be found at www.wnjpin.com/oscc/index.html.

FUNDAMENTAL ONE-STOP SYSTEM CHARACTERISTICS

In order to carry out these essential services, New Jersey has identified eight fundamental characteristics that all One-Stop Career Centers and Systems must possess:

- The workforce system will be accountable at all levels through the establishment of real performance measures that are meaningful to both job seekers and employers.
- One-Stop Career Centers must be fully accessible in support of universal access such that all individuals from the community who are seeking to find a new or better job can be served.
- Employers will be assisted in improving the quality of their workforce and in transforming their workplaces to maximize the skill and earning potential of their workers.
- The One-Stop System will be committed to a demand-side strategy that meets employers' workforce needs.
- The workforce system will be consumer-based and market-driven as well as performance-driven and outcome-based.
- Attainment of fundamental literacy and basic skills will lie at the heart of the workforce system.
- Employers and workers will be involved in governance at all levels.
- The workforce system will provide access to lifelong learning.

WORKFORCE INVESTMENT SYSTEM CONSOLIDATION

In 2004, the State of New Jersey underwent a significant reorganization, consolidating all employment-directed and workforce development programs and activities, including programs for youth, welfare recipients and literacy that support the development of a qualified workforce under a single department—Labor and Workforce Development. In

doing so, the stage was set for full integration of key workforce programs at both the State and local levels.

As a result of the State Consolidation, local Workforce Investment Boards (WIBs) were charged with developing Consolidation Plans that outline the specific steps they would take to integrate these programs and services into local One-Stop Systems and creating comprehensive One-Stop Career Centers and Systems capable of meeting the needs of employers, students, workers, and job seekers. Local WIBs were required to engage a full range of stakeholders in this planning process including private sector board members, local community-based organizations, One-Stop Partners, community colleges, economic development agencies, and State and local public agencies.

Local Consolidation Plans articulated each WIB's vision for a comprehensive and consolidated One-Stop System including how services among the One-Stop Partners will be integrated. The planning process required local WIBs to engage in an evaluation of the current local One-Stop Systems against this vision and identify strategies for how they would transform the Systems to achieve their vision. In particular, WIBs were asked to focus on fully integrating literacy services and employment services for welfare recipients.

In developing its local system, each WIB area was required to establish a Comprehensive One-Stop Career Center that was viewed as the physical hub of the local workforce investment area. WIBs were also required to amend agreements (Memorandum of Understanding [MOU]) between themselves and the One-Stop Partners to identify the roles and contributions of each Partner to the One-Stop Career Centers, the underlying principles for how the One-Stop Career Centers would operate, the services that would be offered, and the expected results of those services.

ONE-STOP CAREER CENTER SERVICES

New Jersey is intent on creating a strong Workforce Investment System that is capable of meeting the needs of employers as well as individuals. New Jersey's One-Stop Career Centers are to be comprehensive and provide a series of services that any individual can access to aid him/her in achieving his/her career and employment goals, regardless of current skill levels. Businesses are linked to any number of services that support them in developing their current workers, finding qualified new workers and having other essential human resource needs met.

A minimum of three Partners must provide their full range of services at the comprehensive One-Stop Career Center site and all Partners are expected to contribute in some manner to the delivery of these services regardless of whether they have offices on-site. Each One-Stop Career Center must provide services in the following five areas:

Core Services

Core Services are services that any individual can use on his/her own. These services are designed to aid job seekers in helping themselves. They include:

- Access to job leads,
- Access to office equipment necessary to conduct a job search such as computers,
- Information on support services and training options,
- Easy to use assessment instruments and career planning guides, and
- Labor market information.

These services are offered through written tools and resources, group informational workshops and staff who can answer questions and point job seekers in the right direction.

Intensive Services

Intensive Services focus on providing more one-on-one support to customers and offer opportunities to build the fundamental job readiness/work success and basic skills necessary to obtain and retain any job today. Some of these Intensive Services can be provided on-site while others are accessed off-site through One-Stop Partners. Typically, on-site intensive services include:

- Comprehensive assessment and counseling,
- Basic skills,
- Job readiness training,
- Computer literacy skill development, and
- Other short-term, pre-vocational training.

The philosophy behind Intensive Services is simple. Employers frequently cite the need for individuals who have the job readiness/ job success skills along with the prerequisite basic skills, and at the same time, employment and training programs have historically served less than 10% of the eligible population due to funding constraints. By offering Intensive Services through a comprehensive One-Stop System, more individuals are served, services are targeted to the skill requirements most in demand by employers, and only those individuals best prepared and most in need of occupational skill development are enrolled in the more costly training programs.

Literacy Services

New Jersey has placed significant emphasis on making sure customers have access to literacy services. Each local area is required to have at least one Workplace Learning

Link (WLL) that is connected directly to the comprehensive One-Stop Career Center. The Workplace Learning Link provides instruction for basic skills in the context of real world work situations, thereby building work readiness skills and literacy skills at the same time. The One-Stop system includes literacy providers and the WLL, the combination of which creates a continuum of services that address individuals at various levels of literacy preparedness.

Training Services

Occupational training services are offered to those individuals who are not successful in securing employment at a self-sufficient wage through Intensive Services or Core Services. These services are generally provided using Individual Training Accounts, which essentially are contracts with private and public training entities for a specific training program.

Business Services

In addition to providing this full range of services to local residents, WIA also places a significant focus on serving the local business community. New Jersey recognizes the employer as a customer of the One-Stop Career Centers. Accordingly, it has established Business Service Centers at each of its One-Stop Career Centers and identified dedicated staff to conduct business outreach. Business Service Centers are full service units designed to link employers with a wide range of services to meet their needs from identifying potential employees to assessing current employees for training needs to providing human resource related information.

CHARTERING ONE-STOP CAREER CENTERS

Consolidation provided the framework to move the One-Stop System across the entire State of New Jersey to achieve a more integrated system. However, the vision for the State's One-Stop System goes well beyond integration—it seeks a System that is fully capable of providing the types of services businesses and individuals need to be successful in a customer-focused and friendly manner. In order to ensure the One-Stop System in New Jersey meets these high expectations, the SETC is developing a One-Stop Chartering system. This system will ensure that there is a common understanding among Workforce Investment Boards and One-Stop Partners about the expectations for a high quality of service delivery through local One-Stop Career Centers. Furthermore, the Charter will communicate to job seekers and employers that New Jersey's Comprehensive One-Stop Career Centers have received a quality endorsement.

The SETC, in consultation with State and local Partners that include WIB Directors and One-Stop Operators, has developed chartering criteria. These criteria, based upon the Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System, will serve as the baseline for assessing and issuing charters. *(See the attached One-Stop Chartering Criteria.)*

The Chartering process will assess the extent to which Comprehensive One-Stop Career Centers:

- Offer programs and services that are customer need-based, are integrated and appear seamless to the customers,
- Offer programs and services that are delivered in a user-friendly, efficient and effective manner,
- Have a management structure between and among the WIB, One-Stop Partners and One-Stop Operator that ensures high quality services and maximum participation of all partnering organizations and their resources,
- Have facilities and services designed to promote universal access, customer choice and integration, and
- Have a WIB-developed system of accountability that includes quality standards and continuous improvement to support the further development of each One-Stop.

New Jersey's Chartering process is designed to promote excellence in workforce development. It is to be viewed as a quality endorsement signifying that the One-Stop Career Center meets or exceeds New Jersey's expectations for a high performing Center.

SETC ONE-STOP CHARTERING CRITERIA

Criterion #1: Customers (employers and job seekers) view the One-Stop as the source of workforce development related services.

- ▣ Customers are able to access all services through one location.
- ▣ Staff assisting customers in the career resource area or while providing other common functions will identify themselves by service function as One-Stop Career Center staff, not by any particular agency.
- ▣ State and local materials present consistent information as a single unit, service-focused One-Stop Career Center and identify particular agencies only when necessary.
- ▣ Services are provided in a consistent, integrated or coordinated manner across agency staff and in accordance with mutually agreed upon policies and procedures.

Criterion #2: Customers (employers and job seekers) receive assistance through a user-friendly service delivery system.

- ▣ Customers are individually greeted upon walking in the door.
- ▣ Staff proactively facilitate customers through the identification, access and use of all services.
- ▣ An adequately staffed public resource area is available to customers upon entering the One-Stop Career Center.
- ▣ There are clear and understandable signs and written materials to promote customer awareness of, access to and use of services in the career resource area.
- ▣ Career resource areas and activities are available during hours as appropriate to customer demand.
- ▣ Staff proactively facilitate customers who are enrolled in intensive services through the process of using services.
- ▣ Staff proactively facilitate employer customers through the process of using services.
- ▣ Services are provided in coordination with the employer at the Business Resource Center or at the employer site, whenever feasible.

Criterion #3: Customers (employers and job seekers) can access services in a timely manner.

- ▣ Customers are greeted and directed to services immediately upon entering the One-Stop Career Center.
- ▣ Customers can become aware of the services available (through written materials or display) immediately upon entering the One-Stop Career Center.
- ▣ Customers can access any service within a reasonable timeframe—immediately whenever possible.
- ▣ The frequency of scheduled services is determined by the level of customer demand.
- ▣ The level and number of any given resource is determined by the level of customer demand, e.g., there are enough computers.
- ▣ Employers receive services based on the timeframes they establish, whenever possible.

Criterion #4: Job Seeker customers receive services through a single service delivery system.

- ▣ A common Orientation to all One-Stop services is provided and integrated into any required program-specific orientations.
- ▣ An integrated or coordinated outreach strategy is used to eliminate duplication of efforts.
- ▣ An integrated or coordinated intensive service eligibility/application process is implemented to eliminate duplication or extra steps for the customer.
- ▣ An integrated or coordinated assessment process including common tools is implemented such that there is no duplication or extra steps for the customer.
- ▣ An integrated or coordinated case management system is implemented such that there is no duplication or extra steps for the customer and service plans are consistent and supportive of one another.
- ▣ An integrated or coordinated employment facilitation system is implemented so that the process for connecting customers to jobs is coordinated with business services as well as job seeker customers having access to the entire pool of job leads.
- ▣ The gathering of data from the customer is conducted through an integrated or coordinated manner that facilitates sharing of information between agencies.

Criterion #5: Employer customers receive services through a unified business services delivery system.

- An integrated or coordinated outreach strategy through the Business Resource Center is used to eliminate duplication or extra contacts.
- An integrated or coordinated job matching and referral strategy through the Business Resource Center is used to ensure that applicants are properly screened and matched to the specific skill requirements of employers.
- An integrated or coordinated process is established to refer employer customers to specific services offered both through the One-Stop Career Center and by community-based Partners.
- Materials present information as a single unit, service-focused One-Stop Career Center and only identify particular agencies when necessary.
- Customers can learn about all services available from any staff member they encounter.
- Customers are offered access to a broad range of services (including both government and non-government programs and services) that address the needs of the business community.

Criterion #6: Customers (employers and job seekers) are able to access the services they need to successfully achieve their goals.

- Services address the needs of all local population groups.
- A continuum of services is offered where customers receive the most appropriate services based on their employment readiness level to support them in achieving their short and long-term goals.
- Services are offered through a variety of means (e.g., written, video, workshop) to accommodate the various customers served.
- Staff is available, where appropriate, to meet the special needs of customers (e.g., bi-lingual staff).
- Customer referrals to services both in the One-Stop Career Center and in the community are staff facilitated.
- Service plans are specifically designed to address customer's individual needs.
- Customers understand the connections between and among services and how each will help them achieve their short-term and long-term goals.
- Assessment plays a central role in assisting staff and customers in determining the customer's employment readiness level and the services he/she needs.
- Staff provide active case management to customers both before and after they obtain employment.

- ▣ Outreach is conducted to multiple customer segments including non-mandatory customers.
- ▣ Services are targeted to businesses within primary industries, growing industries and those with current or anticipated workforce shortages.
- ▣ Employer customers will be provided a single point of contact through which to access all employer services.
- ▣ The manner in which services are provided to employers is based on meeting the individual needs and hiring practices of the specific employers.

Criterion #7: Customers (employers and job seekers) are able to easily access the assistance of knowledgeable staff.

- ▣ Staff is clearly available and identifiable so that customers know who to ask for help.
- ▣ All Partner staff are knowledgeable about all service components (Core, Intensive, Business) and how to access and use the services and resources available, (e.g., computers, self-directed assessment, literacy services, assistive technology).
- ▣ Staff clearly understand how to determine a customer's needs, identify appropriate services to address those needs and initiate the referral process as appropriate.
- ▣ Staff is knowledgeable about all policies, procedures and other documents guiding the provision of all services.
- ▣ At least one staff member is available at all times to address intensive services customer issues requiring immediate attention.
- ▣ At least one County Welfare Agency staff member is available at all times to assist with critical issues related to welfare cases including compliance and supportive services.
- ▣ At least one staff member is available at all times to address an employer inquiry.

Criterion #8: Customers (employers and job seekers) can expect that services offered through the One-Stop Career Center will be continuously improved and that they can provide input into these changes.

- ▣ There is a customer service evaluation process and measurement system in place that measures satisfaction with both the overall service/experience and with each specific service offered.
- ▣ All staff and management participate in and contribute to an annual evaluation and ongoing periodic review of the Center services as well as the development and implementation of improvement measures.

- ▣ Management and staff review the results and utilize the results of customer satisfaction surveys to improve One-Stop performance.
- ▣ A continuous improvement plan has been established that includes yearly goals and progress and accomplishments of previous goals.
- ▣ A process is in place to identify and address dissatisfied customers and address their concerns.

Criterion #9: Customers (employers and job seekers) can expect that One-Stop Career Centers will be well managed and supported by all Partners, the One-Stop Operator and the WIB.

- ▣ The Partners, One-Stop Operator and WIB have developed concrete and meaningful action steps to achieve their agreed upon goals and objectives.
- ▣ All levels of staff and management know and understand the vision, goals and objectives.
- ▣ The One-Stop Operator manages the day-to-day operations of the One-Stop Career Center(s).
- ▣ There is regular and meaningful communication between the WIB, the Partners and the One-Stop Operator, and between the One-Stop Operator and front-line One-Stop Career Center staff about One-Stop operations including regularly scheduled and well-attended meetings.
- ▣ All Partners are held accountable for the successful implementation and operation of the One-Stop Career Center.
- ▣ There are clear and formal roles and responsibilities for the One-Stop Operator and Partners, particularly regarding common and co-managed functions/services.
- ▣ Partners are committed to staff development.
- ▣ Agency heads are personally involved in the planning and oversight process.
- ▣ Partners have invested in the One-Stop Career Center operations (e.g., staff time, funds, space).

Criterion #10: Customers (employers and job seekers) can expect that the One-Stop Career Center will be high performing and provide quality customer service.

- ▣ The One-Stop Career Centers will meet or exceed their State-negotiated WIA, WIA Title II and Human Services performance standards on identified common measures.
- ▣ Performance indicators and/or outcomes related to the common measures have been identified for the Center as a whole.
- ▣ Performance indicators and/or outcomes have been identified for each service provided by the One-Stop Career Center.

- ▣ A system is in place and activated that gathers data related to performance indicators, analyzes this data and uses the information to support continuous improvement efforts.

Criterion #11: Customers (employers and job seekers) receive services in a facility that accommodates their needs and expectations.

- ▣ The facility can accommodate special needs of customers (e.g., persons with disabilities).
- ▣ The facility has appropriate space for the Business Resource Center to conduct recruitment, applicant screening and other business-related services.
- ▣ The facility has a separate area or room where written employment-related materials and resources are available and kept up to date.
- ▣ The facility is clean, well maintained and well lit.
- ▣ There is adequate and usable workspace.
- ▣ The facility is easily accessible by public transportation and car, and there is adequate parking.

NEW JERSEY “TO-WORK” PROGRAMS

PROGRAM	STATE AGENCY	DESCRIPTION	POPULATIONS SERVED
WIA-Adult	LWD	<ul style="list-style-type: none"> ▪ Job Search ▪ Career Assessment ▪ Occupational Training ▪ Intensive Services Short-Term Training ▪ Basic Skills Training 	<ul style="list-style-type: none"> ▪ Economically disadvantaged ▪ Over age 18
WIA-Dislocated Worker	LWD	<ul style="list-style-type: none"> ▪ Job Search ▪ Career Assessment ▪ Occupational Training ▪ Intensive Services Short-Term Training ▪ Basic Skills Training 	<ul style="list-style-type: none"> ▪ Unemployed due to lay-off ▪ Displaced homemaker ▪ Long term unemployed
WIA- Youth	LWD	<ul style="list-style-type: none"> ▪ Job Search ▪ Career Assessment ▪ Occupational Training ▪ Intensive Services Short-term Training ▪ Basic Skills Training 	<ul style="list-style-type: none"> ▪ Economically disadvantaged ▪ Ages 14-21 ▪ In-school or out-of-school youth
Employment Service (ES) Wagner-Peyser	LWD	<ul style="list-style-type: none"> ▪ Public labor exchange linking employers with job seekers & providing related services to both 	<ul style="list-style-type: none"> ▪ All job seekers ▪ All employers wishing to list job openings
Housing and Urban Development	LWD		
Job Corps and Youth Corps	LWD	<ul style="list-style-type: none"> ▪ Post-Secondary Education & Training ▪ GED ▪ Work-Experience ▪ Job Placement 	<ul style="list-style-type: none"> ▪ High school dropout ▪ Ages 16-25 ▪ State resident
NAFTA TAA North American Free Trade Agreement/ Transitional Adjustment Assistance		<ul style="list-style-type: none"> ▪ Available to workers who lost their jobs as a result of North American or Mexican competition ▪ Provides reemployment benefits such as classroom training, on-the-job training, job search allowances, relocation allowances, & reemployment assistance 	<ul style="list-style-type: none"> ▪ Dislocated Workers
Rapid Response	LWD	<ul style="list-style-type: none"> ▪ Dislocated Worker Unit receives news of mass lay-offs through phone calls from affected companies, workers, organized labor, or other sources 	<ul style="list-style-type: none"> ▪ Displaced workers

PROGRAM	STATE AGENCY	DESCRIPTION	POPULATIONS SERVED
		<ul style="list-style-type: none"> ▪ Rapid Response contacts the company within 48 hours to ascertain the validity of information received ▪ Provides information on Unemployment Insurance, re-employment, & retraining of workers ▪ Pertinent information is obtained from the company including type of business, permanent or temporary layoff, number of workers affected, & organized labor affiliations 	
Trade Adjustment Assistance (TAA)		<ul style="list-style-type: none"> ▪ Available to workers who lost their jobs or whose hours of work & wages are reduced as a result of increased imports ▪ Under TAA 1974, workers whose employment is adversely affected by increased imports apply for TAA ▪ Includes a variety of benefits and reemployment services to help unemployed workers prepare for & obtain suitable employment ▪ Workers may be eligible for training, job search allowance, relocation allowance & other reemployment activities ▪ Weekly trade adjustment allowances payable to eligible workers following their exhaustion of unemployment benefits 	<ul style="list-style-type: none"> ▪ Dislocated Workers
Unemployment Insurance	LWD	<ul style="list-style-type: none"> ▪ The Unemployment Insurance trust fund, financed through payroll taxes provides short-term financial protection for workers who are unemployed due to no fault of their own 	<ul style="list-style-type: none"> ▪ Unemployed/ underemployed
Veterans Services	LWD	<ul style="list-style-type: none"> ▪ Outreach, job referral & placement & related services to veterans, including case management of disabled veterans 	<ul style="list-style-type: none"> ▪ Job seekers who are Veterans
Vocational Rehabilitation	LWD	<ul style="list-style-type: none"> ▪ Enables eligible individuals with disabilities to achieve employment outcomes consistent with their strengths & capabilities ▪ Services include vocational evaluation to help identify skills; abilities; interests; job goals; guidance counseling & referral for individual help with problems; vocational counseling & career planning; training to learn the skills needed to gain employment; job placement & follow-up services 	<ul style="list-style-type: none"> ▪ Individuals with a disability except blind/ visually impaired
US DOL Welfare-to-Work	LWD	<ul style="list-style-type: none"> ▪ Job Search, Job Readiness & post-employment 	<ul style="list-style-type: none"> ▪ The hardest to serve Temporary Assistance to Needy Families (TANF) recipients

PROGRAM	STATE AGENCY	DESCRIPTION	POPULATIONS SERVED
(WDP) Workforce Development Program	LWD	<ul style="list-style-type: none"> ▪ Provides training grants & additional benefits during training, if eligible ▪ Program is for displaced workers who are eligible for unemployment & are in need of training in order to gain reemployment ▪ Provides counseling & customized training for up to two years ▪ Customized training includes basic skills, ESL & occupational training 	<ul style="list-style-type: none"> ▪ Dislocated Workers
Food Stamps Employment & Training	NJ DHS	<ul style="list-style-type: none"> ▪ Provides job search training, employment, counseling, job referral & placement, referral to training & education & case management for Food Stamps and General Assistance recipients ▪ This funding is relevant in the Workforce New Jersey Program 	<ul style="list-style-type: none"> ▪ Eligible ABAWD/FS/FA recipients
TANF: Temporary Assistance to Needy Families	NJ DHS	<ul style="list-style-type: none"> ▪ Job referral & placement of TANF recipients 	<ul style="list-style-type: none"> ▪ Employable TANF recipients
Community Services Block Grants			
Adult Education	NJ DOE	<ul style="list-style-type: none"> ▪ Provides Basic Skills, GED & ESL training 	<ul style="list-style-type: none"> ▪ Adults & Out-of-School Youth ▪ Lack of high school diploma
Post Secondary (Carl Perkins)	NJ DOE	<ul style="list-style-type: none"> ▪ Provides equipment & program development for vocational training programs 	<ul style="list-style-type: none"> ▪ Need vocational/occupational training
School-to-Career	NJ DOE	<ul style="list-style-type: none"> ▪ Funding ran out 	
National Community Service			

SECTION 6.

LOCAL WORKFORCE INVESTMENT BOARDS

New Jersey's local Workforce Investment Boards (WIBs) were initially established in 1995 through the Governor's Executive Order #36 well before they were required by the Workforce Investment Act of 1998. Local WIBs were established to take a leadership role on workforce issues in their local communities—guiding the redesign of their local workforce programs and services into a streamlined Workforce Investment System capable of responding to the growing and changing workforce needs of business and the skill development needs of the community as a whole.

In passing the Workforce Investment Act, Congress intended for Workforce Investment Boards to be led by knowledgeable, high-level decision-makers that are able to bring a rational perspective to the needs of their communities. The expectation is also that the business community will bring best business practices into the process of realigning government resources through system-building and integration, and in turn, create a process for increased accountability and system improvements.

There are 17 local Workforce Investment Boards covering the 21 counties in New Jersey. (*See the attached list of local WIBs.*) Chief Elected Officials, in accordance with federal and State statute, appoint members to the WIBs. Local Boards must be comprised of a majority of private sector members and include representatives from organized labor, education, community-based organizations, education and economic development.

Each WIB is required by State policy to establish the following Councils/Committees:

- Youth Investment Council
- Literacy Council
- Disabilities Council
- One-Stop Committee

LOCAL WIB ROLES AND RESPONSIBILITIES

While the Workforce Investment Act charges local WIBs with the planning and oversight of Workforce Investment Act funds, New Jersey has consistently expanded this role to include a much broader scope of responsibility. The Governor's signing of Executive Order #36 ascribed responsibilities to the WIBs to develop a comprehensive and integrated workforce system. Most recently, local WIBs have been asked to carry out this role by implementing New Jersey's consolidation policies at a local level. Under consolidation, local WIBs were

charged with facilitating a broad array of public and community-based service providers in the development of in-depth comprehensive Consolidation Plans. These evaluated the current Workforce Investment System and created a plan for fully incorporating the welfare employment programs and local literacy services into the local One-Stop system. Moreover, local WIBs are responsible for ensuring that these local Consolidation Plans are fully implemented.

The role of the local WIBs in the consolidation effort is just one example of how local WIBs carry out their fundamental mission to building a coherent, high quality workforce delivery system. WIBs are expected to be the visionaries, workforce planners and developers, and continuous improvement ambassadors in designing their local Workforce Investment Systems. WIBs are to set the strategic direction for workforce programs in their local community, but not to operate programs. More specifically, the WIBs' roles and responsibilities include, but are not limited to the following key areas of emphasis:

- ***Workforce System Leadership:*** WIBs create the forums for analyzing and discussing critical workforce issues to determine the best implementation strategies to effect positive change. They must create the vision for the future and build consensus among local stakeholders to join in achieving the vision.
- ***Partner with State and Local Elected Officials:*** The success of a Workforce Investment Board is built upon true partnerships. Local Elected Officials play a critical role both in appointing high-level leadership to the local WIBs as well as in supporting and enhancing WIBs' development of programs and services; making them an invaluable partner. Clear communication and linkages between state policy and local programs are also essential to gaining the support for implementing the local vision.
- ***Advocate for Employer Workforce Needs:*** The Workforce Investment Act is the first federal legislation to recognize the employer as a customer. New Jersey takes the role of employers even more seriously. Under its demand-side strategy, New Jersey recognizes that employer input and involvement is essential for any workforce development system to be successful. If the workforce system is unable to meet the needs of our employer customers, it will be unable to help individuals to meet their career and life goals. Therefore, WIBs must build partnership with employers not only as customers but to fully engage their support and expertise in developing local policy and designing the local workforce delivery system.
- ***Partner with Economic Development:*** Workforce Development is Economic Development. As such there is a need for WIBs to partner with economic development to synchronize their long term planning to the economic growth of their local communities.

- ***Youth Investment Council:*** New Jersey has determined that Youth Investment Councils are a valuable asset to local planning efforts. While the Reauthorization of the Workforce Investment Act does not require States to continue the Councils, New Jersey believes that they should continue as a part of local Workforce Investment Board planning. Youth Investment Councils are responsible for developing a comprehensive, integrated and coordinated system of youth services that effectively prepares local young people for higher education and future employment. Their role is to develop the vision for serving youth, to develop standards and policies, monitor program performance and broker relationships and networks of services. Because of high needs and limited resources to meet those needs, New Jersey is specifically targeting young people, ages 14-21, who face significant barriers to future success, including out-of-school youth, adjudicated youth, young people enrolled in or aging out of foster care, homeless youth, children of incarcerated parents, migrant and seasonal farm worker youth and other youth at risk. (*Attached are the guidelines for Youth Investment Councils.*)

- ***Develop Comprehensive Strategic Workforce Investment Plans:*** Congress and the State intended that local Workforce Investment Boards should be charting the course for meeting the future workforce needs of their communities. Comprehensive Strategic Workforce Investment Plans are required. These plans must reflect the core principles and goals established in the Unified State Plan. They should be developed in an inclusive manner that secures the buy-in of all Partners and stakeholders and lays out a framework so that every Partner and stakeholder has a clear picture of how its organization and programs fit into the development of a viable Workforce Investment System. On an ongoing basis, the plans should be the template for determining if the WIB is on course for achieving its strategic objectives.

- ***System-wide Strategic Analysis, Policy Development & Operational Planning:*** WIBs are intended to closely examine workforce needs, identify gaps in service and develop priorities for funding employment and training related services. The State of New Jersey has commissioned the WIBs to conduct in-depth planning in areas such as One-Stop system development, literacy, employment services to welfare recipients, youth system building, and Customized Training, among others. WIBs have the authority to establish standards, recommend the realignment of resources within federal and State guidelines and oversee the quality of the programs.

- ***One-Stop Development & Oversight:*** One-Stop Business Planning is under the purview of the WIBs. They are explicitly responsible for the development of their One-Stop system and for ensuring that the One-Stop system meets the state's intent for a high quality comprehensive One-Stop Career Center. By federal statute, the WIB has responsibility for selecting the One-Stop Operator, determining the site for

the comprehensive Center, entering into agreements (known as Memorandums of Understandings [MOUs]) with local elected officials, the One-Stop Operator and the One-Stop Partners. These agreements define the roles and responsibilities of each party, the extent of integration in delivery of services among the Partners, and the allocation of costs. Furthermore, the SETC is developing a process for instituting One-Stop Chartering to ensure that the local One-Stop system is meeting the State's standards for high quality customer service. *(For more detailed information see Section 5 in this Handbook.)* WIBs will oversee the preparation of the Chartering application prepared by their One-Stop Operator and Partners and will officially submit the Chartering Application as well as subsequent continuous improvement plans that might be required to meet Charter requirements.

- ***Performance Management & Oversight:*** The Workforce Investment Act has fourteen performance measures covering its adult, dislocated worker and youth programs. WIBs are responsible, in partnership with local elected officials, to negotiate standards for these performance measures and, in turn, oversee the local delivery system to insure that these standards are met. WIBs also have the authority to establish higher standards than the minimum required by law.

There are also other program funding sources that come under the WIBs purview. These programs may have different standards and will require WIBs to provide planning and oversight as well. In all instances, WIBs have the responsibility of insuring that all programs and services are adequately reviewed and monitored. In addition, WIBs have the option to initiate specific program goals and outcomes either through the planning process or in the development of Request for Funding Proposals. These standards should be thoughtfully developed based on local workforce needs.

In addition, the Workforce Investment Act requires that customer satisfaction surveys be conducted on services provided through the One-Stop Centers. This information is most constructive when WIBs develop and conduct these surveys in a manner that provides useful management information to the Board.

Ultimately, the long term success of local Workforce Investment Boards will be measured by how many more employers and job seekers avail themselves of the services offered and the degree to which the local programs and services have added value to the employers' and job seekers' workforce needs.

LOCAL WORKFORCE INVESTMENT BOARD DIRECTORY

WIB CHAIRS AND DIRECTORS BY COUNTY

ATLANTIC/CAPE MAY COUNTIES

Chair

Earl Axelson
Bernadette Tomlin Memorial Hospital, retired

Executive Director

Stephen J. Bruner
Atlantic Cape May WIB
2 South Main Street, 2nd Floor
Pleasantville, NJ 08232
bruner_steve@aclink.org

609-485-0153 x360
609-485-2248 FAX

BERGEN COUNTY

Chair

Jim Black
Extel Communications

Executive Director

Tammy Molinelli
Bergen County WIB
327 East Ridgewood
Paramus, NJ 07652
tammol@bergen.org

201-343-6000 x4004
201-265-8940 FAX

BURLINGTON COUNTY

Chair

Robert Santare
Champion Fasteners

Executive Director

Mark Remsa
Burlington County WIB
50 Rancocas Road, PO Box 6000
Mt. Holly, NJ 08060
mremsa@co.burlington.nj.us
cc: Kelly West
kwest@co.burlington.nj.us

609-265-5055
609-265-5006 FAX

CAMDEN COUNTY

Chair

John J. Gallagher, Jr.
The Gallagher Group

Executive Director

Tom Billet
Camden County WIB
204 Kings Highway, South
Cherry Hill, NJ 08034
wib.cc@verizon.net

856-414-0044
856-414-9050 FAX

CUMBERLAND/SALEM COUNTIES

Chair

Ginger Chase
Sir Speedy Printing

Executive Director

Dante Rieti
Cumberland/Salem WIB
PO Box 1398
Bridgeton, NJ 08302
drieti@ccoel.org

856-451-8920
856-451-2514 FAX

ESSEX COUNTY

Chair

Arthur J. Cifelli
The Port Authority of NY/NJ

Executive Director

Benjamin Amos
Essex County WIB
50 South Clinton Street
East Orange, NJ 07018
Ben.amos@dol.state.nj.us

973-395-8681
973-395-8667 FAX

GLOUCESTER COUNTY

Chair

Hosea Johnson
Johnson Associates Systems

Executive Director

Andy DiNardo, Acting Director
Gloucester County WIB
115 Budd Boulevard
Woodbury, NJ 08096
adinardo@gloucester.nj.us

856-384-6951
856-384-0207 FAX

GREATER RARITAN

Chair

Charles Rebick
ExxonMobil R&E Company

Executive Director

Colleen LaRose
Greater Raritan WIB
2200 Route 31, Suite 15
Lebanon, NJ 08833
GRWIB@widinggroup.com

908-735-8422
908-730-6580

HUDSON COUNTY

Chair

Dominick D'Agosta
Meadowlands Chamber of Commerce

Executive Director

Anthony J. Corsi
Hudson County WIB
4800 Broadway, Room 208
Union City, NJ 07087
tcorsi@hcstonline.org

201-271-4555
201-271-4557 FAX

MERCER COUNTY**Chair**

Vacant

Executive Director

Vacant
Mercer County WIB
PO Box 8068
640 South Broad Street
Room 408
Trenton, NJ 08650

609-989-6827
609-989-6882 FAX

MIDDLESEX COUNTY**Chair**

Jeanne Mulkeen
Saint Peter's University Hospital

Executive Director

Jane Brady
Middlesex County WIB
506 Jersey Avenue
New Brunswick, NJ 08901
jane.brady@dol.state.nj.us

732-745-3601
732-745-4050 FAX

MONMOUTH COUNTY**Chair**

John L. Booth
Chenega Tech Services Corp.

Executive Director

William J. Wood
Monmouth County WIB
170 Monmouth Street
Red Bank, NJ 07701
wwood@dol.state.nj.us

732-747-2282 X20
732-741-6553 FAX

MORRIS/SUSSEX/WARREN COUNTIES**Chair**

David A. Hollowell, President
D&D Associates

Executive Director

Jack Patten
Morris/Sussex/Warren WIB
PO Box 900
Morristown, NJ 07963
jpatten@co.morris.nj.us

973-326-8662
973-829-8500 FAX

NEWARK**Chair**

Janet Bostic-Evans
Port Authority of NY & NJ
Police Command Center

Executive Director

Marshall Cooper
Workforce Investment Board
990 Broad Street
Newark, NJ 07102
cooperm@ci.newark.nj.us

973-733-4820
973-424-4229 FAX

OCEAN COUNTY**Chair**

Nina Anuario
Ocean First Bank

Executive Director

Marcella DeRosa
Ocean County WIB
1027 Hooper Avenue, 3rd Floor
PO Box 2191
Toms River, NJ 08754
marcellad@co.ocean.nj.us

732-506-5374
732-341-4539 FAX

PASSAIC COUNTY**Chair**

John L. Booth
Chenega Tech Services Corp.

Executive Director

Brenda Johnson
401 Grande Avenue
Paterson, NJ 07505
BrendaJ@passaiccountynj.org

973-881-2783
973-881-4484 FAX

UNION COUNTY**Chair**

Margaret Neafsey
Elizabethtown Water Company

Executive Director

Antonio Rivera
Union County
County Administration Building, 4th Floor
Department of Human Services
Elizabeth, NJ 07207
arivera@ucnj.org

908-558-2567
908-659-7406 FAX

GUIDELINES FOR YOUTH INVESTMENT COUNCILS

Background

The State of New Jersey has long recognized the need to create an integrated, coherent system of workforce development programs and services that effectively prepares New Jersey citizens with career path employment and that meets the labor market requirements of business. For youth, this means creating a unified policy and interlocking system of supports that recognizes the unique needs of young people and appropriately prepare them for life-long learning and employment success.

Youth Investment Councils (YICs) have been a key strategy for addressing the special workforce needs of youth. These Councils, subcommittees of local Workforce Investment Boards, have focused particularly on identifying and meeting the needs of New Jersey's disadvantaged youth. These have included high school drop-outs and those at risk for dropping out; adjudicated youth, youth residing in low-income Abbot Districts and those faced with the challenges of teen pregnancy.

As the State re-examines its strategic direction and vision for working with young people, it has determined that Youth Investment Councils have been a valuable asset to local planning efforts. While the Reauthorization of the Workforce Investment Act is expected not to require States to continue the Councils, New Jersey believes that they should continue as a part of local Workforce Board planning. At the same time, to adapt to changing economic, social and political conditions, the work of Youth Investment Councils must necessarily be re-focused to continue to appropriately serve the State's youth, as outlined below.

Mission

The Youth Investment Council is responsible for developing a comprehensive, integrated and coordinated system of youth services that effectively prepares local young people for higher education and future employment. It does so by:

- Developing and communicating a strategic vision for how the local area will ensure that its targeted youth are adequately prepared for education and employment opportunities. This vision is comprehensive and provides for educational, employment and supportive service resources.
- Engaging in ongoing dialogue with all stakeholders—businesses, schools, youth providers, parents and youth themselves—to identify local needs and gaps in service and to map available resources.
- Forging strong partnerships with the K-12 system, providing resources about careers and labor market information and ensuring that youth and parents have

the information they need to make informed choices about their education and future employment.

- Setting service priorities and determining how local resources can best be used to meet the needs of young people.
- Setting standards of service that clearly communicate high expectations, accountability and a focus on youth customers. These standards integrate best practices in youth and workforce development and focus specifically on ensuring that youth have the opportunity to develop career plans that will engage them in life-long learning and future employment.
- Developing policies grounded in best practices for youth that support the State and local vision.
- Coordinating local resources, programs and policies with Federal, State and Regional initiatives to make the most effective use of funds.

In developing its Youth System, New Jersey specifically targets young people, ages 14-21, who face significant barriers to future success, including out-of-school youth, adjudicated youth, young people enrolled in or aging out of foster care, homeless youth, children of incarcerated parents, migrant and seasonal farm worker youth and other youth at risk.

Guiding Principles

In order to accomplish its mission, each Youth Investment Council will incorporate the following principles:

- **A Comprehensive and Holistic Vision of Youth**—The Council recognizes that the most successful programs provide comprehensive services designed to address a wide range of youth needs. While the specific mission of the Youth Investment Council is on workforce development programs and services, it maintains a focus on the larger picture, developing standards and policies that support providing youth with access to all the services they need to be successful in school and at work.
- **Customer-Focused Programs and Services**—Effective Youth Investment Councils know the needs of their local young people and they engage these target customers in ongoing dialogue about the problems they face and how various programs might help. Their standards and policies reflect a consistent focus on services that “add value” for young people and that incorporate practices proven to be effective with their target populations.

At the same time, Youth Investment Councils recognize that employers are another key customer of the system, so YICs work extensively and pro-actively with businesses to identify skill needs and future trends. This job market information informs decisions about

educational and employment programs and how to best prepare youth for future opportunities.

- **High Expectations/High Support**—Quality youth programs set high expectations for their youth customers and provide them with appropriate support in meeting those expectations. They know that lowered expectations result in lowered achievement and that high expectations with little support cause youth to become discouraged. In setting standards and developing local systems, Youth Investment Councils must maintain a relentless focus on this message of achievement and support.
- **Accountability**—Effective Youth Investment Councils integrate accountability into all facets of their work. The standards they set for services provide clear, measurable and specific information about expectations for quality. Stakeholder roles and responsibilities are clearly defined and both individuals and organizations are expected to stand by their commitments. Continuous quality improvement is an ongoing focus for both the Council and local providers.
- **Focus on Asset Identification, not Problems**—Local policies and strategies reflect a focus on identifying the components of youth success and on building upon those assets. Programs and services help youth see possibilities and opportunities, not insurmountable challenges and barriers.
- **Focus on Being Pro-Active, not Reactive**—Through ongoing dialogue, community-building and networking, the Youth Investment Council is able to anticipate trends and opportunities and to plan strategically for the future.
- **Connecting to and Building Upon Existing Programs and Services**—Standards, policies and priorities encourage building upon existing programs and resources. As the architect of the overall vision, the Youth Investment Council ensures that local efforts connect to existing One-Stop system services and to other successful initiatives in the community and the State.
- **Building Local Capacity**—The Youth Investment Council takes a leadership role in developing the capacity of local organizations to meet the needs of youth. These efforts include identifying gaps in service and brokering community relationships to meet those needs. Capacity-building also focuses on ensuring that youth are connected to caring, competent adults who are knowledgeable about their needs and who care about their futures. Leveraging public and private resources and connecting a wide variety of service providers through collaborative partnerships are also key strategies.

Roles & Responsibilities

The Youth Investment Council's mission requires it to assume the following roles and responsibilities:

- Working with local stakeholders to establish a comprehensive vision for youth services that will effectively prepare local youth for educational and employment opportunities.
- Convening local stakeholder groups on a regular basis to collect data on future needs, successes, and the challenges the area faces.
- Developing policies and standards that pro-actively address youth needs and that communicate high expectations of quality to youth providers.
- Playing a leadership role in advocating for at-risk youth and in brokering funding and resources from public and private entities that expand the capacity of the system to provide appropriate services.
- Fostering collaborative community relationships that expand services and that support the local and State strategic vision for youth services. Asset and resource mapping, relationship-building and ongoing engagement of local employers and service providers are important strategies for ensuring implementation of the youth vision.
- Conducting active outreach to businesses and to local educational providers—including colleges and universities—to more effectively engage them in the process of developing appropriate program standards and expectations for youth performance. This involvement allows the Council to better articulate specific educational and skill outcomes and to identify the most appropriate strategies for preparing youth for the future. As part of the employer engagement process, special attention should be paid to developing business mentoring opportunities and partnerships so that youth can have access to successful community role models and first-hand information about the world of work.
- Developing standards and policies that protect against duplication and fragmentation of youth services and that ensure youth are able to access the full range of services necessary to support their success. Connections to the local One-Stop and to existing community programs are built into program standards and expectations.
- Developing standards and performance objectives for all components of youth programming so that youth providers have a clear understanding of expectations and requirements.
- Preparing a comprehensive Strategic plan that embraces the above. Planning Guidelines will be provided by the SETC.

NOTE—The State has determined that is not appropriate for the Youth Investment Council to be involved in the selection and procurement of and contracting for specific youth services. This will be the responsibility of the WIB and the One-Stop Operator in accordance with their Memorandum of Understanding (MOU).

Youth Investment Council Membership

Youth Investment Council membership is representative of the various stakeholders in the community and the specific needs of local youth. Because preparing youth for future education and employment is the primary purpose of Youth Investment Council activities, it is important to have representation from business (particularly in demand occupations), educational institutions, critical youth service providers and community and faith-based organizations that have access to youth.

State and local workforce development services and policies are to be demand-driven and responsive to the needs of businesses. Therefore, 25% of Youth Investment Council members will be key decision-makers from business and/or organized labor representing the industries and companies that provide the bulk of job opportunities.

Some Youth Investment Councils may choose to include parents and youth as well. Whether this is the choice or not, Youth Investment Councils should include in their plans a provision to conduct quarterly focus groups with targeted youth and their parents to help determine needs and identify successes and problems. This customer voice is critical in developing solid Youth Investment Council policy.

In determining the overall size of the YIC, the WIB should consider both the need for broad representation and the importance of having a manageable number of members to achieve the Council's vision. Although discretion for the size of the Council lies with the WIB, the State recommends a membership of between 24-30 members.

Multi-county WIBs may want to expand their membership to assure equitable representation from each county. A possible solution might be to rotate membership between counties in the required categories to achieve a workable Council size.

Required Youth Investment Council Members

WIB Representation

- WIB Business members (representative of the demand occupations)
- Vocational School Superintendent or county superintendent or representative
- County College President or representative
- One-Stop Operator
- Division of Vocational Rehabilitation
- Representative from organized labor or apprenticeship program

Education/Youth Agency Representatives

- Representative(s) from other local colleges and universities
- Comprehensive school district superintendent or representative (where applicable, from an Abbott district)
- Advocate for youth with disabilities, such as the Statewide Parents Advocacy Network (SPAN)
- Youth Corps representative
- School-based Youth Services
- Adjudicated youth agencies (Juvenile Justice, Juvenile Court Probation Services, Family Court, local law enforcement, etc.)
- Youth Services Commission Representative
- DYFS
- Community and/or Faith-based Agency
- Job Corps (if applicable)
- Local public housing authority representative
- Representative from substance/alcohol abuse agency

Discretionary Members (based on local needs)

- Youth Transition Coordinators
- Adult High School Principal
- YouthBuild Director
- Supported employment agency director
- County Transition Coordinator
- Director of county-wide transportation agency
- Advocate for youth migrant/seasonal workers
- Advocate for immigrant populations
- County Arts agencies or cultural institutions that operate youth programs
- PAL
- Recreational Departments
- Volunteer Youth Agency, such as Big Brothers/Big Sisters
- Teen parenting/pregnancy agency director
- School-based Service Learning Director

Youth Investment Council Planning Process

Each Workforce Investment Board is being asked to provide a comprehensive plan describing its vision for workforce development activities and services. As part of that process, Youth Investment Councils will be empowered by their Boards to develop the plan for youth in their area. The youth plan should clearly be connected to the overall plan, demonstrating how youth will be provided with access and opportunity as part of an overarching vision for developing the area's human capital.

At a minimum, plans should include descriptions of the following:

- **The YIC's comprehensive vision** for ensuring that ALL young people in their communities are adequately prepared for and will have access to the education, training and career path employment they need to become self-sustaining contributors to their communities. This vision should reflect thorough and specific knowledge of the needs of local youth and of the skills necessary for success in post-secondary education and in demand occupations.
- **The basic skills (reading, math, computer literacy, etc.) and qualifications that local youth should possess** in order to access post-secondary educational opportunities and entry-level jobs. These should reflect an understanding of business needs and of typical requirements for post-secondary education and training.
- **The YIC's priorities of service:**
 - Targeted youth to be served, including relevant needs and characteristics, the size of the population and the numbers to be served. Priorities should reflect the demographics of the local area, as well as the strategic priority of serving out-of-school youth.
 - Targeted occupational areas, including employer needs and expectations in key industries and in both for-profit/not-for profit sectors. This should include entry-level and basic (reading, math, etc.) skill requirements.
- **An inventory of the programs and services currently available in the community** to serve youth. There should be evidence that the YIC has engaged in some kind of outreach or asset-mapping, or has plans to do so, to ensure that this list is comprehensive.
- **Gaps in services and unmet youth needs, with plans to address those needs**, including how services will be coordinated among various agencies and providers.
- **How the YIC plans to engage the K-12** system to ensure that youth and their parents have the information and resources to make informed educational and occupational choices and for youth to be adequately prepared for self-sustaining employment.
- **The YIC's overall service strategy:**
 - How it will connect youth to the One-Stop system and services available through One-Stops.
 - How it will incorporate State and Federal youth programs, including Youth Corps and Job Corps. How the YIC will ensure that youth are considering ALL available options during their exploration of services and that youth are being appropriately referred among various youth-based programs.

- How the One-Stop system will adapt to the specialized needs of youth, particularly the target populations it plans to serve.
 - How schools, youth service providers, faith-based organizations and community organizations will link to the system.
- ▣ **How the YIC plans to reach targeted youth**—This includes the specific outreach strategies it will use and how youth and key decision makers in their lives (family, teachers, counselors, etc.) will become educated about options for youth and how youth will be engaged in appropriate programming.
- ▣ **Standards of service** for the major functions:
 - **Outreach and Recruitment** with targeted youth populations.
 - **Comprehensive Assessment Process**, including Intake/Eligibility.
 - **Career Exploration and Planning**, including development of a career plan and Individual Service Strategy.
 - **Case Management and Counseling Support.**
 - **Programs and Services**—
 - Education/training, including academic, occupational skills, workplace literacy/job readiness training, etc.
 - Supportive services
 - Mentoring
 - Leadership training and support
 - **Employment Facilitation**, including job search preparation, job placement/development, and ongoing retention and advancement supports.

NOTE—Standards should describe what determines “quality” delivery of the function—for example, what does a quality comprehensive assessment process look like? Standards should reflect the guiding principles and the YIC mission. They should address:

- ▣ How the YIC will evaluate the effectiveness of WIA-funded programs and services.
- ▣ How it will ensure provider accountability and performance.
- ▣ How the YIC will leverage existing programs and services from non-WIA-funded sources to provide youth with a full range of service options.
- ▣ What strategies the YIC will use to be pro-active, not reactive to the needs of local youth. How the YIC will ensure ongoing two-way communication among all stakeholders.

- ▣ How the YIC will work with local providers to build their capacity to meet the needs of youth.
- ▣ The types of training to be provided and the strategies used to deliver training and services.

SECTION 7.

PROFILE OF NEW JERSEY¹

During the past decade, New Jersey burst from the recession and downsizing of the early 1990s to reap powerful gains in job and corporate growth. Our state attracted corporate and scientific talent from around the nation and the world, and further cemented its strategic value to health care and other knowledge industries.

GROWTH IN NEW JERSEY'S ECONOMY

Between 1990 and 2000, New Jersey grew from 4.1 million to 4.4 million jobs—many of these providing high-quality work in knowledge-based industries. Key indicators include:

- ▣ During the 1990s, poverty and unemployment were below national averages.
- ▣ Over the past twenty years, the median family income in New Jersey nearly tripled.
- ▣ New Jersey became a strong drawing card for advanced technology workers during the 1990s, often luring talent from other states. High-tech firms employ 59 out of every 1,000 private sector workers in New Jersey. New Jersey ranked 10th in this proportion nationwide (American Electronics Association 2002).
- ▣ Between 1981 and 2002, the size of the service industry more than doubled in the State to over 1.3 million jobs.
- ▣ Since 1987, the health care industry has provided near double-digit job growth or better across the State (New York Times, December 31, 2002).
- ▣ Manufacturing jobs declined from about 780,000 jobs to 420,000.
- ▣ The top six occupational areas in New Jersey through 2012 are projected to include office and administrative support occupations; professional and related occupations; service occupations; sales and related occupations; management, business and financial occupations; and transportation and material moving occupations. Most of these workers need at least an associate's degree and many occupations require a bachelor's degree.
- ▣ However, the list of the ten fastest growing occupations includes maintenance, home health care, child care workers, and other jobs that continue to grow as a share of the workforce, but offer relatively low pay and benefits.

¹ Most of the data contained in this section is excerpted from *Winning the Workforce Challenge: A Report on New Jersey's Knowledge Economy*, John J. Heldrich Center for Workforce Development, January 2003. Some data was updated based on June 2005 information on New Jersey's web site: www.wnjp.in.net.

A STUDY IN CONTRASTS: THE EXPANDING GAP BETWEEN THE SKILLED AND UNSKILLED

New Jersey's workforce reflects the disturbing national and global trend of the shrinking middle. While as of June 2005 New Jersey's unemployment rate has dropped to 4.0%—1.0% below the national average—the poverty rate in New Jersey is still far higher than the unemployment rate. Most importantly for the future, the long-term economic changes seen in the US and New Jersey workforce place a high premium on literacy, skill acquisition, mobility, and the ability to manage work and family. For the poor and working poor, these represent major barriers to self-sufficiency.

- It has been well documented that over a fifth of New Jersey's adults read at the lowest literacy level.
- Nearly 40% function at a level of literacy beneath that required by the labor market.
- Nearly eight in ten who received food stamps or TANF are at the lowest levels of literacy, and about half of our high school dropouts have reading levels well below the ninth grade.
- From 1979 to 1999, workers whose educational attainment was high school or less found their incomes dropped by 27 percent (SETC 2002).
- Nearly a third of the State's households earn less than \$35,000 a year.
- Many low-income families do not receive public assistance in New Jersey. In 1999, less than sixty percent of the State's poor children received cash assistance through traditional welfare programs (Urban Institute).
- During 2000-2001, 5.9% of New Jersey families lived in poverty; 23% of female-headed families did, as did nearly 10% of families with children under 6 years old.
- Between 1978 and 2001, the percent of those working full-time in America but remaining poor increased from 7.7 to 11.5 percent. This does not include the millions more every year that eked out a living just above the poverty line.
- The majority (85%) of adults with incomes under 200% of poverty are working, but describe difficulties in paying for basic shelter and necessities.
- In New Jersey an average of 98,000 families lived in poverty, comprising 177,000 people in poverty—the majority of them under age 18 (*Center on Budget and Policy Priorities 1999*).

If New Jersey is to continue to hold its place among the nation's top high-income states, its workforce must possess the skills needed to maintain productivity and growth. In the 21st century, a lifelong commitment to learning new skills and upgrading old ones is not an option but a necessity. This is why New Jersey places a high priority on creating a strong Workforce Investment System.

SECTION 8.

STATE PLANS, STRATEGIC PLANS, POLICY REPORTS AND PUBLICATIONS

The following is a brief summary of the key plans, policy documents and white papers that have driven the work of the SETC over the last 10 years. Unless otherwise noted, these documents can be accessed on the SETC website at www.njsetc.net. For convenience, Executive Summaries of several of these documents have been attached.

STATE PLANS AND STRATEGIC PLANS



New Jersey One-Stop Workforce Investment System Unified State Plan

Drafted in 2005.

New Jersey's Plan reaffirms the State's commitment to its two overarching goals of establishing a unified Workforce Investment System and inculcating a demand-side approach to address workforce needs. It provides detailed information on the State's approach to serving its business and job seeker customers, and describes a variety of local and State initiatives designed to develop a trained workforce to meet business skill requirements. It also includes an extensive discussion of New Jersey's One-Stop Career Centers, its use of various workforce funding, and its performance measures and outcomes.



New Jersey State Employment and Training Commission Strategic Plan: Tomorrow and Beyond

Drafted in 2002. (See the attached Executive Summary well as the Progress Update on Key Goals which was shared with the Committee members in 2005.)

This Strategic Plan articulates the SETC's mission and strategies for achieving the State's vision, particularly in the areas of leadership, system building, One-Stop development and quality services. The plan articulates eight key strategic priorities (laid out in Section I) that drive the work of the SETC as well as strategies and specific work tasks for achieving these priorities.



New Jersey in Transition: The Crisis in the Workforce

White Paper drafted in 2001. (See the attached Executive Summary.) Also, see the Progress Update on Key Goals shared with Commission members in 2005.

The White Paper *New Jersey in Transition: The Crisis in the Workforce* articulates the economic imperatives for realigning all of New Jersey's workforce investment programs and services into a high-performing Workforce Investment System. It identifies four primary

strategies to better position New Jersey's Workforce Investment System to meet the growing workforce challenges.

- ▣ Consolidate the administration of welfare "to work" programs.
- ▣ Develop adult education and literacy programs into a system that raises the level of literacy skills statewide.
- ▣ Improve the connection between schools and the labor market.
- ▣ Ensure that the private sector plays a lead role in shaping workforce policy.



Strategic Five-year Unified State Plan For New Jersey's Workforce Investment System

Drafted in 1999.

The Unified Strategic Plan developed the vision and comprehensive strategy for all workforce programs and services and how this strategy would be used to implement the newly enacted Workforce Investment Act.



A Unified State Plan for New Jersey's Workforce Readiness System

Originally drafted in 1993 (*Hard copy only*), updated in 1996.

The Unified Plan served as a master document that established key principles and a framework for the establishment of the State and local WIB system in New Jersey. The 1996 update to the plan initiated the development of New Jersey's One-Stop system. These plans, developed in cooperation with several State departments and with the input of private sector representatives, first articulated the Core Principles that have guided the work of the SETC. Embedded in this plan are the beginnings of the two overarching goals—a demand-side approach, and a unified and integrated system that the SETC has focus on achieving.

The Board and One-Stop system framework established in these plans had significant influence on how the U.S. Congress drafted the Workforce Investment Act of 1998, which requires every state to establish a similar Workforce Investment System.

POLICY REPORTS AND PUBLICATIONS

The SETC and its Committees have produced a number of additional documents addressing critical workforce development issues including:



Leveling the Playing Field: Removing Barriers for Women in New Jersey's Employment and Training Programs

This report, developed by the Gender Equity Task Force, identifies barriers to the full participation of females and offers recommendations to remove those barriers. The eight

recommendations detail specific steps for State and local agencies to ensure that equity and fairness are an integral part of the Workforce Investment System.



Adult Literacy in New Jersey: Meeting the Challenge of the 21st Century

Hard copy only; please contact the SETC Office.

This report was developed in conjunction with the release of the National Adult Literacy Survey (NALS) report. The NALS report and the corresponding State Adult Literacy Survey outline the severity of the literacy problem at the State and national levels and clearly links literacy to earnings. Report recommendations are aimed at revitalizing programs and policies of the adult education and literacy systems and making them more relevant to the needs of today's families and workforce.



Opportunity for All: Final Recommendations of the Work Group on Persons with Disabilities

The Work Group on Persons with Disabilities was formed to expand the conversation among public officials, advocates, parents, customers, and practitioners concerning philosophical and policy differences. The report defines the appropriate role of the employment, training, and education system and includes recommendations for restructuring the Workforce Investment System to better meet the needs of persons with disabilities. The recommendations focus on the connection and coordination of programs needed to improve the system.



Youth at Work: Making it in the Global Economy

The At-Risk Youth Task Force of the SETC concluded that a generation of young people is facing under-employment or unemployment as a result of the increased skill demands of the global economy. The recommendations in this report focus on the need to move toward an educational experience that offers students the chance to engage in a number of opportunities, including college, Tech-Prep, apprenticeship, or school-to-career initiatives. Additionally, the report urges that social service supports, like the nationally recognized School-Based Youth Services Program, be expanded.



Standing Corrected: Education and the Rehabilitation of Criminal Offenders

This report, developed by the Corrections Education Task Force, identifies strategies in the occupational education delivery system within correctional institutions and explains how to link these programs to the world of work. There are 37 recommendations in all, addressing issues of administration, inter-governmental cooperation, program development, juveniles, females, and transitions.



The Literacy Connection: Improving Adult Literacy in New Jersey

This report describes the existing delivery system while highlighting strategies to improve it. The report calls for State adult literacy providers to enhance accountability, expand the use of technology, coordinate across State and local entities, expand staff development, link school and workplace learning experiences, provide access to the world of work, expand gender awareness, and develop links between providers within the criminal justice system and those in the education system.



Balancing the Equation: A Report on Gender Equity in Education

This report focuses on the barriers to eliminating sex bias in the educational system. It is a companion document to the previous report, *Leveling the Playing Field*, which addressed the broader issues of equity and fairness within the Workforce Investment System. This report identified eight barriers and 31 recommendations that address non-traditional occupational programs.



Linking Education and the Workplace: An Imperative for New Jersey's Economic Future

This report provides recommendations that are designed to ensure a strong, mutually beneficial relationship between the educational system and the needs of the State's evolving labor market.

ADDITIONAL DOCUMENTS

Report and Plans from the State Council for Adult Literacy Education Services

Preliminary Report on the Adult Literacy Funding and Delivery System (2002) (Hard copy only)

This report describes the delivery system for adult literacy services in 2002 and suggests changes to make it more effective. It was the basis for the consolidation of adult literacy funding and services into the Department of Labor and Workforce Development.

Three Year Professional Development Plan for the Adult Literacy Delivery System (2005)

This plan outlines the design for implementation of a high quality professional development system for adult literacy educators and One-Stop personnel to ensure that they have the skills to provide effective literacy services.

Reports from the New Jersey Council on Gender Parity in Labor & Education

Finding a Healthy Balance: A Study of Gender Equity In New Jersey's Healthcare Workforce (2004)

This report, a follow-up to the Council's report—Healthcare Workforce Outlook—The Nursing Shortage in New Jersey and the United States: Suggestions for Future Research and Policy (2003), suggests ways to increase the recruitment and retention of men and other underrepresented groups in the nursing profession.

Engineering Their Futures: The Educational and Workplace Experiences of Female Engineers (2003)

This paper explores the reasons women choose to enter (and stay in) engineering occupations, and more specifically, what factors serve to encourage (and conversely, discourage) women from entering this nontraditional field.

Health Care Workforce Outlook—the Nursing Shortage in New Jersey and the United States: Suggestions for Future Research and Policy (2003)

This report explores issues surrounding gender parity in health care, particularly in regard to the current nursing shortage.

Choosing a Career: Labor Market Inequalities in the New Jersey Labor Market (2002)

This report examines the influence of gender on the career choices and ongoing career plans of individuals in New Jersey.

Women at Work – Achieving Parity on the Job (2002)

This report explores the issues surrounding the experiences of women in five growing workplaces in New Jersey—building trades, financial services, health care, law, and technology.

New Jersey Council on Gender Parity in Labor and Education: A Progress Report (2001)

This report describes the work of the Council on Gender Parity from its inception through 2001, including research, conferences and reports.

Women and Work: Prospects for Parity in the New Economy (2001)

The issues surrounding the exclusion of women from science and technology careers and training opportunities are explored in this report and recommendations are suggested to remedy the situation.

Bridging the Gap: Gender Equity in Science, Engineering and Technology (2001)

This report synthesizes the literature that the Council reviewed in its investigation of gender equity in science, engineering and technology. It explores the issues surrounding the exclusion of women from science, math, and technology educational programs and jobs.

Reports from the Center for Women and Work at Rutgers University

☞ *Findings from the Field: Early Findings of the New Jersey Online Learning Project for Single, Working-Poor Mothers (2003)*

The report details preliminary findings on the success of a \$500,000 USDOLETA grant awarded to New Jersey to determine whether on-line learning could effectively improve the skills of low-wage workers—specifically, working single mothers. Research indicated that the training was successful.

☞ *Focus on Immigrants: Facts about the Foreign-Born Population in New Jersey (2003)*

This paper describes key characteristics of and facts about New Jersey's growing foreign-born population and their workforce needs.

☞ *The Gender Gap in Pay—How are Women Faring? (2002)*

This Research in Brief report examines the gender pay gap, delving as well into how other factors such as race and age influence women's earnings.

☞ *Sexual Harassment in the Workplace (2002)*

Another Research in Brief report, this paper summarizes key findings on sexual harassment and details its effects on the workplace.

☞ *Women in Science, Engineering and Technology: Equity in the 21st Century (2002)*

This paper provides a synopsis of some of the major reasons for the under-representation of women in science, engineering and technology occupations and suggests strategies for creating a more inclusive workforce.

☞ *Women in the Workforce: Facts about Working Women (2002)*

This paper describes key facts regarding women's participation in the workforce and the barriers that they continue to face.

☞ *Women in the Workforce: Facts about Occupational Distribution by Sex (2002)*

This report describes the unequal distribution of men and women in specific occupational areas, detailing male and female-dominated careers.

NEW JERSEY IN TRANSITION: THE CRISIS OF THE WORKFORCE

EXECUTIVE SUMMARY

Neither New Jersey nor the Nation has made the development, utilization and growth of a skilled workforce a real priority. As a consequence, the skill development of major segments of the population is being neglected and is largely left to chance. We think the ramifications of this fact will have a detrimental effect on the future of New Jersey's economy. Simply put: Workforce Development *is* Economic Development. Therefore, to neglect workforce development is to neglect New Jersey's economic future.

The workforce system can be seen as having three components: K-12, Higher Education, and the Workforce Investment System. The Workforce Investment System explicitly addresses the needs of the unemployed, incumbent workers, school dropouts, welfare recipients, displaced homemakers, and a host of others, in short, constituencies underserved by the other two components. The lack of a State institution designed to focus on the skills and productivity of these populations is a major impediment to economic growth in New Jersey. The programs that serve these diverse constituencies are scattered among various State Departments and administered in a fragmented and inconsistent manner. This not only leads to poor program management, but also to unnecessary additional costs.

We strongly urge New Jersey to transform the Department of Labor into the *Department of Labor and Workforce Readiness* by adding critical new functions and consolidating programs in the existing Department. Specifically all "to work" programs should be transferred to this revamped Department. A sweeping transformation of this Department will make it possible to spend money more effectively, develop future strategies for the workforce, and tie workforce readiness more closely to economic development. Creating strong workforce investment programs that will provide employers with a trained workforce must become a high State priority.

The gap between the demands of the labor market and the skills of the workforce continues to widen. Nearly 40 percent of New Jersey's adults function at a level of literacy beneath that required by the labor market. Approximately 80 per cent of those who receive food stamps or Temporary Assistance to Needy Families are at the lowest levels of literacy. In our urban school districts, between 40

percent and 60 percent of students drop out of school with reading levels well below the ninth grade. This is especially troubling in an economy that richly rewards the skilled and equally punishes the unskilled. Individuals who do not receive the appropriate workforce training will be relegated to the ranks of the working poor or, worse, be without work.

Other states have already made workforce investment a major priority and New Jersey must follow a similar path in order to remain competitive. The most effective states in the area of workforce and economic development are those that focus on this issue and make it a clearly defined and understood public priority.

Meeting the needs of the workforce presents an opportunity and challenge for New Jersey's leaders. A Governor and Legislature who make changes to improve the quality of the workforce will confer a direct benefit upon a majority of the population and a substantial portion of the business community.

Currently, the State spends some \$14 billion on K-12 education, \$2 billion for higher education, and somewhere between \$250 and \$400 million for the Workforce Investment System. This disparity in spending reflects the inattention that has historically been paid to the needs of the present and future workforce. Fair questions for any Governor or Legislator to ask are: Is our economy getting the full benefit of this level of expenditure? Is New Jersey maximizing its return on its educational investment?

To address these issues, we offer the following recommendations that are not meant to be inclusive, but are designed to establish a broad policy direction for the future:

1. The Governor and the Cabinet must make improving the quality of the workforce a core value. There is no substitute for leadership. The bureaucracy will respond to a clear and cohesive message, as will local agencies once they are convinced of the seriousness of purpose of the leadership. Such a message would find a resonance within the State since few would disagree with the idea that our economic future hinges in large part on the quality of our workforce.
2. New Jersey should transform the Department of Labor into the Department of Labor and Workforce Readiness that would be responsible for the integration of service delivery provided by all the "to work" funding streams. Currently, "to work" programs are scattered among half a dozen departments and administered in over 20 separate divisions of those departments. The mission of this consolidated Department would be to

implement the policies developed under the broad authority of the Governor. The State Employment and Training Commission (SETC) would continue in its role of providing policy advice to the Governor.

3. New Jersey must make adult education and literacy a top priority. It is estimated that nearly half of the current workforce lacks the skills to fully participate in the growth sector of the economy. This “basic skills gap” must be bridged through a concerted effort by the State and localities. The State Council for Adult Literacy and Education Services’ State Plan should include recommendations for more effectively articulating links among the myriad of adult education providers throughout the State. At the local level, Workforce Investment Boards (WIBs) should be asked to do the same for their communities.
4. The private sector must play a lead role in shaping workforce policy. New Jersey must base its workforce preparation system on a demand side strategy. That is, the direction of the Workforce Investment System must be based on the skill sets demanded by the employer community. This requires leadership from the employer community in communicating the skills it needs to compete in a high-skill and high-wage environment. For too long the employer and Workforce Investment System have been operating with little reference to each other. And while there are individual programs throughout New Jersey where communication is excellent, on the whole the State lacks a cohesive and transparent system that provides for the flow of information about the workforce skills required by the economy. The Workforce Investment System must be organized so that the key growth sectors of the economy – telecommunications, pharmaceuticals, logistics, tourism, and manufacturing, et al. - can easily communicate their needs and access the employment and training services. Simultaneously, the needs of the entrepreneurial sector must be fully integrated into the Workforce Investment System.
5. The quality and timeliness of labor market information must be improved. New Jersey is gifted with a strong labor market research capacity inside the Department of Labor. This asset must receive additional funding to assure that its projections about the labor market can be more finely attuned to the rapidly transforming labor market. To meet this goal, all relevant agencies, including the Department of Labor, the Commission on Science and Technology, the New Jersey Technology Council, Prosperity New Jersey, and the Economic Development Authority, must collaborate with each other to produce the highest quality and most timely labor market information possible.

6. The connection between schools and the labor market must be strengthened. We propose the following series of initiatives, the net result of which will rebalance the system and address the academic and work needs of students.
- a. Enhance teacher education and training: A comprehensive teacher education and professional development strategy that integrates labor market concerns with education best practices and theory must be developed.
 - b. Improve labor market expertise of the colleges: The State should help establish centers for education and workplace connections within the State's colleges that bring together strategic thinkers from the academic side and the workplace side to develop and pilot promising ideas.
 - c. Support innovation: Create a program to fund and assist schools to implement best practices in connecting schools with the labor market, while ensuring high academic standards for student achievement.
 - d. Establish State funding for programs to maximize school-to-work opportunities: New Jersey received a five-year federal grant for this purpose, which has now expired. The State should support the continuation of this effort to assist students in making the transition to the world of work. This would include reform of the curriculum that would integrate the worlds of learning and of work.
 - e. Create an interactive website to assist the schools' understanding of the skills demanded and the opportunities available in the evolving labor market. This sophisticated and interactive website would be primarily targeted to the K-12 system, but useful to others as well. The availability of such information would allow teachers, students, school board members, parents, administrators, and others to appreciate the remarkable diversity of jobs in the modern economy. It would also help the schools make curriculum and counseling decisions that would assist students and parents navigate the complexity of both today's and tomorrow's labor markets.
 - f. Make Distance and On-Line learning readily available to upgrade the skills of the State's citizenry and provide the business community with the human resources they need to meet the challenges of a ruthlessly competitive and rapidly changing global

economy. As a beginning, we recommend the establishment of a higher education consortium, led by the community colleges, charged with developing new methods of instruction for teachers and learners as well as innovative programs to directly link specific training to employer needs.

- g. Focus on assuring equal opportunity for all citizens to obtain the skills they need to reach their full potential and have the opportunity to succeed in the labor market. The State Employment and Training Commission has issued major reports on persons with disabilities and the problems women face in the education and job training system and intends to extend this analysis to racial minorities. To address these issues, the SETC will continue to make assuring diversity and opportunity for all in the workplace high priorities.

CONCLUSION

These policy directions are designed create a workforce policy framework for New Jersey's economic future. Clearly, there are other issues that need to be addressed, but the ones enumerated will help a new Administration and Legislature chart a decisive course of action that will send a clear message to the business, labor and education communities. It will signal the fact that not only is New Jersey "Open for Business," but is prepared to support the workforce necessary to sustain long-term economic growth. Millions of New Jerseyans whose life chances are limited by their lack of skills await leaders with the vision to provide them with the opportunity to succeed.

NEW JERSEY STATE EMPLOYMENT AND TRAINING COMMISSION **STRATEGIC PLAN: TOMORROW AND BEYOND**

Formatted: Font: Cornerstone, 16 pt

Formatted: Chapter Title, Left, Line spacing:
single

Formatted: Font: Cornerstone, 16 pt

EXECUTIVE SUMMARY

Formatted: Font: 12 pt

Formatted: Heading A, Left

Leading the way toward a finely tuned Workforce Investment System adapted to the demands of the labor market is the New Jersey State Employment and Training Commission (SETC), which formally began its journey in 1989 by an act of the State Legislature. The Commission's work was further endorsed through the signing of Executive Order 36 in 1995, a major step in creating a workforce readiness "system" for New Jersey. The Commission's work under this Executive Order served as a model for the development of federal legislation that ultimately became the Workforce Investment Act (WIA) of 1998. The New Jersey State Employment and Training Commission has been designated the "state board" under that Act.

Responding to the mandate of federal legislation, the Commission waged a widespread outreach and communications campaign to all corners of New Jersey—from the business concerns of small employers in Warren County to the urban concerns of Essex and Camden Counties. The result of this extensive campaign was a bold set of workforce policies that are articulated in the *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System*.

To develop this *Plan*, the Chair organized a series of roundtable discussions, which uncovered key areas requiring consideration. Follow-up interviews were also conducted to ensure a complete picture. What emerged in the discussions was a need to focus the Commission's work on the following major goals:

Create and implement the vision for New Jersey's Workforce Investment System for tomorrow and beyond. A well-articulated and implemented vision will ensure that the employment, training and education systems are finely adapted to the demands of the labor market.

Create the framework for New Jersey to achieve a unified and responsive Workforce Investment System that is well prepared to meet the challenges of today and in the future. New Jersey's future economic success in developing a high-skill, high-quality labor force able to produce the goods and services in demand by the marketplace requires an effective Workforce Investment System that meets the demands of the employers and current and future workers.

Assist local Workforce Investment Boards (WIBs) to transition from their current status into high performing Workforce Investment Boards. New Jersey will enable all WIBs to accomplish the important task of matching the needs of the workforce with the demands of the labor market.

Develop a vision for the Workforce Investment System that embraces a comprehensive approach to literacy. New Jersey has long held that attainment of basic skills and functional literacy is fundamental to success in the workforce and will develop and implement policies to make this a reality.

Establish literacy as a minimum competency for all workforce programs. New Jersey will develop processes and systems that allow its citizens to obtain core knowledge and skills they need to effectively carry out their roles as parents, citizens, and workers.

Create and promote a vision for preparing youth for successful transition into adulthood and the workforce. New Jersey will create a system that enables all youth to enter into the workforce and obtain jobs that provide a living wage.

Create and promote a vision for leveling the workplace “playing field” that ensures diversity and parity for all citizens. New Jersey will create a common ground on which education, employment and training programs are fully accessible to all populations including gender parity for women and girls.

Create an evaluation system that assesses the effectiveness and performance of the entire Workforce Investment System. New Jersey will have quantifiable performance standards for evaluating employment, training and education programs.

The challenge now before the Commission is to translate this vision into action to meet the mandates of the Workforce Investment Act and the doctrine of the *Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System*. Just as compelling is the need for the Commission to see over the next hill to understand the shape of New Jersey's future economic landscape. It must continually assess the needs of the workforce and direct its work in the context of the long-term future. The Commission must also communicate that vision to the entire Workforce Investment System and create pathways through public policy that enable the system to meet future workforce needs.

This *Strategic Plan* keeps the Commission's challenge in the forefront as it sets forth an ambitious agenda. At the helm is Commission Chair John J. Heldrich, who has led the Commission over the past twelve years in its mission to build an effective and high quality Workforce Investment System that encompasses all institutions, agencies and programs that educate, train, and employ people.

The plan that follows describes the structure of the Commission and articulates the strategic and key actions required to achieve its goals. It presents a plan for Commission action to realize New Jersey's vision to remain a prosperous society where its residents earn a decent wage and achieve a high standard of living, thereby continuing to make *New Jersey a first-rate place to live, work, and raise a family.*

PROGRESS UPDATE ON KEY GOALS IN THE STRATEGIC PLAN 2005

Create and implement the vision for New Jersey's Workforce Investment System for tomorrow and beyond.

A well-articulated and implemented vision will ensure that the employment, training and education systems are finely adapted to the demands of the labor market.

Strategy: White Paper

Create the framework for New Jersey to achieve a unified and responsive Workforce Investment System that is well prepared to meet the challenges of today and in the future.

New Jersey's future economic success in developing a high-skill, high-quality labor force able to produce the goods and services in demand by the marketplace requires an effective Workforce Investment System that meets the demands of the employers and current and future workers.

Strategies: White Paper
Statewide Stakeholder Meetings both prior to and
midpoint into the first year of the Consolidation of Programs
Bi-monthly meetings of LWD, DHS and DOE

Assist local Workforce Investment Boards to transition from their current status into high performing Workforce Investment Boards.

All WIBs will be enabled to accomplish the important task of matching the needs of the workforce with the demands of the labor market.

Strategies: Local Planning Process for Integration of WIA
Monthly WIB Directors and One-Stop Operators Meeting
Demand Side Study
Business Resource Centers

Develop a vision for the Workforce Investment System that embraces a comprehensive approach to literacy.

New Jersey has long held that attainment of basic skills and functional literacy is fundamental to success in the workforce and will ensure that this becomes a reality.

**Strategy: State Council for Adult Literacy Education Services
Three-Year Professional Development Plan**

Establish literacy as a minimum competency for all workforce programs.

New Jersey will ensure that its citizens are able to obtain core knowledge and skills they need to effectively carry out their roles as parents, citizens, and workers.

**Strategies: Implementation of Equipped for the Future (EFF) Core Standards in New Jersey
Development of a National Work Readiness Credential
Currently scheduling training for the trainers of EFF**

Create and promote a vision for preparing youth for successful transition into adulthood and the workforce.

New Jersey will create a system that enables all youth to enter into the workforce and obtain jobs that provide a living wage.

**Strategies: NJ NextStop Website
Demand Side Study
Apprenticeship Program**

Create and promote a vision for leveling the workplace "playing field" that ensures diversity and parity for all citizens.

This will create a common ground on which education, employment and training programs are fully accessible to all populations including gender parity for women and girls.

**Strategies: Council on Gender Parity in Labor and Education
Reports on the Healthcare Workforce and the
Workplace Experiences of Female Engineers
Establishment of a Disabilities Issues Committee
One-Stop Accessibility Checklist
Project Access**

Create an evaluation system that assesses the effectiveness and performance of the entire Workforce Investment System.

New Jersey will have quantifiable performance standards for evaluating employment, training and education programs.

Strategies: Evaluation Committee
Chartering Criteria
Eligible Training Provider List
Consumer Report Card
WDP Evaluation by the Heldrich Center
Camden Evaluation

SECTION 9.

GENERAL INFORMATION

- ▣ Profile on John J. Heldrich
- ▣ Profile on Henry A. Plotkin
- ▣ SETC Staff Directory and Contact Information
- ▣ Glossary of Acronyms and Terms

JOHN J. HELDRICH

Chair, State Employment and Training Commission

John J. Heldrich has combined a career as a top executive with the world's leading health care products company with a record of leadership and commitment to public, community, and civic service. Mr. Heldrich retired from Johnson & Johnson in 1991, after nearly 41 years with the company. At the time of his retirement, he was Corporate Vice President of Administration and a member of the Executive Committee Board of Directors.

In the city of New Brunswick, Mr. Heldrich is known as the "heart and driving force" behind the city's acclaimed revitalization, which is regarded as a model of a true public/private partnership throughout the State and Country. He was the founding Chairman and served two decades at the head of New Brunswick Tomorrow, the private, non-profit community organization that has spearheaded New Brunswick's economic, social, and cultural renaissance. Mr. Heldrich also serves on the Board of Trustees of the New Brunswick Cultural Center. The upper lobby of the beautifully renovated State Theater in the Cultural Center is named in honor of Mr. Heldrich and his wife, Regina.

On the state level, Mr. Heldrich is Chairman of the New Jersey State Employment and Training Commission (SETC). Under Mr. Heldrich's leadership, the SETC developed the first Unified State Plan for New Jersey's Workforce Readiness System. The Commission has addressed such critical issues as gender equity, literacy, disability issues, welfare-to-work, school-to-work, workforce quality, One-Stop Career Centers, education in correctional institutions, and a host of other initiatives that have earned New Jersey a national reputation in employment and training.

The governing board of Rutgers, the State University of New Jersey, has founded and Mr. Heldrich has endowed, the John J. Heldrich Center for Workforce Development. The Center is dedicated to identifying ways of making the American workplace more responsive, relevant, and productive, and to sharing that knowledge widely.

He is a graduate of University College of Rutgers. Among his many other activities, Mr. Heldrich is a charter member of the Board of Trustees of Rutgers. He is a retired member of the Board of Trustees of the Robert Wood Johnson Foundation, the largest foundation in the nation dealing with health care issues.

HENRY A. PLOTKIN

Executive Director, State Employment and Training Commission

Mr. Plotkin has been serving as the Executive Director of the State Employment and Training Commission (SETC) since March 1997. Prior to assuming the duties of the Executive Director, he served as the Acting Executive Director, Senior Policy Analyst and Senior Staff Person for all State Employment and Training Commission initiatives.

Accomplishments of his include:

- Developed policy for the formation of Workforce Investment Boards in the State.
- Principal author of first and second editions of *A Unified State Plan for New Jersey's Workforce Readiness System*.
- Established the At-Risk Youth Task Force and was responsible for major policy statements in *Youth At Risk: Making it in the Global Economy*.
- Principal coordinator for the Literacy Enhancement Center.
- Assisted in the establishment of the Council on Gender Parity in Labor.
- Assisted in the establishment of the State Council for Adult Literacy Education Services.
- Principal author of *New Jersey in Transition: The Crisis of the Workforce*, a White Paper regarding the critical issue of New Jersey's workforce needs, which has resulted in the consolidation and reorganization of the State's Workforce Development System into the Department of Labor and Workforce Development

He was the first Administrator of the New Jersey Youth Corps Program in the Department of Community Affairs, and was also Assistant Professor of Political Science at Livingston College, Rutgers, The State University of New Jersey.

The New Jersey American Society for Public Administration (ASPA) honored him with the Public Administrator of the Year Award in 1999. The Garden State Employment and Training Association (GSETA) honored him with the GSETA Public Service Award in 2004.

He received his PhD and MA from Rutgers, The State University of New Jersey, and his BA from Queens College.

SETC Staff Directory

State Employment and Training Commission
Department of Labor and Workforce Development Building
John Fitch Plaza, 4th Floor
P.O. Box 940
Trenton, New Jersey 08625-0940
(T) 609.633.0605
(F) 609.633.1359

Executive Director

Henry A. Plotkin

609-633-0605

Henry.Plotkin@dol.state.nj.us

Lansing Davis	609-292-1093	Lansing.Davis@dol.state.nj.us
Diane Evans	609-633-0605	Diane.Evans@dol.state.nj.us
Judy Formalarie	609-633-0605	Judith.Formalarie@dol.state.nj.us
Lilah Gumbas	609-633-0605	Lilah.Gumbas@dol.state.nj.us
Nancy Kopp	609-633-0605	Nancy.Kopp@dol.state.nj.us
David Novak	609-292-8900	David.Novak@dol.state.nj.us
Deborah O'Kane	609-633-0605	Deborah.Okane@dol.state.nj.us
Diane Zompa	609-777-2196	Diane.Zompa@dol.state.nj.us

GLOSSARY OF ACRONYMS AND TERMS

ABE	Adult Basic Education
ADA	Americans with Disabilities Act
AOSOS	America's One-Stop Operating System
AFDC	Aid to Families with Dependent Children— <i>replaced in 1996 by Temporary Assistance for Needy Families (TANF)</i>
AWEP	Alternative Work Experience Program
Business Resource Centers (BRC)	Located within One-Stop Career Centers throughout New Jersey, BRCs provide business solutions to small and medium companies, addressing workforce development requirements associated with recruitment and training. A secondary role is to help companies navigate government agencies and non-profit organizations to find information about new business development, loan programs, child labor laws, general wage and hour information, labor market data, and permitting issues.
CBO	Community Based Organization
CBSS	County Board of Social Services
CCDBG	Child Care and Development Block Grant
CEI	Calculated Earned Income
Chief Elected Official (CEO)	Highest ranking local elected official
Consumer Report Card (CRC)	Searchable database of in-State and out-of-State training providers who are included on New Jersey's Eligible Training Provider list and have been approved by the State Department of Labor and Workforce Development. It allows individuals to compare training providers and programs by employment outcomes and other criteria to identify an appropriate program.
Core Services	Employment-related services available to any adult, regardless of income or job status. Some of the services include assessment of skill levels, aptitudes, and abilities, supportive service needs, job search and placement assistance, career counseling, labor market information,

information on training providers, and filing of unemployment insurance claims, and retention/follow up services.

CWEP	Community Work Experience Program
DHS	Department of Human Services
DOL	Department of Labor— <i>changed in 2004 to the Department of Labor and Workforce Development (LWD).</i>
DVRS	Division of Vocational and Rehabilitation Services
E&T	Employment and Training
EA	Emergency Assistance
EEL	Early Employment Initiative
EFF	Equipped for the Future Content and Standards for Adults Literacy and Lifelong Learning
EITC	Earned Income Tax Credit
Eligible Training Providers List (ETPL)	List of programs and vendors eligible to receive adult or dislocated worker funds to provide skills training to job-seekers. Any post-secondary education institution certified under the Higher Education Act that provides a program leading to a two or four-year degree or certificate is automatically eligible. Organizations that offer an apprenticeship program registered under the National Apprenticeship act are also eligible. The State of New Jersey will establish procedures to certify other entities.
Employment Service (ES)	Otherwise known as Job Service, federally funded and created under the Employment Security Act, ES provides employment services to individuals and business.
English as a Second Language (ESL)	Educational training for individuals designed to increase their proficiency in the English language.
English for Speakers of Other Languages (ESOL)	Educational training for individuals designed to increase their proficiency in the English language.
GA	General Assistance
FBO	Faith Based Organization

FSE&T	Food Stamp Employment and Training
GA	General Assistance
HUD	(Department of) Housing and Urban Development
IM	Income Maintenance
INA	Immigration and Naturalization Service
Individual Training Accounts (ITAs)	Payments made on behalf of eligible adults and dislocated workers to cover the costs of training programs offered by an eligible provider. Youth 19-21 may be enrolled in adult programs and receive an ITA.
Intensive Services	Intensive Services are comprehensive and specialized assessments of the skill levels and service needs of adults and dislocate workers which may include testing, in-depth interviewing, individualized employment plans, individualized counseling and career planning, group counseling, case management and short term pre-vocational services.
IRP	Individual Responsibility Plan
IRS	Internal Revenue Service
Job Training Partnership Act (JTPA)	The Job Training Partnership Act; the predecessor to WIA, was a federally funded job training program. The JTPA legislation ended on June 30, 2000.
JOBS	Job Opportunities and Basic Skills
LWD	New Jersey Department of Labor and Workforce Development
MOU	Memorandum of Understanding
NJSES	New Jersey State Employment Service
OJT	On-the-job-training
One-Stop Partners	One-Stop Partners provide services that are linked, physically or technologically with the One-Stop System. Individuals are provided information on the availability of core services in the local area. Required partners include programs authorized under Title I of WIA; the Wagner-Peyser Act; the Adult Education and Literacy title of this Act; the Vocational Rehabilitation Act; the Welfare-to-Work grants; title V of the Older Americans Act; postsecondary vocational education under the Perkins Act; Trade Adjustment Assistance;

veterans employment services; unemployment compensation; Community Service Block Grants; and employment and training activities carried out by the Department of Housing and Urban Development. The partners and local boards enter into a written Memorandum of Understanding (MOU).

One-Stop System

The One-Stop delivery system is a seamless system of service delivery that will enhance access to the programs' services and improve long-term employment outcomes for individuals receiving assistance. Each WIB must operate at least one physical one-stop center, but may set up multiple satellite sites. Individuals can access a continuum of services, which are organized into three levels: core intensive, and training.

One-Stop Career Centers

The One-Stop Career Centers are a partnership among state and local government to provide job seekers with the support they need to transition to work or, programs, services and activities at each site. Each local area must have at least one comprehensive center with an array of programs offered on site.

Project STEP UP (Students, Teachers and Employers Poised to Unleash Potential)

Series of partnerships between midsize and larger businesses and public high schools across New Jersey that encourage students to explore careers and the real world.

RFP

Request for Proposal

SSI

Supplemental Security Income

SSN

Social Security Number

Training Services

Training Services are provided to adults and dislocated workers who are unable to obtain or retain employment through core or intensive services.

"To Work"

A term used for TANF customers referring to the movement from "Welfare-to-Work." Customers who are "To-Work" are required to be searching for employment in order to maintain their benefits.

UC

Unemployment Compensation

UI or UIB

Unemployment Insurance Benefits

USDA

United States Department of Agriculture

VA	Veterans Affairs
VISTA	Volunteers of Service to America
VOA	Volunteers of America
VR	Vocational Rehabilitation
WFNJ	Work First New Jersey
WIC	Women, Infants, and Children
WLL	Workforce Learning Links
WNJ	Workforce New Jersey
Workforce Investment Act (WIA) of 1998	The Workforce Investment Act of 1998 creates a new, comprehensive Workforce Investment System. It is intended to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the U.S.
Workforce Investment Board (WIB)	Workforce Investment Boards are local partnerships of private and public sector participants that provide coordinated planning, policy guidance and oversight for all workforce investment programs in their designated area.
Workforce New Jersey Public Information Network (WNJPIN)	The Workforce New Jersey Public Information Network (WNJPIN) is the technological component of New Jersey's One-Stop Career Center System, offering self service to government services and information. WNJPIN is designed for four types of customers—job seekers, students, counselors, and employers.
WRC	Workforce Readiness Credential
WTW	Welfare-to-Work
Youth Investment Council (YIC)	The Youth Investment Council (YIC) is responsible for setting policy direction in creating employment opportunities and career pathways for all youth, whether in or out of school.