U N I O N C O U N T Y

WORKFORCE DEVELOPMENT BOARD


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Youth
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PUBLIC NOTICE

As required by the New Jersey State Employment and Training Commission and the New Jersey Department of Labor and Workforce Development, the Union County Workforce Development Board Local Plan will be available for Public Comment for thirty (30) days effective November 15, 2016. The Union County Workforce Development Board Local Plan may be obtained online at www.ucnj.org/wdb. All Public Comments must made in writing and directed to Elizabeth Paskewich at: epaskewich@ucnj.org. All Public Comments will be considered. At the end of the Public Comment period, all public comments will be posted on www.ucnj.org/wdb with a public comment summary report.

TABLE OF CONTENTS

General Context & Overview ---- 1

I. Strategic Planning Elements ---- 8

II. Current Workforce Development Systems ---- 13

III. WDB and Core Programs ---- 24

IV. Employer Engagement & Agency Linkages ---- 30

V. Workforce & Economic Development ---- 40

VI. One-Stop Centers – System Features ---- 42

VII. Soft Skills / Employability Skills Program ---- 50

VIII. Rapid-Response Coordination ---- 52

XIX. Youth Activities ---- 53

X. Education and Workforce Development ---- 62

XI. Supportive Service ---- 64

XII. Employment Services under the Wagner-Peyser ---- 67

XIII. Coordination of Adult Education/Literacy ---- 68

XIV. Cooperative Agreements ---- 74

XV. Disbursal of Grant Funds ---- 76

XVI. One-Stop Selection Process ---- 79

XVII. Performance Measures ---- 83

XVIII. Board Membership ---- 87

XIX. Staff and Partner Training ---- 90

XX. Training Accounts / Industry Credentials ---- 94

XXI. Open Planning Process ---- 95

XXII. Technology and Information Management ---- 101

XXIII. Priority of Service ---- 103

Appendices ---- 105

- Summary of Sub-Strategies ---- 106
- WDB Targeted Sector Strategies Resolution ---- 111
- Talent Network Curricula ---- 113
- Entrepreneurship Program ---- 119
- Nondiscrimination Checklist ---- 123

Index of Attachments ---- 130

New Jersey Local Area Program & Service Grid ---- 131

GENERAL CONTEXT & OVERVIEW

Union County's workforce development system consists of the Workforce Development Board and the One-Stop Career Centers, which operate sites in Elizabeth, Plainfield, and a new and highly successful Workforce Innovation Center at the Mills at Jersey Gardens Mall.

Since 2013, WDB has operated within the County's Department of Economic Development and the One-Stop Center within the Department of Human Services. The staff at the WDB and the One-Stop entity, with its three America's Job Centers as they are now called, work collaboratively with each other and their partner agencies to implement workforce-related policies and development services in the areas of training and employment. Despite some challenges, this reporting arrangement has ensured a sensible separation of the policy-setting body from the implementation side of the operation and involved the County's Executive, staff, and Board of Freeholders more readily in labor and workforce development.

This Local Plan, which represents the County's strategic priorities, is in direct response to the State's directive for its counties' workforce development systems to prepare their plans consistent with New Jersey's two foundational goals for strategic talent development and in line with its five critical themes.

New Jersey's Talent Development Foundation Goals

1. Building an innovative, skilled workforce to power economic growth
2. Building economic opportunity for all New Jersey residents

Critical Themes:

1. Build Career Pathways with a focus on Industry-Valued Credentials
2. Expanding High-Quality Employer-Driven Partnerships
3. Provide Career Navigation Assistance through One-Stop Career Centers and Broad Partnerships
4. Strengthen Governance through Effective Workforce Development Boards
5. Ensure System Integrity through Metrics and Greater Transparency.

It should be noted at the outset, however, that the Union County system has been engaged in addressing new WIOA guidelines and had already instituted quite a few strategic changes and improvements consistent with these guidelines. Furthermore, the One Stop was selected for monitoring review under the WIA-to-WIOA transition process, which expedited the implementation of some of these changes. As such, developing this Plan has preceded the request by the State and has engaged the Board and its committees in broad conversations within the

County and among staff in both WDB and the One-Stop system. The Plan includes far-reaching strategies that will be embarked upon over the next few years and will serve to affirm and advance recent reforms already in place.

In fact, the Board had engaged the Rutgers University Heldrich Center **(Attachments A & B)** to complete a review of the One-Stop services (June 2015), and its Bloustein School of Planning and Public Policy to conduct a comprehensive economic assessment of the County (May 2016) **(Attachment C)**. This Strategic Plan has been informed by these reviews, and builds, to a great extent, on the recent 2014-2017 Union County Unified Workforce Investment Plan **(Attachment D)**.

The Union County Workforce Development Strategic Plan is designed to be a stand-alone unified document, which simultaneously meets the State's requirements for Local Plans **(Attachment E)**. It briefly presents the context for the upcoming strategic priorities, describes the current status of services and programming, and offers new directions for proceeding forward under WIOA as well as a list of tasks and activities to be completed as the workforce system pursues these strategies.

The Plan will inform the immediate design of a unified plan of action, which will include timelines, foci of responsibility, measures of progress and performance, and a clear prioritization scheme.

A SNEAK PREVIEW OF IDENTIFIED STRATEGIES

The System is fully cognizant of the two groups of customers it serves:

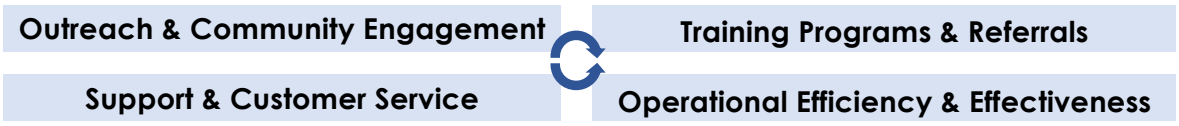
- Residents of Union County and the region who seek or need its services in the area of training and employment
- Employers across various industry sectors within Union County and the region that require a well-trained, job-ready workforce, need support for its current group of employees in critical situations, and rely on advocates within the county and region to facilitate the employers' success and contributions to local and regional economic growth.

The System sees itself as both an effective catalyst for economic development and a major reource for employment and training. Toward greater economic development, it must help make critical business connections and serve as a bridge between for businesses, the County, and the State. Toward better training and employment, it must help residents overcome unemployment, underemployment, and economic struggles and guide them along a path of successful professional growth. Such a dual vision establishes the ultimate direction and tone for this Plan.

Within this context, the Plan is based on the strategic premise that by focusing deliberately and systematically on both employers and trainees, a few scenarios and outcomes are possible. In essence, this constitutes the Theory of Change that supports the Plan:

- Engaging them in shaping local training activities and structuring relevant work-experience programs makes employers active participants in the workforce system.
- When they participate in job-seeking activities, such as coursework, internships, on-the-job training, and customized training, job seekers become adequately qualified to secure and retain locally available jobs.
- Going "vertical" and engaging employers and educators on a sector-by-sector basis, with a sharp focus on growing sectors, ensures that subject matter experts from those sectors participate in decision-making and planning.
- Using technology to streamline connections between job seekers, employers, the One-Stop Employment Centers, and educators accelerates time-to-job placement and results in more suitable, sustainable matches between job seekers and employers.
- By participating in planning and professional development, One-Stop staff becomes empowered and to see their role as "career counseling" rather than "job placement" and makes accessing data on changing workforce/sector trends relevant.
- Adopting a collaborative regional approach toward systemic changes that involves business and educational partners enhance coordination and sharing of resources among workforce development professionals and policymakers.

With these outcomes in full view, the Plan identifies key strategies in a number of work areas of the Board and One-Stop, as displayed in the next diagram. One feature of the strategies is that they are inter-related and interdependent. They address the State's Strategic Workforce Themes while introducing a very specific discussion around workforce improvement opportunities and strategies at both management/operational levels of the Union County Workforce System, as well as public-facing strategies from training to outreach.



The Plan is ambitious in that it seeks, through its goals and strategies, to shift the workforce development's service paradigm, according to the model below.

From Pre-WIOA Model	>>	To Post-WIOA Model
Independently-operating systems		Regional collaboration/coordination
Supply-driven/Employer Advisors		Demand-responsive/Employer Partners

Attention to outputs	Data-based, outcome-oriented thinking
Space-located training	Self-paced, anywhere, anytime e-Learning
Focus on job placement	Focus on long-term career building
Staff-assisted job search	Online employment marketplace
Staff as case managers	Staff as career-planning coaches
Paper-based processes	Web-based processes linked to data system
Innovation initiated by leadership	A culture of learning innovation within

(*) Inspired by a Corporation for Skilled Workforce's Concept paper, Ed Strong, 3/2012.

Informed by this framework and by the deliberations and documentation presented in the Plan's process section, six strategic goals have been identified and are presented in this Plan with tentative priorities set at the level of High/Urgent **(H/U)**, Medium/Needed **(M/N)**, or Lower/Desired Level **(L/D)**.

In support of these strategies, 34 sub-strategies follow in the body of this Plan to guide the "next steps" of action planning.

Goal 1. Increased Emphasis on Career Pathways and Industry-Credential Attainment

(Level: M/N)

WIOA makes the development of career pathway strategies a function of the local workforce board. Combining high-quality education, training, and other services that align the skill needs of industries requires rigorous system realignment. A local career pathway partnership might encompass multiple educational settings (e.g., adult education, postsecondary remedial instruction, postsecondary credit instruction, work-based learning) and multiple funding sources (e.g., WIOA Titles I and II, Carl D. Perkins CTE). The noted emphasis of credential attainment as a performance measure within WIOA further exemplifies the importance of funding training that delivers industry demanded skills.

Action Planning

Continue to support the growth of the health care and TLD sectors and expand efforts in other target industries by examining methods to expand attainment of industry credentials and support employers as they seek skills that they require to compete effectively in today's global economy.

Strategies

1a. Transform job seekers into job candidates and connect them to the labor market through skill-enhancement training.

1b. Begin to examine expanding the stackable credential leading to degrees into the procurement process at both the ITA/ETPL and class-size RFP levels.

1c. Explore practical ways to enhance front-end's ability to incorporate "Informed Choice Career Coaching" while working closely with job seekers.

1d. Training would be focused on increasing awareness around the advantages of attaining industry recognized credentials/degrees.

1e. Strengthen the career pathways approach by further engaging industry, literacy, and experiential learning solutions to fill talent needs.

1f. Prioritize the competitive procurement process for class-sized training and the use of ITA's for industry-recognized credentials.

Goal 2. *Expanded OS Integration of Service Delivery* (Level: M/N)

WIOA's definition of a One-Stop would necessitate that all customers have access to high-quality centers ready to connect them with the full range of services available in their communities, whether they are looking to find jobs, build basic educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on how to make career choices, or whether they represent businesses and employers seeking skilled workers.

Integrated service delivery means that One-Stop staff is organized by function into work teams, regardless of the funding resources. The concept of service integration drives the establishment of new or enhanced processes.

Action Planning

Deliver seamless customer service to both individuals and employers, regardless of funding streams, actively serving all target populations within an integrated flow with an emphasis on services, not programs to guide them in advancing their careers.

Strategies

2a. Establish regular/consistent OS staff and partner meetings.

2b. Increase Coordination of Services by investing time in staff cross-training.

2c. Broaden the use of Memorandum of Understanding (MOU) to include all One-Stop partnering entities.

Goal 3. *Broadened Use of Technology in Operation & Customer-Facing Processes*
(Level: M/N)

Technology has dramatically reshaped the average workplace over the past couple of decades. The office environment has been influenced by rapid and extensive technological advancement. Updated use of technology is critical to ensure higher quality of service and training, and should result in a significant number of improvements, among them: efficiency and increased productivity; increased collaboration; improved case management; reduced costs; and a heightened level of security.

Action Planning

Infuse technology in the workplace to improve communications as well as operational efficiency and workflow.

Strategies

3a. Enhance One Stop/WDB online presence including website redevelopment, and effective use of social media.

3b. Adopt "Less Paper" technology plan within the WDB and One Stop by establishing a 21st Century document management system.

3c. Examine adoption of "anywhere" on-line pre-enrollment and consider other technologies to simplify and expedite the "triage" waiting process and enhance customer service environment, including the use of computer tablets or kiosk station(s).

Goal 4. Expanded Access to Services Level (Level: M/N)

WIOA legislation prioritizes services to out-of-school youth and vulnerable low-income adults and youth who have limited skills or lack work experience. The Act provides new and expanded definitions to improve serviced to individuals with barriers to employment. Additionally, the act expands and improves eligibility requirement for youth services. Adopting a model of career pathways, co-enrollment, and attainment of stackable credentials is encouraged and will be incorporated in the upgraded system.

Action Planning

Adopt the WIOA legislation's increased flexibility in eligibility criteria, especially in serving youth, considering that 14 diverse populations were recognized and designated under WIOA as groups in focus as they face challenges and barriers to obtaining employment and living-wage jobs that lead to self-sufficiency and economic prosperity.

Strategies

4a. Look to co-enrollment to stretch funding while offering increased diverse educational and occupational services.

4b. Provide local planning and policy guidance, followed by staff training, to OS Career Coaches in order to comply with necessary system adaptations required to expanded services using WIOA provisions for core programs.

Goal 5. Enhanced Employer Engagement (Level: M/N)

Workforce professionals have to figure out how to best involve employers in their programs. They can also work toward developing deeper partnerships so that they can help participants build the skills they need to secure employment. Engaging employers has been key provisions in the last two Job Training Bills, JTPA and WIA, yet it has been a concern that employers remain reluctant to actively participate in public job initiatives.

Action Planning

Strengthen and increase employer engagement by strengthening and expanding existing business initiatives. At the same time, establish credibility by ensuring adequate resources are available, as well as making sure participants gain appropriate skills and experience.

Strategies

5a. Fortify the Union County Workforce Innovation Business Center.

5b. Expand Business Services Representatives team to facilitate the connections between employers and the One Stop Centers.

5c. Further develop regional Business-2-Business networking events.

5d. Survey employers to verify their skill and credential requirements.

5.e. Involve employers in SoftSkill presentations where possible.

Goal 6. Expanded Use of Evaluation Metrics beyond National Performance Standards/ Systematic Oversight (Level: H/U)

Some of the most significant changes in the new law apply to the area of performance accountability. WIOA establishes a set of common performance indicators on which core programs and other authorized programs will be required to report. These core indicators for adult and dislocated formula programs, adult education, Wagner-Peyser employment services, and vocational rehabilitation include:

- Percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program
- Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from program
- Median earnings in unsubsidized employment.

The Union Workforce System will institute processes that capture such data and inform decision-making as well as address the new provisions of the law around credential attainment, achievement of measurable skill gains for those enrolled in an education or training program, and effectiveness of core programs in serving employers.

Action Planning

Improve the system of data-driven decision-making by instituting a series of metrics, relevant to the regional setting and local activities, as an important complement to national performance standard (Attachment I).

Strategies

6a. Model for continuous improvement throughout its internal operations and customer-facing processes, guided by a new certification and recertification program (Attachment R).

6b. Examine National Measures down to sub-recipient and vendor levels.

6c. Measure credential attainment down to sub-recipient and vendor levels.

6d. Introduce employer and job-seeker satisfaction surveys.

6e. In addition to vendor monitoring, conduct internal monitoring and oversight to ensure that center operator(s) meet certification standards.

I. STRATEGIC PLANNING ELEMENTS

Regional Economic Conditions

Union County is among the most economically and culturally diverse counties in New Jersey. It houses a large array of industries, lead among them are healthcare, pharmaceuticals, transportation and logistics, educational services, and construction. These industries, which are anticipated to figure strongly with other clusters in the County's future as discussed below, currently engage close to a quarter million workers in jobs accounting for nearly 6% of all jobs across the State.

Located in the Northeastern corner of the State, the County is close to New York City, borders the City of Newark in Essex County and its busy airport and rail system, is directly accessible by major highways along the Northeast corridor, and operates in its City of Elizabeth a large container port on the Arthur Kill River.

Growing Urban & Diverse Community. Counting Union's neighboring counties of Essex, Middlesex, Morris, and Somerset, the region is highly urbanized and densely populated, with a high and constant influx of immigrants and a fast-growing community (Union's growth was at 0.5% in 2014-2015 and a cumulative 3.6% rate of increase since 2010).

County	2014	2024	2034	Change: 2014-2024 Number (%)*	Change: 2024-2034 Number (%)
Essex	795,700	819,100	840,100	23,400 (2.9%)	21,000 (2.6%)
Morris	499,700	523,700	548,000	24,000 (4.8%)	24,300 (4.6%)
Somerset	332,600	354,800	378,700	22,200 (6.7%)	23,900 (6.7%)
Union	**552,900**	**588,300**	**620,000**	**35,400 (6.4%)**	**31,700 (5.4%)**
Ten Counties**	4,670,400	4,899,100	5,119,800	228,700 (4.9%)	220,700 (4.5%)
Statewide	**8,938,200**	**9,338,000**	**9,733,400**	**399,800 (4.5%)**	**395,400 (4.2%)**

Data from NJLWD 2014-2015 Population Estimates. (*) Percentage increase. (**) The 10 counties in the New Jersey Northern Region include the above counties, in addition to Bergen, Hunterdon, Passaic, Sussex, and Warren.

Among more than its half a million residents, 30.5% are born outside the U.S. (2015 Census data). Union County has a growing number of international immigrants, from Central and South America in particular (fourth county in the State with the

largest influx of immigrants, more than 20,750 since 2010). This is a strong trend among four of its 21 municipalities: Elizabeth, Plainfield, Rahway, Union, and Linden. According to the 2015 American Community Survey, the County's Hispanic/Latino stands at 30.6% in 2015, with a rate of increase of nearly 1.5% annually, non-Hispanic Whites make up 40.8% of its population (expected to decrease by more than 3% over the next decade), and Black or African Americans constitute 23.4%.

Deepening Educational & Literacy Needs. One third of Union residents 25 years of age or older have attained a bachelor's degree or higher and 14.6% have not completed a high school diploma—a rate that varies significantly in both directions among certain municipalities. Across the ten-county Northern region, that rate stands at 12.2%, with fewer than half of the population having received some form of college degree (2010-2014 ACS data).

Supplementing the significant need for higher education to support a high-tech-based service industry, the need for basic and technical language proficiency is pressing. In Union County, 44.2% of residents speak a language other than English at home and 20.6% of residents speak English "less than very well" (2015 ACS data). Across the Northern region, the latter percentage drops to 17% (or nearly 794,650), which is still higher than the State's average of 12%.

The County has within its boundaries many educational resources with which the Workforce System has developed strong relations over time: A vibrant state university that has been on a steady path of expansion operates within the County; a nationally recognized county college; and dozens of technical training and vocational institutes. In addition to these local resources, four large universities, including two Rutgers campuses, and five county colleges are within a short drive from various parts of the County—not to mention that residents of the County have virtual access to a variety of online training programs.

Expanding Regional Hub for Service Industries. When considering employment, it is critical to take the regional view, especially considering the relative small geographic area of the 10 Northern counties, accessible by public transportation and within a reasonable drive from various parts of the County. According to the 2016 Northern NJ Regional Plan (Attachment B), as provided by the New Jersey Department of Labor and Workforce Development Office of Research and Information, Workforce Research and Analytics team, five industries comprise 66% of the total civilian employed population age 16 and older or 2.25M induvial. All but one are service industries (text box below).

Top Regional Industries for Net Employment

(1) Educational services, health care, and social assistance
(2) Professional scientific, management, administration, and waste management services

(3) Retail trade
(4) Manufacturing
(5) Finance, insurance, real estate, and rental and leasing

Local Industry Sectors with Projected Growth

(1) Construction Industries
(2) Medical and Scientific Equipment Manufacturing
(3) Transportation and Warehousing Services
(4) Wholesaling
(5) Financial and Insurance Services
(6) Hospitals and Health Services
(7) Employment and Business Services

On the local front, the 2016 Bloustein economic assessment of Union County has projected seven industry clusters in which 864 jobs will become available over the next eight years. It also noted 10 industries that are expected to be "favorable to either business or local economic development."

Favorable Industry Sectors

Insurance Carriers

Grant-making, giving, and social advocacy organizations

Amusement parks and arcades

Flavoring syrup and concentrate manufacturing

Wholesale trade

Employment services

Investigation and security services

Distilleries

Spectator sports

Satellite, telecommunication resellers, and all other telecommunications

Data sources used in the regional plan were taken from LWD sources, U.S. Census Bureau statistics and Burning Glass Technologies.

Employer Needs & Talent Development

Across the region, communication skills are the most sought-after skills; using spreadsheets effectively and skills in project management are in the top five. Other in-demand technical and soft skills within the top 10 include proficiency in

using Microsoft Office, project management, problem-solving, writing, customer service, teamwork, and interpersonal skills. In terms of high-demand certifications, most of which fall within the healthcare sector, "registered nurses" tops the list; others include accounting (CPA), project management, first aid/CPR, and Class A CDL.

Union County is committed to blending industry, literacy development, and experiential learning solutions to fill the talent needs of New Jersey employers.

Union County Workforce Board embraces the joint vision of NJ Talent Networks and the Public Workforce System to build statewide, partnership-based Talent Networks. Each Network is a primary contact point for employers in any of six key New Jersey industries. Both current workforce issues and future workforce concerns are germane to the Networks.

Union County Workforce Board and the America's Job Center (One-Stop Center) has made much progress in strengthening the partnership with our local Talent Network Center, and will be looking to further assist New Jersey employers in key sectors connect with qualified jobseekers who have earned relevant certificates, degrees, and other work credentials.

Analysis of Workforce Labor

According to Employment Statistics (May 2015 Estimates), the top five occupations in the ten-county region in terms of net employment include:

(1) 41-2013 – Retail salespersons
(2) 53-7062 – Laborers and freight, stock, and material movers
(3) 41-2011 – Cashiers
(4) 43-4051 – Office clerks (general)
(5) 29-1141 – Registered nurses.

Salaries for registered nurses are significantly higher than any of the other top 10 occupations, paying an average annual salary of over $80,000. Office clerks, customer service representatives, and secretaries and administrative assistants, except for legal and medical, each have average wages above $15.00 per hour, while the top 10 occupations pay at or below $15.00 per hour on average (based on a 2,000 hour work year).

In terms of occupational groups, as opposed to specific occupations as identified above, the top five groups include:

(1) 43-0000 – Office and administrative support occupations
(2) 41-0000 – Sales and related occupations
(3) 53-0000 – Transportation and material moving occupations
(4) 25-0000 – Education, training, and library occupations

(5) 35-0000 – Food preparation and serving related occupations.

Each of the top 10 occupation groups, except for occupations related to food preparation and serving, pay average wages above $15.00 per hour.

Labor Supply

The overall regional civilian labor force is expected to grow by 12.9% through the year 2034, compared to 2014, which is slightly higher than the State's expected rate of growth (11%). Similar to the population scenario, seven of the 10 counties are expected to see growth in their labor force. During the same period, Union County is expected to see the largest percentage of growth in the labor force (8.3%; 11.5% between 2014 and 2024).

One statistic to pay attention to is the number of individuals at or nearing retirement age. Given the large number of the Baby Boomer generation, the upcoming retirement numbers are expected to rise across the nation. The Northern NJ Region is no different: The percentage of the labor force aged 55 years or older is expected to increase by a factor of 12.5% between 2014 and 2024 (from 22.4% to 25.2% respectively).

The expected growth in the labor force through the year 2034 breaks the economic downturn experienced across the region between 2010 and 2015. The regional labor force declined by over 3,000 individuals during this timeframe, despite the **unemployment rate decreasing by a factor of 41%**. While there were more individuals employed in 2015 than in 2010, the 2010 labor force was larger. This may be due to an increase in either the number of retirees, the amount of individuals that leave the labor force due to long-term unemployment, or other similar reasons.

Labor Market Change (as per Local Area Unemployment Statistics)

Year	Labor Force	Number Employment	Number Unemployment	Unemployment Rate
2010	2,394,639	2,174,230	220,409	9.2%
2015	2,391,391	2,262,889	128,502	5.4%
Net Change	-3,248	88,659	-91,907	-3.8%

Action Items to Consider

S-1 ***Further enhance existing partnerships with the business and education specifically addressing the educational and skill requirements for those defined in WIOA as hard to-serve populations.*** *(Aligned with Goal 4-Expanded Access)*

S-2 ***Continue to engage employers, industry leaders, and public officials broaden the training and service alignment with additional regional key Industries/Sectors.*** *(Aligned with Goal 1- Career Pathways / Credential Attainment)*

II. CURRENT WORKFORCE DEVELOPMENT SYSTEMS

Through true partnership and innovation the Union County Workforce Board along with the American Jobs Center/One Stop Center has been effective in delivering comprehensive services to both employers and job seekers in Union County.

The following section provides a snapshot of each critical delivery component with a brief description presenting system strengths, weaknesses, and next steps.

We will be describing the local **range of current activities** within the local area delivered by WIOA Core and Partner programs, and other programs, including:

- WIOA Title I Adult
- WIOA Title I Dislocated
- WIOA Title I Youth
- Title II Adult Education/Literacy
- Title III Wagner-Peyser Employment Service Program
- Title IV Vocational Rehabilitation
- Senior Community Service Employment Program
- Jobs for Veterans State Grant
- Migrant and Seasonal Farmworkers Program
- Ex-Offender Programs
- Carl T. Perkins Career and Technical Education Act
- Unemployment Insurance
- WorkFirst New Jersey (TANF) Employment and Training Program
- SNAP Employment and Training Programs
- New Jersey Workforce Development Partnership Program
- New Jersey Supplemental Workforce Fund for Basic Skills
- And other local public or other programs with which the local workforce system collaborates.

WIOA Title I Adult/Dislocated Workers

A job seeker that comes into the American Job Center/OSCC is scheduled first for an orientation so they are aware of the career services available to them. If they wish to use the Center for more than self-service career activities, they are assigned to a counselor who further assists them on an individualized basis. Orientation is held at the OSCC, and these sessions last approximately two hours. Translators may be available for assistance at the orientation.

Customer Help Desk is one of the career service items offered by the OSCC as part of WIOA compliance. Vocational counselors are assigned to be of assistance at this help desk for all questions and concerns. If the customer receives SNAP only, they are seen by Case Managers so they can be placed in a mandatory work

activity such as a Job Search or a CWEP (Community Work Experience Program). This is needed for SNAP only customers to receive benefits.

Each Case Manager has a walk-in day when customers can see their assigned case manager. If a customer comes in on a day that is not a walk-in day for their Case Manager, then a problem-solving sheet needs to be filled out and a Case Manager in charge follows up on the customer. Customers can also request and receive a one-on-one session.

The same services offered to WIOA Title 1 Adult customers are available to Dislocated Worker customers. Help Desk counselors are there all day to answer questions/concerns. Customers collecting unemployment or customers who have self-enrolled in school or want to self-fund their training can see a Case Manager for help with unemployment paperwork. **Customers who need ABT changes or updates** can also see a Case Manager at the time their counselor is at the help desk.

The One-Stop Delivery System engages the input of the community through its regular partner meetings held at the Plainfield One Stop.

Strengths

- Union County has all exceed Local Performance Measures serving this target population.
- Job Seekers now have access to SoftSkill Training to enhance placement prospects.

Challenges

- There continues to be a need for additional support services for this population.
- Transportation between Plainfield and Elizabeth for various training opportunities is very costly and often prohibitive.
- Older workers lack adequate technology skills to easily acclimate to a modern classroom environment, often needing computer refresher opportunities prior to entry into the classroom.
- There is an insufficient number of employers participating in our workforce system making placement much more difficult.

Action Item for Consideration

S-3 Consider the adoption of computer refresher courses for not only older

workers but all customers below sufficient proficiency. *(Aligned with Goal 1- Career Pathways / Credential Attainment) and (aligned with Goal 3- Broaden Use of Technology)*

WIOA Title I Youth

Recent statistics indicate that there are approximately 69,800 individuals between the ages of 15-24 countywide, of which 15.8% of those 18-24 years have the educational attainment of less than a high school degree. Focusing on Union County's two largest cities, Elizabeth and Plainfield, the educational attainment of less than a high school degree for ages 18-24 is an alarming 36.3% in Plainfield and 19% in Elizabeth. (Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates).

Eligible youth are seen by dedicated Youth Career Coaches and are referred to services through the Youth Consortium. The majority of youth targeted for services are residents of communities with high levels of poverty and lower educational success rates. These include Elizabeth, Hillside, Linden, Plainfield, Roselle, and Rahway. The past Consortium was led by United Way. Currently there are sub-contracted services that take care of all youth programs in the County.

One youth program that is available in the OSCC is Job Corp. Job Corps representatives are available weekly on scheduled appointments to meet with interested youth. The representative does an intake/assessment/orientation of the interested client and follows through.
The City of Elizabeth provided a Business Collaboration Program for youth ages 16-21. While developing strong partnerships with local employers, Elizabeth provided its students with paid work experience.

The City of Plainfield partnered with local businesses to provide various employability skills and basic skills workshops. Paid work experience with job shadowing was provided with work sites across Plainfield Public Schools. Career exposure to Custodial work and Clerical Administration was provided.

- United Way of Greater Union County (lead agency)
- Urban League of Union County
- PROCEED, Inc.
- Jefferson Park Ministries
- Community Access Unlimited
- Rahway Community Action Organization
- Union County Court Appointed Special Advocates
- Brand New Day
- Plainfield Action Services
- NJ Chamber of Commerce

Strengths

- Union County has all exceed all YOUTH Local Performance Measures serving this target population.
- The program has been able to offer mandated essential elements.

Challenges

- Complying with the new WIOA 75% Level to Out of School youth regarding finding a much higher number of eligible youth.
- There continues to be a need for additional support services for this population.
- Transportation

Action Item for Consideration

S-4 Consider more incentives like increased level of wages and/or stipends. *(Aligned with Goal 4-Expanded Access)*

Title III Wagner-Peyser Employment Service

This program includes the Reemployment and Eligibility Assessment Program for those currently collecting UI benefits and least likely to exhaust those benefits.

Participants are introduced to One-Stop reemployment services, develop an individual reemployment plan, receive specific Labor Market Information, and formulate a plan to eliminate employment barriers with the assistance of a counselor. Orientations are held twice weekly and follow-up in person can be done by appointment. The One Stop Career Coaches complete and submit the paperwork for ABT (Additional Benefits During Training) and administer the TABE (Test of Adult Basic Skills) if needed.

NJ State Department of Labor mails letters approximately three weeks before the scheduled appointment. Customers are also called the Friday before their scheduled appointment.

Strengths

- Joint orientation
- Good cross communication of available services
- We are getting people in the system early in the process

Challenges

- Older Worker UI claimant/Job Seeker
- Transportation
- Backlog on Soft Skills training

Action Item for Consideration

S-5 Look into expanding Soft Skills Training into the Plainfield area.
(Aligned with Goal 5-Employer Engagement)

Title IV Vocational Rehabilitation

This program serves any person with a disability (both mental and physical) which results in a substantial impediment to employment. It offers assistance to persons with disabilities to prepare for, obtain, and/or maintain employment consistent with their strengths, priorities, needs, abilities, and capabilities. Services include vocational assessment, counseling and guidance, job placement assistance, education and vocational training, and other services as required to assist the individual to achieve employment.

Non-DVRS staff may not make unnecessary inquiries into the existence of a disability. Referrals are made to appropriate DVRS staff if customer needs this assistance. One Stop Career Coaches contact DVRS to schedule appointments. Transportation is available to the Union County One-Stop Career Center in the City of Elizabeth if the customer is in Plainfield.

Strengths

- Great Relationship with OS Partners
- One Stop WIOA staff now tests for Vocational Rehabilitation Customers
- Complete and Submit ABT paperwork/TABE

Challenges

- Outreach and participation levels of DVR customers attributed, in part, to customer fear of stereotyping

Action Item for Consideration

S-6 Expand Staff Cross Training to increase full understanding of processes and services. Develop a strategy around community awareness opportunities.
(Aligned with Goal 2-One Stop Integration)

Senior Community Service Employment Program

The SCSEP (Senior Community Service Employment Program) is a program that provides job training and employment services for eligible individuals age 55 and older by placing them in community service positions and unsubsidized employment. Currently, Easter Seals is the administrator of the program.

They help seniors gain the skills necessary to obtain jobs, achieve economic independence and an improved lifestyle. They may also host agencies that support seniors in reaching their training and employment goals. Seniors receive counseling and other supportive services, along with an individualized employability plan. They receive a stipend while they train as part of their roadmap to employment. Interested individuals work with the SCSEP staff housed in the One Stop to determine eligibility and get placement.

Strengths

- 55+ Program/Easter Seals Programs have been very successful
- Senior Programs included in Monthly Calendar to reserve COMPUTER LABS
- Success in using internships (paid wages) running in both sites.

Challenges

- Customers seem to lack the motivation to want or attain permanent jobs

Action Item for Consideration

S-7 Expand staff cross training to increase full understanding of processes and services.
(Aligned with Goal 2-One Stop Integration)

Jobs for Veterans State Grant

Currently, eligible Veterans and their spouses are served at the One Stop Career Centers through NJ Employment Services staff.

Veterans and spouses receive first priority to all services that include referrals to job postings and training opportunities for which they are qualified. In the One-Stop Career Center, staff help Veterans find the jobs and opportunities for which they qualify. In addition to priority referrals to jobs, Veterans can enroll in free job search workshops, find help to develop a resume, learn about career training programs, and get help understanding the network of Veterans' benefits available through the Veterans Administration, state and local governments.

At intake, the customer is asked if a Veteran and a note is made on the Referral Slip if yes the applicant is such. Any Veteran that wants to see the Veteran Representative must be given priority and sent to a One-Stop staff member to determine if they are eligible to see the Veteran Representative. The staff makes the determination that the Veteran is an "eligible Veteran" and has at least one significant "barrier to employment" (see attachments); if so, they are referred to DVOP and otherwise, they are served by staff.

Strengths

- Good information exchange with Veteran Resource Centers

Challenges

- Job seeking Veterans typically have extensive medical issues

Action Item for Consideration

S-8 Increase coordination of services with Veterans Service Centers.
(Aligned with Goal 4-Expanded Access)

Ex-Offender Programs (RECONNECTIONS)

This program is for previously incarcerated individuals who have been released from prison or jail. The individual may be on Federal Probation, Parole, Probation, ISP or PTI. The individual may have also maxed out and no longer be under the supervision of the judicial system.

This program is also for individuals who currently reside in a halfway house and are being released to Union County within 90 days or less; he/she must be 18 years old or less and a Union County resident.

The available supportive services include Case Management, Education, Employment, Healthcare, Entrepreneurship, Life Skill, Legal, Mentoring Support, Housing, Substance Abuse and Mental Health Counseling, Identification, Family Reunification, Food, Interview Clothes, and Community Resources.

The process varies for Elizabeth or Plainfield OSCC. From Monday through Thursday, a Case Manager, Case Manager Assistant, or Intern will meet with any individual that is interested. Friday is paperwork day for staff; however, if there is an emergency situation the RECONNECTIONS staff can meet with the customer. At any time, Reconnections staff is not available, a Reconnections Referral is filled out and provided to the Reconnections Program Manager to contact the customer.

In Plainfield, on Mondays and Tuesdays a Case Manager, Case Manager Assistant, or Intern will meet with any individual who is interested. On Wednesday through Friday, the customer completes a Reconnections Referral and this is provided to the Reconnections Program Manager to contact the customer.

Strengths

- Urban League/CBO administers the program and there is good coordination with this partner

Challenges

- Housing is a major challenge

- Insufficient Employment Opportunities
- Career Counselor Training

Action Item for Consideration

S-9 Issue voucher program directly to the location.
(Aligned with Goal 4-Expanded Access)

Unemployment Insurance

Unemployment Compensation is an insurance benefit paid to workers who meet all the requirements of the New Jersey Unemployment Compensation Law. Unemployment claims can be applied for via the internet. Courtesy phones are available for UI customers. One key program within the OS is the **Reemployment Services and Eligibility Assessment (RESEA) Program**, funded by the US Department of Labor to help Unemployment Insurance claimants return to work faster. Note that claimants profiled to most likely exhaust their UI Benefits are required to participate in the RESEA program.

Strengths

- Exceptional success of RESEA Program
- All staff have been cross-trained with OS WIOA and other OS Partner Organizations
- Claimants are getting into activities earlier
- Sufficient resources for increased short term Soft Skill/Employability Skill offerings.

Challenges

- Long-term unemployed have difficult placement prospects and lack marketable credentials

Action Item for Consideration

S-10 Begin strategy to increase Soft Skill Training to this population.
(Aligned with Goal 4-Expanded Access)

WorkFirst New Jersey Employment and Training Program

The WorkFirst New Jersey program:

- Works to end welfare dependency by limiting assistance to 60 months and offering you the tools to find a job.
- Works to help children by helping you get child support payments to care for your dependent children.

- Works toward self-sufficiency by allowing you to keep more of your paycheck when you get a job or to close your case and receive a work supplement.
- Works to keep you on the job by helping with child care, health care, transportation, and other support services, if needed.

The state's welfare reform program, WorkFirst NJ, emphasizes work as the first step toward building a new life and a brighter future. Our goal is to help people get off welfare, secure employment and become self-sufficient, through job training, education, and work activities.

This program provides public assistance to eligible individuals and their families. Assistance can be cash assistance or SNAP (Supplemental Nutrition Assistance Program) formerly Food Stamp Program. Medical assistance may also be available as NJ Family Care or Medicaid. Other services such as housing and transportation may be available. Customers who are receiving this grant are required to engage in 40-hour work activities in compliance with the program. The GA 28-Day Orientation and Follow-up is a mandatory program for people applying for General Assistance (GA). Customers are referred from Social Services to an orientation at the One Stop Career Center.

Cinderella's Closet provides free gently used professional attire, shoes, and accessories for men and women job seekers and is run by the One Stop Career Center in partnership with the community. Donations are accepted from the community. Job seekers who come to the OSCC are encouraged to shop in the Closet if they needed outfits for employment related activities.

Strengths

- Union County has consistently performed well on the Customer Participation Rate Indicator scale.
- Close coordination with partner services through monthly operational meetings with staff of the American Job Center, Division of Social Services, vendors and other service providers and community based groups

Challenges

- Development of adequate CWEP (Community Work Experience) Program worksites

Action Item for Consideration

S-11 Increase outreach to community organizations to develop new sites.
(Aligned with Goal 4-Expanded Access)

Business Services Program

In line with New Jersey's commitment to economic growth that positions the Jersey Garden Mall as a premier location for businesses to grow and compete globally, the UC OSCC provides assistance to businesses that prop up our state's economy and create jobs for New Jersey workers.

The mission of the New Jersey Department of Labor and Workforce Development is to build a stronger workforce that meets the demands and needs of New Jersey business-supports economic development.

To achieve this mission, Business Resource Centers are located throughout the state in our One-Stop Career Centers. Business Resource Centers provide a single point of contact to assist New Jersey-based businesses. Whether you are already in business, just starting, or expanding your business, Business Resource Centers staff can help businesses to recruit qualified workers. Businesses tell the staff of their needs and assistance finding qualified applicants is provided. In addition, business representatives can offer customized recruitment programs to screen and refer suitable applicants and offer access to BRC facilities (for interviews and meetings).

Other services available to businesses include training employees (OJT programs, Training Grants), marketing job openings thru state job bank (www.careerconnections.nj.gov)and assistance navigating state programs and services.)

Workforce Innovation Center

The Workforce Innovation Center is a full-service Learning Center located at The Mills at Jersey Gardens Mall. This Center is administered by Union County College and serves both the business community and residents of Union County.

The Workforce Innovation Business Center provides the "Soft-Skills" program, a mini-job training that prepares jobseekers for training. This is a two-week training that has proven to be helpful to jobseekers across all levels.

Tuition-Waiver Program

This program allows certain unemployed individuals to attend NJ public colleges and universities without paying tuition; however, they must pay fees and books. Customers should **not** register or enroll in classes before a determination is made or a tuition waiver is issued. This is NOT for vocational, technical, private, or proprietary schools. Career Coaches at the OSCC give this assistance to job seekers.

Strengths

- Customers have secured college degrees, both bachelor and associate.

Challenges

- The window of opportunity continues to present a significant challenge, as customers have to be on hold right up to the point of the first day of class, waiting to determine availability due to unfilled tuition paying seats.
- There lacks a system that provides the OS with degree attainment or other post-enrollment information.

Action Item for Consideration

S-12 Develop a Post Enrollment Follow-up system between Higher Ed and the One Stop. *(Aligned with Goal 6-Evaluation / Oversight)*

Trade Readjustment Act

This program provides income support payments to individuals who exhausted their Unemployment Compensation and whose jobs were affected by imports, as determined by a certification of group coverage issued by the NJ Department of Labor.

Strengths

- Excellent resource sharing including OS WIOA administration of the TABE test at both sites.
- Cross-training has resulted in excellent seamless communication.

III. WDB AND CORE PROGRAMS

a. Expansion of Access to Disadvantaged Youth

The Union County Workforce Board understands well the *new responsibility to expand* the level of services to out-of-school youth to a minimum 75%. It intends to expand the System's reach to serving disadvantaged OS youth by taking advantage of six significant changes in WIOA legislation, as compared to WIA.

1. WIOA raises the out-of-school youth *eligibility age from 16 to 21 to 16 to 24*. These same youth could be serviced through the adult workforce system; however, specific developmental needs often go unmet. Raising the eligibility age will help us better target their programming for this population.

2. Out-of-school youth in high-risk categories *do not have to prove low-income status* to receive services. This includes individuals who have dropped out of high school, have not attended school for at least one calendar quarter of the most recent school year, or are subject to the juvenile or adult justice systems.

3. The group to be served includes *homeless individuals, runaways, current or former foster care youth, and individuals who or are pregnant or parenting*. Youth who are not attending school, hold a secondary credential, and are either basic skills deficient or an English language learner must be "low-income."

4. In-school youth eligibility is expanded to include low-income individuals *ages 14 to 21 who are English language learners*, as well as *individuals with disabilities*.

5. Youth "*living in a high-poverty area*" are added to the low-income criterion for youth activities funding and services.

These actions, in conjunction with additional changes in minimum funding set aside for youth wages, suggest the need to consider expanding wages and/or stipends to eligible youth.

Elimination of "Sequence of Service" Practice

WIOA formally eliminates the WIA prescribed sequence-of-service provision in the Title I adult program. This provision, which previously required participants to receive career services prior to training services has caused confusion and sent mixed signals to individuals trying to access training.

The Workforce System will adjust its service delivery to ensure that WIOA participants not be required to pass through multiple layers of services before entering into training. It will further adopt the "career services" model, consistent with the law combining core and intensive services. This change gives staff at the One-Stop

centers the flexibility to provide participants access to training based and focused on assessed need.

Funds for Transitional Jobs for Individuals with Barriers

The Union County Workforce Board will review the option to allow up to 10 percent of Adult and Dislocated Worker funds to be used for transitional jobs for individuals with barriers to employment. Transitional jobs are defined as time-limited subsidized work experiences that help individuals who are chronically unemployed and have barriers to employment establish a work history and develop skills to access unsubsidized employment and progress in the workplace.

To ensure a smooth transition of the full operation to the WIOA environment, the following strategy will be adopted:

S-13 - Planning

Provide local planning and policy guidance, followed by staff training, to OS Career Coaches in order to comply with necessary system adaptations required to expanded services using WIOA provisions for core programs. *(Aligned with Goal 2-One Stop Integration) and (aligned with Goal 4-Expanded Access)*

b. Development of Career Pathways

In the Union County Unified Workforce Investment Plan 2014-2017 **(Attachment D)**, it was noted that five primary growth sectors are providing significant job growth for Union County:

- Construction
- Retail
- Hospitality & Tourism
- Health Care
- Transportation, Logistics & Distribution.

The Workforce Development Board had implemented a targeted approach to more effectively allocate resources and spur the development of increased employment opportunities. Union County has begun, and will continue to expand, two key steps to build career pathways for job seekers: (a) industry-specific job search assistance; and (b) targeted and stackable training for key industry jobs as well as supportive services for job seekers.

One Pathway Example. Working with its partners (employers, community stakeholders, college, and One-Stop staff), WDB is working to design accelerated, contextualized, industry-training programs to allow job seekers to earn smaller credentials that "stack" together to comprise a more substantial credential, as

described in further detail in Section IV.

For example, a job seeker may take a course that results in an *industry certification and credits* that can be applied toward an *associate's degree*. Such programs allow job seekers to enter and exit training based on their schedules and resources.

Unlike traditional training models, *basic, ESL, and job readiness skills* are often taught *alongside technical skills*, and are taught within an industry context rather than in a generic format. In addition, various training tracks that lead to related careers are often developed together, allowing job seekers to access credentials for a range of related jobs that lead to higher wages.

For example, an introductory course for warehouse workers may include an *overview of warehouse operations and safety requirements, an introduction to job readiness requirements in the warehousing sector, ESL instruction on warehouse-related vocabulary, and the technical skills needed to earn a forklift operator's certificate*.

Career pathways training may also provide job seekers with a broad overview of careers in the industry to allow them to plan future career and education moves. Finally, courses are generally accelerated to accommodate the scheduling needs of job seekers and employers. Courses do not follow a traditional semester schedule but meet more often and at times that are convenient for students.

As such, WDB will:

S-14a Endeavor to strengthen the career pathways approach by further engaging industry, literacy, and experiential learning solutions to fill talent needs, and results-driven partnerships focused on high-quality, employer-centered collaborations. *(Aligned with Goal 1- Career Pathways / Credential Attainment and with Goal 5- Employer Engagement)*

S-14b* Support and expand, more broadly, *the State's Talent Development Strategy by aligning resources through planning and service coordination, and development of community alliances and employment networks linking One Stop Centers, community partners, and job seekers. *(Aligned with Goal 1- Career Pathways / Credential Attainment)*

e. Improvement of Access to Activities Leading to an Industry-Valued Credential

(More details about industry-valued credentials appear in Section XX).

One of the primary goals of New Jersey's 2016 Combined State Plan for the Workforce Innovation and Opportunity Act (WIOA) **(Attachment G)** is to increase the number of adults in New Jersey who have earned an industry-valued post-secondary credential or degree.

Union County recognizes that competing effectively in the 21st Century's global economy depends on giving the workforce more opportunities to acquire valuable work credentials beyond high school.

National experts estimate that by 2020, **65%** of U.S. jobs will require some form of post-secondary credential. If current trends continue, the nationwide supply of workers with relevant degrees and credentials in 2025 will be **23 million** short of the 62 million high-quality job openings employers in the U.S. must fill.

Leading job seekers to positions that recognize and, in most cases, require Industry credentials will require an investment of training to the Union County career coaches at our centers.

The Competitive Procurement process for Class-sized Training as well as the use of ITA's must prioritize training that prepares students to train for and obtain industry-recognized credentials.

A credential is defined as "a recognized degree, diploma, certificate or certification awarded for an occupation." Industry-valued credentials have the following characteristics; they are:

- *Valued and demanded by employers*
- *Portable: Skills learned are transferable and provide broad opportunities*
- *Stackable: Skills learned may lead to opportunities for continuous or advanced training and education*
- *Career-building: They lead to higher wages, career advancement, and/or increased job security.*

Within this framework, the Workforce System will adopt the following strategies in order to prepare job seekers for positions that recognize and, in most cases, require industry credentials:

S-15 Invest in advanced training for career coaches at the One Stop Centers to be better equipped to help job seekers with information to select career training that provides industry-recognized credentials. *(Aligned with Goal 2-One Stop Integration and with Goal 3- Broaden Use of Technology)*

S-16 Prioritize the competitive procurement process for Class-sized Training and the use of ITA's for industry-recognized credentials. *(Aligned with Goal 1- Career Pathways / Credential Attainment and with Goal 5-Employer Engagement)*

Recognized-Industry Credentials

The State has come up with a preliminary listing of suitable recognized industry credentials (next table), which informs the portfolio of training programs that the Union County Workforce System will encompass. *(Complete Listing appears in (Attachment III-1: NJ Industry-Valued Credential List-OCTOBER.)*

A Sample of NJ Industry-Valued Credentials (October 2016)

Advanced

- Certified Automation Professional
- Certified Hazard Analysis Critical Control
- Certified Internal Auditor

Architecture and Construction

- Air Conditioning and Heat Pump Professional Certification
- Building Analyst Professional
- EPA Lead-Safe Certification

Education

- Child Development Associate
- Substitute Teacher Certification

Finance

- Certified Application Professional
- Quickbooks Certification

Health Care and Social Services

- Academy of Certified Social Workers
- Advanced Cardiac Life Support
- Alzheimer's and Dementia Certification

Human Resources

- Associate Professional in Human Resources
- Fundamental Payroll Certification
- Global Professional in Human Resources

Retail, Hospitality, and Tourism

- Certified Food and Beverage Executive
- Certified Front Desk Representative
- Certified Hospitality Supervisor

Technology

- Adobe Certified Associate PhotoShop
- Amazon Web Services Certified Solutions Architect
- Android Certified Application Developer

Transportation, Logistics, and Distribution

- Automotive Service Excellence
- Certificate in Production and Inventory Management
- Certified in Transportation and Logistics

Stackable Credentials

The Union County WDB will work with its educational partners, training providers, and employers along with One-Stop staff to design **accelerated, contextualized, industry training programs** to allow job seekers to earn smaller credentials that "stack" together to comprise a more substantial credential. For example, a job seeker may take a course that results in an industry certification and credits that can be used toward an associate's degree. These programs allow job seekers to enter and exit training based on their schedules and resources.

Such stackable credentials training sometimes referred to as career pathways training, also links a range of technical, basic, job-readiness, and, where needed, ESL skills that are needed for an occupation. Unlike traditional training models, basic skills, ESL skills, and job-readiness skills are often taught alongside technical skills, and are taught within an industry context rather than in a generic format. In addition, various training tracks that lead to related careers are often developed together, allowing job-seekers to access credentials for a range of related jobs that lead to higher wages.

On September 19, 2016, the Union County Workforce Development Board of Directors adopted a resolution calling for the Workforce Development Board to, with the support of both the County Manager and the Board of Chosen Freeholders of Union County, align its workforce development strategy to mirror the core values outlined in New Jersey's Unified Workforce Investment Plan. This resolution would place in motion the process of synchronizing investment efforts in the development of a strong, talented and globally competitive labor force. The desired outcome of these strategic investments is to help Union County residents find employment within the seven key growth sectors in New Jersey.

See Full Resolution in APPENDIX II-1 Union County WDB's Targeted-Sector - Strategies Resolution (9/18/2016)

IV. EMPLOYER ENGAGEMENT & AGENCY LINKAGES

As stated earlier, the Union County Workforce Development Board of Directors and the County of Union, through its Department of Human Services, have worked collaboratively to address the needs of their dual customers: employers on the market's demand side and incumbent or prospective employees on the supply side. Through this partnership, they have strived to engage on three fronts:

- Make strategic investments in workforce training programs aimed at bridging the hiring chasm that exists between job seekers and in-demand industries and sectors.
- Engage employers in meaningful dialogues leading to job opportunities for Union County residents.
- Forge fruitful relationships with local as well as regional economic development initiatives.

S-17. Current Progress. Consistent with these directions, the Workforce System in the County will adopt a set of interconnected strategies that will build on a number of efforts already underway, namely:

S-17a. The fortification of the Union County Workforce Innovation Business Center, a recent self-contained workforce training hub located in a large, popular outlet mall in Elizabeth. *(Aligned with Goal 5-Employer Engagement)*

S-17b. The improvement of quality of service and training at the American Job Centers in Elizabeth and Plainfield. *(Aligned with Goal 2-One Stop Integration aligned with Goal 4-Expanded Access)*

S-17c The expansion of a Business Services Representatives team to facilitate the connections between employers and the One Stop Career Center and the Workforce Innovation Business Center. *(Aligned with Goal 2-One Stop Integration with Goal 5-Employer Engagement)*

S17-d The planning and development of regional Business 2 Business networking events that will afford small and large employers the opportunity to connect with one another and to learn about the services available through the Workforce Development Board's clearinghouse of service providers and funding streams. *(Aligned with Goal 5-Employer Engagement)*

For each of these areas, what follows is a description of strategies and services that will be implemented to: (a) strengthen the engagement of employers, build stronger connections with them, and meet their evolving needs; (b) enhance coordination between economic policy and training programs; and (c) improve linkages during service and training between individual employees and employers, and facilitate their transition following training.

A. Through the Workforce Innovation Business Center

The Workforce Innovation Business Center is a full-service Learning Center located at the Jersey Gardens Mall. This Center is administered by Union County College. This serves both the business community and residents of Union County.

The Workforce Innovation Business Center provides the "Soft-Skills" program, a mini-job training that prepares jobseekers for training. This is a two-week training that has proven to be helpful to jobseekers across all levels.

The Workforce Innovation Business Center will continue to manage a continuum of services including business services, foundational soft skills training, career exploration and assessment, résumé building and job search, class size occupational training, ITA training, On the Job Training (OJT), job placement and career coaching, basic skills education, English as a Second Language (ESL), GED programs, college readiness programs, and tuition based credit programs.

Core services will be operated at the Center with most occupational training and basic skills programs offered on Union's campuses throughout the county. All occupational training programs will be within sectors aligned with the NJ Department of Labor & Workforce Development's Talent Networks which provide the greatest opportunities for employment in the Union County area.

Targeted sectors include Transportation, Logistics, and Distribution (TLD); HealthCare; Technology and Entrepreneurship, Hospitality, Tourism, and Retail; Advanced Manufacturing; Financial services; and Life-Sciences. The Construction industry is included as a targeted industry sector offering competitive wages and increased employment opportunities.

Employer and Jobseeker Outreach. The Center will use multiple outreach methods including social media, print, and electronic communication vehicles, as well as in-person networking through business events and community programs. Chief among outreach tools is the Union County College *Job Connection*, which is produced by the Center for Economic and Workforce Development. *Job Connection* is a weekly newsletter sent throughout the entire State of New Jersey containing over 20 pages of up-to-date information on training programs, job fairs, and open positions.

Assessment & Career Coaching. Union County residents seeking employment assistance will receive individualized job counseling services. Those looking for immediate employment will be guided on résumé development and connected with recruitment events and job search tools. Those who qualify for more intensive services will be referred to career coaches who will assist them in accessing the extensive array of leveraged educational and occupational training programs provided through the College. The Workforce Innovation Business Center's connection and integration with Union County College make it possible to job seekers to benefit from GED prep, ESL, and college-readiness courses, as well as occupational training programs and degree programs.

The Center refers all students to the College's Division of Continuing Education and Workforce Development (CEWD) for guidance in occupational training programs, leading

to nationally and industry-recognized certifications within career pathways geared toward family-sustaining wages.

The Center will provide three types of career-related services:

- *Basic career services* include access to computers and guidance for job search, invitations to career information sessions related to career pathways in demand sectors, and recruitment events, career exploration and skills assessment and résumé building. Staff members assess an individual's needs and eligibility for services and connect them with the appropriate job search, assessment and/or skill building activities, training programs, job fairs and other recruitment events based on their interests and skills.

- *Individualized Employability Plans* are developed with the career coach and referrals made to grant-funded and fee-based training programs depending on the individual's education level, skills, and interests. Students who qualify are referred to a Career Coach for enhanced guidance on career exploration, assessment and access to training programs. Depending upon student need, eligibility for services and interest, more intense career coaching is provided as the student enrolls in and completes skill building and occupational training programs.

- *Follow-up Outreach* is done by the Career Coach and Outreach Specialist with placed individuals every ninety days for up one year. Job placement and retention rates are reported through AOSOS and tracked internally. The intent is not simply to help trainees get a job but to offer post-employment referrals as needed and maintain open channels of communication open and monitor participants' employment and career progress.

Career Pathways. Career Pathways have become the foundation for all occupational training programs offered at the College. Customers and students are provided with career exploration guidance and access to skills and aptitude assessment tools and interest inventories. The Workforce Innovation Business Center staff and Career Coach will work with the trainee to develop an education and employability plan that aligns with a career pathway starting from today and continuing with a long term plan.

Union County College's career pathways and guidance materials are well constructed in the Allied Health Sciences as a result of its participation, alongside the Workforce System, in the U.S. Department of Human Services/ACF-funded Health Profession Opportunity Grant. More recent work includes expansion of efforts on both ends of the pathway. Some examples:

- Low-skilled individuals are being provided with basic skills contextualized within an orientation to health careers through a program called "Smart Start." Completion of the Smart Start program then leads to entry into an occupational training program. Individuals completing a Patient Care Technician credential (and some others) are now eligible to test out of portions of the LPN and AS in Allied Health Sciences curriculum, creating a link from non-credit to an associate degree and beyond.

- The USDOL-funded LINGS curriculum is designed as an entry to the TLD career pathway. The New Jersey Department Labor & Workforce Development, Talent Development Center, will continue to provide opportunities in the TLD pathway

once the LINGS grant expires next year.

- The creation of a new associate degree in Supply Chain Management this year allows students who start in non-credit to continue their studies along the TLD career pathway toward an associate degree that is articulated with four-year programs. The entry-level credentials and associates degree allows individuals to gain a solid foundation in the industry that is clearly articulated with higher paying management or specialist roles offering promising family-sustaining wages.

In addition, the Center will purchase a cloud-based software product called Career Coach to aid individuals in researching potential jobs and identifying the training requirements of each. The system will be well versed in all of the funded and non-funded training programs available in the area and will guide the resident toward selection and entrance into the best program, and will follow up as they complete the program and are placed in employment.

Soft Skills. The Center will continue the prioritization of foundational skills training for all appropriate participants. The County of Union contracted with Union County College Industry Business Institute to develop a soft skills curriculum geared to employers' requirements. It is anticipated that this customized 40-hour soft skills training program will be offered once a month for eight months. Each class will serve a minimum of 10 WIA eligible Adults and Dislocated Workers. The cost per participant is $800 for the forty-hour program. A new "Soft Skills in Spanish program will be developed this year, to be introduced mid-year.

Occupational Class-Size Training. The occupational training programs will prepare participants for career paths in the targeted industry sectors. The appropriate training course will be determined based on the participant's goals, academic proficiency, and skill levels. The training programs include course materials for all participants, certificates of training completion, test fees, and the use of Union County College Career Services Center for participant job search and interview preparation. The occupational training courses offered by the Union County College Industry Business Institute may include, but will not be limited to the following:

- Patient Care Technician
- Retail Operations
- Medical Billing and Coding
- Administrative Assistant
- Computerized Accounting
- Computer Software Specialist

Individual Training Accounts (ITAs). ITAs will be utilized to expand the occupational training opportunities offered through the Workforce Innovation Business Center. All programs registered on the NJ PIN will be eligible for funding and placement will be determined by the Center's Director, the College Dean of CEWD, and Career Coach based on an assessment of the individual's readiness, goals, need for wraparound supports, class schedule, etc. The CEWD ITA programs represent key areas of high demand and provide open entrance and exit scheduling which makes them highly

desirable for individuals seeking employment in a short period. However, the College offers a variety of additional occupational programs that are eligible for ITA funding and students will be placed based on the program that best fits their need and offers a good chance for success. (More details about ITA appear in Section XX; and training curricula for TLD, Healthcare, and Retail are presented in Appendix IV-1.)

On the Job Training. On-the-Job Training funds are allocated in anticipation to identifying employers willing to provide individuals the chance to gain paid work experience, where they might not have been hired otherwise due to various barriers. The Workforce Innovation Business Center is the key contact for Union County College in administering the On-the-Job Training program for employers. On-the-Job Training is a wage reimbursement. This initiative is designed to assist eligible Union County workers in finding employment. Employers are provided a wage subsidy of up to 50 percent during the first six months on the job to help defray the cost of training new employees. The three major partners that will collaborate on the OJT initiative include Union County College, Union County Workforce Development Board, and the Union County American Job Center (AJC/One Stop). The Workforce Innovation Business Center is and will be the main administrator in collecting all paperwork, providing contracts to potential employers, and disbursing funds to employers based on the OJT contract. The Center will also be working closely with staff from the American Job Center to obtain all necessary documents, letters, and certifications for county residents eligible for the OJT program. If the employer hires an eligible worker and agrees to train her/him, the employer may be eligible to receive reimbursement of up to 50% of gross wages for a period of 4-24 weeks depending on the complexity of the job. The job must pay a minimum of $10.00 per hour and should be full-time, and year-round. The Center will obtain copies of all Individual Employment Plans and certifications from the AJC for all Adult and dislocated workers taking the Soft Skills training course and those who are eligible for OJT.

Job Development. The Outreach Coordinator serves as the main job developer for the Workforce Innovation Business Center. However, the work of the Director also supports job development through outreach/direct personal contact, job fairs, participation in Chamber of Commerce events and email blasts. The College has recently started convening all of the job developers on a regular basis to give them the opportunity to share information and best practices to better serve students and employers.

Employers look to the Workforce Innovation Business Center for pre-screening of potential employees. They expressed appreciation for such efforts, which helped them find qualified candidates in the past. Through word of mouth, additional businesses have reached out to the Center for these services. The soft skills training program has been well received and led to employers feeling more and more confident that candidates recommended by the Workforce Innovation Business Center and the College's continuing education and workforce development programs will be professional and ready to work.

Since 2014, the Workforce Innovation Business Center has helped place over 2,000 jobseekers in the areas of retail, leisure and hospitality, transportation and warehousing, finance and professional and business service. This included working directly with such businesses as Whole Foods, United Airlines, MTK Warehousing, Marshalls, IHOP, Ahold, Optimum Financial services, and the Greater Elizabeth Chamber of Commerce.

B. Through the American Job Centers

Details and strategies relevant to the Centers in Elizabeth and Plainfield, which are now consolidated as one operation with two sites, appears in Section S 5 above.

C. Through the Business Services Specialists Team

The multiple responsibilities of Business Services Specialists, under the direction of the Office of the Workforce Development Board, are to conduct day-to-day employer outreach, develop job leads, identify at-risk businesses, document, maintain an employer account management system, interact with the One-Stop Career Centers, gauge employer satisfaction, and help One Stop Career Centers better respond to the needs of Union County's employers and its labor force.

They act as experts in the field to offer businesses resources that can facilitate recruitment, assist in retention, and minimize layoffs. They will be the face of the Workforce Development Board's clearinghouse and will have a direct link with the One-Stop Operator to facilitate job postings, mass recruitment as needed, and help direct training opportunities related to employment opportunities.

The Business Servicers Specialists will have their hands on the pulse of the local businesses and can identify potential layoffs and, consequently, advise and connect with the Rapid Response team. While Rapid Response services have been part of the service delivery system for some time, there has not been a systemically integrated system at the state and local levels that provide a comprehensive and focused approach to business support and development, specifically in the workforce development arena.

Business Services Specialists, individually and as a team, will:

- Identify employers within the above-targeted growth industries and sectors.
- Promote the Board's Business Services, the American Jobs Centers, and the Workforce Innovation Business Center to employers in the area and educate them regarding services available.
- Develop and maintain meaningful employer contacts that result in quality employment opportunities and economic growth.
- Assist employers with various levels of employee recruitment services.
- Assist businesses with identifying solutions for their general business needs, including preparing job descriptions and helping with referrals to appropriate resources.
- Provide assistance to area businesses in accessing and using Talent Development Networks.
- Work closely with economic development and education entities to assist and coordinate services.
- Maintain awareness of potential closings in the business community to provide maximum lead-time for Dislocated Worker services.

- Maintain a current knowledge of employment law.
- Visit employers with representatives of state and local economic development organizations.
- Routinely meet with business-focused community organizations to promote the services of One Stop Career Centers and the Workforce Innovation Business Center.
- Attend business and economic development events.
- Maintain timely communication Union County training providers and employers to ensure quality assurance in labor exchange, worker recruitment, and assessment services.
- Provide oversight of job opening placement services to ensure employer needs are met.
- Coordinate talent tours by working with local school districts and businesses.
- Provide timely Research and Labor Market Information.
- Serve as liaisons with local and regional Chambers of Commerce.

D. Through Business-2-Business Networking Events

The Union County Workforce Development Board has been proactive in developing sector strategies to support local business and industry, particularly in the employment growth sectors.

One of the most effective strategies to engage small and large businesses—as employed by the Union County Workforce Development Board and the Union County Board of Chosen Freeholders—is the development of *Business-2-Business Networking Forums*. The primary objective of the Business-2-Business Networking Forums is to create the environment for businesses to connect with another, thereby affording them the opportunity to find new business prospects for their companies.

The Business-2-Business Networking Forums present the Union County Workforce Development Board and the Union County Board of Chosen Freeholders with the opportunity to engage with local and regional employers in a marketplace of mutual benefit. Managers from the Workforce System listen to employers who, in turn, get introduced to the Workforce Development Board share its services, and the services of the One-Stop Careers Centers, the Workforce Innovation Business Center, as well as the following programs designed on their behalf:

- Recruitment Services for Employers
- Job Fairs
- Literacy Skills Training
- Short-Term Occupational Training
- Career Counseling
- On the Job Training with Employers.

E. Through Relevant Talent Network Curricula

TRANSPORTATION, LOGISTICS, AND DISTRIBUTION

SUPPLY CHAIN MANAGEMENT
320 Hours

The Supply Chain Management program consists of eight modules of training that prepare individuals for positions in customer service, warehouse and transportation operations, logistics, manufacturing and service operations, demand planning, inventory management, procurement and supply management. Each module is 40 hours long and includes an exam by the Council for Supply Chain Management Professionals. Successful students earn a Council of Supply Chain Professionals SCPro Fundamentals certification at the end of each module. The eight modules include:

1. Supply Chain Management Principles.
2. Warehousing Operations.
3. Transportation Operations.
4. Customer Services Operations.
5. Demand Planning.
6. Manufacturing & Service Operations.
7. Inventory Management.
8. Supply Management & Procurement.

HEALTH CARE

MEDICAL OFFICE ASSISTANT WITH SPECIALTIES
237 Hours

The Medical Office Assistant plays a key role in any allied health care facility. According to the Bureau of Labor Statistics, employment of medical assistants is expected to grow much faster than the average for all occupations and the increase of the aging population will continue to increase demand for preventive medical services. Multi-skilled medical office assistants administer standard office procedures in addition to providing quality care as an EKG Technician and/or Phlebotomist.

At the conclusion of the Medical Office Assistant with Specialties Certificate Program, students will have the opportunity to take exams to obtain the following certifications:

- National Certified EKG Technician (CET) through National Health Career Association (NHA)
- National Certified PHL Technician (CPT) through NHA
- National Certified Medical Administrative Assistant (CMAA) through NHA
- BLS CPR Certification through the American Heart Association (AHA)
- First Aid Certification through the American Health and Safety Institute (AHSI)

- ❖BloodBorne Pathogens Certification through the American Health and Safety Institute (AHSI)

PATIENT CARE TECHNICIAN
312 Hours

The Patient Care Technician Assistant plays a key role in any allied health care facility. Patient Care Technicians are authorized to administer basic medical care to patients. Multi-skilled Patient Care Technicians will provide quality care to patients by assisting with ADLs (activities of daily living), taking vital signs, assisting with medical examinations and treatment. Additional responsibilities of the PCT may include EKG and phlebotomy. Workplaces include physician's offices, clinics, nursing homes, medical centers, and hospitals. Students will learn collaboration and patient management processes, body mechanics, vital signs, ambulatory care and patient positioning for treatment and rehabilitation. At the conclusion of the "Patient Care Technician Certificate Program", the student will have the opportunity to take exams to obtain the following certifications:

- ❖National Certified EKG Technician (CET) through NHA
- ❖National Certified PHL Technician (CPT) through NHA
- ❖National Certified Medical Administrative Assistant (CMAA) through NHA
- ❖BLS CPR Certification through the American Heart Association (AHA)
- ❖First Aid Certification through the American Health and Safety Institute (AHSI)
- ❖BloodBorne Pathogens Certification through the American Health and Safety Institute (AHSI)
- ❖National Certified Patient Care Technician (CPCT) through NHA

RETAIL INDUSTRY

RETAIL OPERATIONS
60 Hours

Developed by the National Retail Foundation, Retail Operations is for recently hired associates, students, and interested retail associates and employees who will master the skill and knowledge they need to be successful in a frontline retail position. This five-part course offers content in the following areas: Retail Industry Overview, Customer Service, Selling and Service, Store Operations, and Getting the Job.

This 60-hour interactive instructor-led course is aligned with the Professional Certifications in Customer Service and Sales. Students will be prepared to sit for the Customer Service and Sales certification.

CUSTOMER SERVICE FOR THE RETAIL INDUSTRY
90 Hours

National Professional Certification in Customer Service is an industry driven and endorsed credential that helps employers to distinguish and recognize qualified customer service

professionals. The course helps define career advancement opportunities for candidates. By earning the Professional Certification in Customer Service, candidates acquire the knowledge and skills that employers value and exhibit a commitment to professional growth.

This is a 90-hour program designed to prepare entry level individuals for their new career in the retail industry. Through a series of presentations, in-class exercises, and role-playing, this will prepare students to earn certification as professionals for this dynamic industry. Up0on completion of this course, students are prepared to take the National Retail Federation Exam which, upon passing, qualifies the student for employment in the retail industry.

See full Curricula - APPENDIX IV-2 - Talent Network CURRICULA

V. WORKFORCE & ECONOMIC DEVELOPMENT

The Union County Workforce Development Board of Directors and the Union County Board of Chosen Freeholders understands and appreciate the complex and interdependent nature of economic development and workforce development. As such, the Director of the Union County Workforce Development Board, and its staff members administers its responsibilities within the County's Department of Economic Development.

Moreover, the County of Union continues to make strategic investments to review the efficacy of previous economic and workforce development initiatives and to advance innovative opportunities in training and career development. The County of Union, for example, secured the services of the John J. Heldrich Center for Workforce Development so as to assess the economic competitiveness in Union County, updated in 2013 **(Attachment H)**, the findings of which still provide guidance opportunities today, as enumerated below:

THE KEY FINDINGS OF THE 2013 HELDRICH REPORT

1. Union County's manufacturing-based economy was hard hit by the recession. Recovery is slow but is outpacing recovery statewide, and wages remain higher than average.
2. Healthcare, TLD, retail, and other industries now dominate the local economy, but manufacturing still accounts for nearly 1 in 10 jobs.
3. Many county residents lack skills needed for high-skill, high-wage employment.
4. Union County supports sector initiatives to speed growth in key industries.
5. Research on sector strategies supports Union County's activities and suggests additional strategies to benefit employers and workers.

THE KEY RECOMMENDATIONS OF THE 2013 HELDRICH REPORT AND ACTION PLANNING ITEMS FOR THE WORKFORCE DEVELOPMENT BOARD

S-18 ***Continue to support the growth of the health care and TLD sectors and expand efforts in other target industries.*** *(Aligned with Goal 1- Career Pathways / Credential Attainment)*

S-19 ***Improve connections with New Jersey's Talent Networks.*** *(Aligned with Goal 1- Career Pathways / Credential and with Goal 5-Employer Engagement)*

S-20 ***Dedicate staff to support sector-focused efforts and targeted job seekers.*** *(Aligned with Goal 1- Career Pathways / Credential and with Goal 5-Employer Engagement)*

S-21 ***Ensure sector training provides contextualized basic skills and ESL training for workers who need these skills.*** *(Aligned with Goal 1- Career Pathways / Credential Attainment and with Goal 4-Expanded Access)*

S-22 Establish long-term goals for industry-focused economic and workforce development.
(Aligned with Goal 1- Career Pathways / Credential and aligned with Goal 5-Employer Engagement)

Another example of the County of Union's efforts to advance innovative opportunities in training and career development lives in its collaborative partnership with the Union County Economic Development Corporation (UCEDC), a private, non-profit economic development corporation, dedicated to boosting local economies and strengthening communities through business development and job creation.

Since its inception in 1977, the UCEDC has been helping small business by making loans, training and mentoring business owners, helping businesses obtain government contracts, and providing accurate and relevant business information.

As a Community Development Financial Institution (CDFI) and SBA lender, UCEDC is committed to providing access to capital to underserved populations and communities. Stepping in when small businesses don't qualify for conventional lending, UCEDC has provided over $24 million in loans to start-up and established operations.

With a wide array of financing options from $500 to $5 million, including SBA microloans, Community Advantage 7a loans, and 504 loans, Union County Economic Development Corporation is often the answer for borrowers with little to no credit history, low-income borrowers, and women and minority entrepreneurs.

Through its partnership with the New Jersey Economic Development Authority (NJEDA), Union County Economic Development Corporation provides intensive small business training and mentorship services for start-up and early stage businesses in its six-week Entrepreneurship 101 programs. Additionally, free two-hour workshops and seminars on a variety of business and financial literacy topics are offered to help participants keep pace with the challenges of business ownership.

Union County businesses can rely on Union County Economic Development Corporation Procurement Technical Assistance Center (PTAC) to help navigate their way through the government contracting process. Each year, federal, state, and local governments spend billions of dollars buying goods and services from small businesses. The PTAC team's free counseling, technical assistance, and bid match services are designed to position businesses of all types to get a share of this lucrative market. The Union County Workforce Development Board of Directors and the Union County Board of Chosen Freeholders coordinated the planning and development efforts associated with the Entrepreneurship 101 Course for Union County residents. Entrepreneurship 101 addresses such topics as: Are You *Really* Ready to Start your Own Business, How to Assess Your Personal Readiness, Understanding Your Market, SWOT Analysis, Writing a Business Plan, Writing a Mission Statement, Marketing, Taxes and Insurance Issues, Introduction to QuickBooks, and Presenting Your Ideas.

See Full Appendix – Entrepreneurship 101

VI. ONE-STOP CENTERS – SYSTEM FEATURES

The Union County One-Stop Career Center System offers a highly integrated seamless approach to the delivery of workforce development services. Through the numerous One-Stop Partner agencies, customers access a variety of supportive, educational, and training services. As stated earlier, service areas are located in Elizabeth and Plainfield, as well as at The Workforce Innovation Center at the Jersey Gardens Mall.

Consistent with its commitment to enhance the coordination and quality of services and training, Union County will adopt an overarching strategy to continue with its current effort to integrate its programs and implement a series of measures for continuous improvement.

S-23. Overarching Strategy: Union County will examine and expand its integration of programs to leverage available resources, e.g., integrating WIA Title II adult basic education into WorkFirst New Jersey approved activities. *(Aligned with Goal 2-One Stop Integration)*

a. Continuous Improvement

S-24a. The One-Stop System will pursue a model for continuous improvement throughout its internal operations and customer-facing processes, guided by a new certification and recertification program. *(Aligned with Goal 6-Evaluation / Oversight)*

One-Stop Certification: The Workforce Development Board certification and recertification process will include the stipulation that the One Stop Center adopt a process for continuous improvement, including, specified criteria as stated in the Operator Agreement. The Board, while developing the Certification Process, will establish criteria and measures of overall system performance, which shall include:

- *Meeting or Exceeding Local Performance Standards.* The Union County One-Stop delivery system will continue under WIOA, as was the case under WIA, to formally review local performance indicators and overall customer outcomes, and address in a timely and thoughtful manner areas in which indicators fall below established goals. Specifically, additional continuous improvement criteria may include measures of how the system is:
  - Performing for different customer groups
  - Meeting differing employment objectives, such as employers versus job seekers; and youth versus new labor market entrants versus experienced workers.
- *Increasing Overall Customer Satisfaction.* One-stop Centers will solicit customer input through a series of customer satisfaction surveys at various

stages of customer involvement to gather and analyze continuous feedback from employers, training providers, and job seekers with an eye toward greater efficiency and responsiveness.

- *Addressing Other Important Criteria*, tentative among them: Service utilization rates, the extent to which potential employer and job-seeker customers are aware of and use the One-Stop system; and overall.
- *Monthly Self-Reporting.* The One Stop Operator will provide an annual report to the Board detailing the progress toward reaching higher standards set forth in the certification criteria.

Qualitative & Quantitative Performance Measures. At a minimum, the One Stop Operator selected through competitive procurement shall present raw quantitative performance figures during public meetings to the WDB as per WDB Resolution 3-2015 Performance Reporting **(Attachment I)**.

Provider Selection Process (RFP's)

As per Policy Resolution *WDB 2016-5, Procurement Policies & Procedures* **(Attachment J)**, the Union County Workforce Board and the American Job Centers of Union County require that all requests for proposals be submitted for award consideration with the same procedures. The following are key steps in the process the full Procurement Policies are attached to this Plan, Appendix VI-1):

- Public notice is posted.
- Technical Assistance conferences are held to provide guidance to potential sub-recipients.
- During proposal review, the methodology adopted for awarding of competitive contracts is based on an evaluation and ranking that include technical, management and cost related criteria.
- County Authorization is published on the County's Website.

Individual Training Provider List

Since the adoption of WIOA, the Workforce Board has abided by its established eligible training provider process as part of the overall strategy to ensure informed customer choice, performance accountability, and continuous improvement. Criteria are being developed to ensure that programs on the ETPL meet the minimum quality standards and deliver industry-recognized skills and credentials that provide individuals with the opportunity for career progression.

It recognizes and accepts its responsibility for receiving, reviewing, and approving training providers and their programs. It further endeavors to ensure that data elements related to initial applications, continued eligibility and performance information regarding approved providers and programs are entered accurately and in a timely manner into the supported state system.

Union County does and always has, reviewed class size occupational training as per WIOA law. All programs are to appear on the Eligible Training Provider list, however, the use of programs for training on an Individual Training Account (ITA) basis, does not yet go through the same local review process as in the case of class-size-based awards.

S-24b. Relevant to the process of engaging training providers, the Board will work with the One-Stop to ensure full compliance with WIOA and better alignment between customer needs, selected training opportunities, and preferred career pathways. *(Aligned with Goal 2-One Stop Integration) and (aligned with Goal 4-Expanded Access)*

In particular, the Workforce System will:

- Define criteria, beyond compliance with ETPL approval, which will help job seekers be better informed in choosing a particular provider and course offering which may include:
  - Alignment with Career Pathways
  - Attainment of necessary prerequisite experience
  - Program Retention and Placement outcomes
  - Wage Expectation
- Provide guidance and training to appropriate staff responsible for managing the customer through the selection process thereby affording excellent career coaching.

Monitoring and Compliance

There is an Independent Monitoring Unit which makes recommendations to appropriate staff for corrective action whenever it identifies non-compliance with any federal or state rules or regulations for all funding sources.

The Independent Monitoring Unit's goals and objectives ensure efficiency and compliance with regulations and contract stipulations.

Independent Monitoring Unit GOALS

- To improve the efficiency and effectiveness of all funded programs through assessment of Sub-grantee systems and operations.
- To produce timely and meaningful reports to assist in the management of all funded programs.
- To ensure compliance with all funding guidelines and requirements.

OBJECTIVES

- To monitor the appropriate management systems of Service Providers annually.

- To monitor the operations of the Service Providers' systems on a regular basis.
- To identify problem areas and deficiencies as early as possible.
- To recommend corrective action to resolve the problems or deficiencies.
- To follow-up on corrective action and resolution of problem areas.

On-site visitations/reviews are planned on a regular basis. These reviews consist of a desk audit for preparation, an on-site visit, and a narrative report. During the on-site visit, information is gathered about levels of services provided and types of services provided as listed in the next table.

Levels of Service	Types of Services
Attendance	Recordkeeping
Facility	Staffing
Customer Eligibility	Personal Policies
Administrative Procedures	Fiscal Systems
Board of Directors	Contract Compliance
Time Frames	Target Groups
Group Characteristics	By-Laws
Geographic Service Area	Report Submissions
Other Funding Sources	Fee Schedules
Budgeting Procedures	Internal Monitoring and Evaluation Procedures

Corrective Action Responses are required to be sent to the Independent Monitoring Unit from the appropriate staff indicating what corrective steps will be taken for any problems that were identified in the reports. These are usually due to Independent Monitoring Unit within three weeks of the receipt of the report. Follow-up on any minor problem areas occurs on the next regularly scheduled visit. Major problems are followed up sooner to be addressed in a timely fashion.

S-24c.In order to ensure full compliance and a higher level of review, the Workforce Development Board will provide necessary internal monitoring and oversight to ensure that center operator(s) meet certification standards (either at the time of certification or during monitoring). In reaction to findings, the Board will be empowered to require the operator to make improvements. *(Aligned with Goal 6-Evaluation / Oversight)*

b. Access to Services

Current Situation. The One-Stop System has endeavored to provide ready access to its services at the various centers by offering a free transportation service. Currently, the service, which runs once a day in either direction and appears to

meet customer needs, is provided between centers in Elizabeth and Plainfield by appointment only.

As discussed in more detail under Section XXII, the System has not yet instituted technology-enabled service or training platforms beyond its computerized learning setups at its two lead centers for literacy training. While distance learning has been considered at different junctions, it has not been embraced as a method to train or serve customers.

Strategic Directions. In line with the technology strategy (Section XXII), the One-Stop Centers will re-examine the applicability and feasibility of a distance-learning program in certain service areas and identify ways to implement it and allocate resources for its implementation progressively over the next three years.

c. Non-discrimination / Customer Bill of Rights

Union County fully complies with a range of nondiscrimination regulations, giving access to its physical facilities, services, and materials to individuals with disabilities. Procedurally, the One-Stop Centers have assembled checklists to describe guidelines for staff training, service accessibility, accommodation services, and key equipment that customers need to access One-Stop resources. Collectively, the checklists ensure that they:

- Comply with the law (Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act)
- Create an environment that makes people with disabilities feel welcome; and
- Design services so that people with disabilities can fully benefit.

Training has been conducted to build staff knowledge about provisions of the laws and regulations, underscore the need for confidentiality and proper parameters for of disclosure, and set the expectations that reasonable accommodations during orientations and service delivery must be made for individuals with disabilities. In addition, adequate equipment for individuals with visual and hearing impairment is available at its sites. Informational and outreach materials are also produced in media accessible by these individuals. In addition, nondiscrimination-related policies are announced and posted in various venues at all sites. (Full checklists are provided in Appendix VI.)

Bill of Rights

The Union County One-Stop System has developed a Customer Bill of Rights, according to which its staff operates.

Customers' Bill of Rights

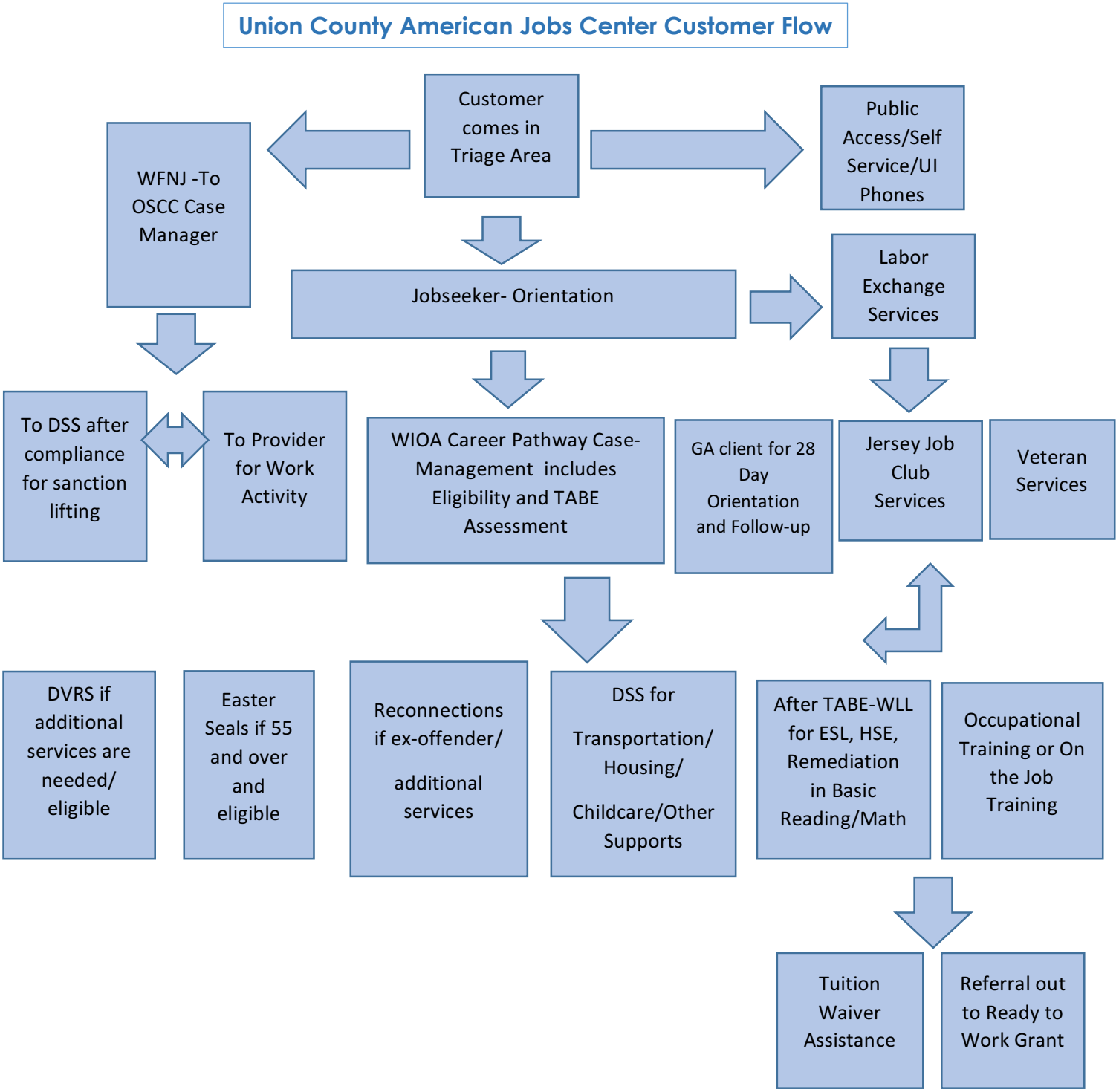
One-Stop Customers are Guaranteed that:

- Each visit to a One Stop will add value to a customer's career development efforts.
- Appropriate, quality information will be delivered in a professional and courteous manner to all participants:
    - Ease of access to services and a pleasant atmosphere
    - Accuracy and timelines of information
    - Personal contact with and advocacy for customers
    - Cooperation and equal enthusiasm from all partners
- Staff are knowledgeable, caring, sensitive, and possess good communication skills and professional demeanor
- All staff are equally able to explain all available services, including the Internet and computer-based programs
- Facilities are well-maintained, handicap-accessible and that equipment functions well
- Access to services is simple:
    - Access comes without "eligibility" requirements
    - Customer application processes are uncomplicated and unduplicated
    - Customer information is fully accessible to all partnering agencies so that customers are not unduly inconvenienced
    - Information on all services and agencies is available and user-friendly
- Staff are available, accessible and multi-lingual to assist customers in revolving problems and accessing services
- Customers will be assisted in scheduling appointments for services
- Customers will be empowered to make well-informed decisions
- Customers will be asked for their feedback regularly, and the measures of satisfaction will be uncomplicated and user-friendly

d. Flow of Services

Customers entering the Union County One-Stop enter reception being greeted by our Greeter. Initial paperwork is completed followed by Orientation. Customers in most cases go through the eligibility determination. The eligibility determination process is considered basic career services but is explained in detail in this section, as it is a critical function of the One-Stop provider. Customers receiving individualized career services must be eligible and registered into WIOA. Resource Rooms are available to all customers with computers with Internet access; tutorials for career exploration, job searching and resume writing; job postings; periodicals, information on Unemployment Insurance eligibility, services and financial aid for local non-WIOA training, labor market reports, educational programs and information on partner programs.

Customers receive self-service or informational activities without an eligibility determination. Self-service or informational activities include, but are not limited to, access to the Resource Room, on-line materials, reference documentation, workshops, employer screenings and job fairs. Workshops are available at both One-Stops. These workshops include a wide range of topics as part of their career services offerings. These workshops focus on job search and soft skills, such as interviewing techniques, resume preparation, networking, effective communications skills, conflict resolution and computer literacy.



e. Roles & Resource Contributions of One-Stop Partners

The Workforce Development Board and One-Stop Centers have been operating based on an arrangement with the One-Stop/American Job Center Operator defined by a 2016 Memorandum of Understanding between WDB (signed by its Chair) and the Union County Board of Chosen Freeholders (signed by the County Manager representing the Local Chief Elected Officers). The MOU brings explicitly into focus the Workforce Innovation and Opportunity Act of 2014 and seeks full alignment with its regulations **(Attachment K)**.

f. Non-discrimination Compliance

Union County follows an equal opportunity employment policy and employs personnel without regard to race, creed, color, ethnicity, national origin, religion, sex, sexual orientation, gender expression, age, physical or mental ability, veteran status, military obligations, and marital status.

This policy also applies to internal promotions, training, opportunities for advancement, terminations, outside vendors, members and customers, service customers, use of contractors and consultants, and dealings with the general public.

See Full APPENDIX VI - Nondiscrimination Checklists

VII. SOFT SKILLS / EMPLOYABILITY SKILLS PROGRAM

The County of Union contracted with Union County College Industry Business Institute to develop a soft-skills curriculum geared to employers' requirements. It is anticipated that this customized 40-hour soft skills training program will eventually be offered throughout all workforce customer engagements.

As stated in Section IV, the soft-skills training program has been well received and led to employers feeling more and more confident that candidates recommended by the Workforce Innovation Business Center and Union College's workforce development and continuing education programs will have professional dispositions and be ready for employment.

S-25. Based on the warm reception and excellent results experienced in this new endeavor, the Board intends to expand the use of Soft Skill training, and develop a Spanish version. *(Aligned with Goal 5-Employer Engagement)*

➢ SOFT SKILLS >> OJT

The Workforce Innovation Business Center will continue to obtain copies of all Individual Employment Plans and certifications from the AJC for all Adult and dislocated workers taking the soft skills training course who are headed *into On-the-Job Training.*

This strategy fast-tracks those with, in most cases, reputable work history, but lacking in soft skill/employability development skills (typically a longer-term employed but dislocated worker).

➢ SOFT SKILLS >> ADULTS / DISLOCATED WORKERS

Increased use of Soft Skill training to Adults and Dislocated workers is under consideration. Currently, the Workforce Innovation Business Center has been running 10 classes per year, each class serving a minimum of 10 WIOA eligible Adults and Dislocated Workers. The cost per participant is $800 for the forty (40) hour program.

➢ SOFT SKILLS >> WIOA/ TANF / YOUTH PROGRAMS

The Youth Career Pathway Program shall become the central location for ***WIOA and TANF/Out-of-School youth service*** opportunities, wherein youth can receive referrals to other funded activities within the county, job readiness, soft skills, financial literacy, and a myriad of foundational career skills necessary for the world of work and post-secondary education.

The Union County Workforce Development Board of Director and the Board of Chosen Freeholders developed as pilot program for ***in-school-youth***—in partnership with Elizabeth High School and the One Stop Career Center of Union County—wherein the eligible in-school-youth were provided Information Technology **(Attachment L)**, Job Readiness, Soft Skills classroom training, as well as a paid work experience to apply the skills being taught.

Coordinating a countywide version of this pilot program shall be one of the strategic program opportunities of the Youth Career Pathway Program.

Spanish Version

A new Soft Skills in Spanish program will be developed this year and will be introduced mid-year.

VIII. RAPID-RESPONSE COORDINATION

The New Jersey Department of Labor and Workforce Development Rapid Response Team assists both employers and workers involved in a closing or permanent mass layoff. Rapid Response provides on-site assistance during regular employer business working hours at no cost. Services provide by this team includes:

- Unemployment Insurance
  - Explanation of benefits and eligibility requirements
  - Assistance in filing claims

- Reemployment Services
  - Referrals to available jobs
  - One-Stop Career Center Registration
  - Labor Market Information
  - Referral to Jersey Job Club
  - Resume Development

- Training Assistance
  - Introduction to state and federal retraining programs

Additional Customized Services can be provided in the following areas:

- Help with job solicitation campaigns
- Targeted Job Fair assistance
- Completion of Registration Forms
- Help in deciphering federal/state plant closing requirements.

Coordination with One-Stop Centers

Union County One-Stop does accompany the State in WARN services to employers, thereby providing more seamless worker transition into a public workforce system. In many cases, it has been the local One Stop that has been contacted before Federal and State mandatory layoff notification.

The Business Servicers Specialists too are often aware of the local businesses who are experiencing potential layoffs and, consequently, advise, and connect with the Rapid Response team.

XIX. YOUTH ACTIVITIES

Union County Youth Population

Union County is a diverse county of 21 cities and towns with a population of approximately 553,000 residents. Recent statistics indicate that there are approximately 69,800 individuals between the ages of 15-24 countywide, of which 15.8% of those 18-24 years have the educational attainment of less than a high school degree. Focusing on Union County's two largest cities, Elizabeth and Plainfield, the educational attainment of less than a high school degree for ages 18-24 is an alarming 36.3% in Plainfield and 19% in Elizabeth. (Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates).

Historically the County of Union's Youth Program Service Area has included youth programs in Elizabeth, Plainfield, Roselle, Rahway, Hillside, Linden and Clark. Ensuring the Union County Youth Program service area aligns with the most in-need priority population is crucial to establishing positive long-term outcomes. The Elizabeth and Plainfield school districts are among the poorest districts in New Jersey. Both Districts are two of the 31 ABBOTT school districts in New Jersey. They are districts marked by high dropout rates, low rates of graduation, and much lower rates of entrance into higher education. In 2014, the mean graduation rate for the city of Elizabeth was a low 73%.

75% Service to Out of School

The Union County Workforce Board understand the new responsibility to expand the level of services to out-of-school youth to a minimum 75%. Our board intends to expand our reach to serving disadvantaged OS youth by taking advantage of six (6) significant six changes in WIOA legislation, as compared to WIOA.

Union has released RFP's to solicit providers to deliver comprehensive services to meet our 75%/20% WIOA requirements. Through consortia, all 14 elements are structured. We are fully cognizant of the opportunities presented by WIOA.

- WIOA raises the out-of-school youth *eligibility age from 16 to 21 to 16 to 24*. These same youth could be service through the adult workforce system; specific developmental needs often go unmet. Raising the eligibility age will help us better target their programming for this population.

- Out-of-school youth in high-risk categories *do not have to prove low-income status* to receive services. This includes individuals who have dropped out of high school, have not attended school for at least one calendar quarter of the most recent school year, or are subject to the juvenile or adult justice systems.

- It also includes *homeless individuals, runaways, current or former foster care youth, and individuals who or are pregnant or parenting*. Youth who are not attending school, hold a secondary credential, and are either basic skills deficient or an English language learner must be "low-income."

- Expands in-school youth eligibility to include low-income individuals *ages 14 to 21 who are English language learners*, as well as *individuals with disabilities*.

- Adds youth "*living in a high-poverty area*" to the low-income criterion for youth activities funding and services.

These actions in conjunction with the additional changes in minimum funding set aside for youth wages, making all programs provide wages and/or stipends to youth.

YOUTH PROGRAMS FUNDED UNDER THE WORKFORCE INVESTMENT ACT

City Of Elizabeth

The City of Elizabeth provided a Business Collaboration Program for youth ages 16-21. While developing strong partnerships with local employers Elizabeth provided its students with paid work experience. Elizabeth also developed a partnership with the Workforce Business Innovation Center through the Jersey Gardens Mall to develop additional employment opportunities and to conduct occupation skills training. Strong employer engagement lead to many students receiving permanent employment.

Plainfield Board Of Education

Program primary focus is preparing youth for employment through work-based learning. Plainfield partnered with local businesses to provide various employability skills and basic skills workshops. Paid work experience with job shadowing was provided with work sites across Plainfield Public Schools. Career exposure to Custodial work and Clerical Administration was provided.

Roselle First

The City of Roselle, with a 78.5% graduation rate in 2014, has the second lowest graduation rate in Union County. Roselle First, through the Borough of Roselle, provided In-School and Out-of-School youth with work-ready classroom training, internships, and paid work experiences.

Rahway Community Action Organization

Rahway Community Action Organization targeted Rahway School District with the third-lowest graduation rate in the County, at 85.7% in 2014. Rahway's in-school youth program consisted of an Entrepreneurship Academy providing students with a classroom work component in the Culinary, Childcare, and Business Administration areas. Community entrepreneurs were brought in to speak with students to provide real-world experiences. All students participated in volunteer work and employment skills training.

Urban League of Union County

Program primary focus is preparing youth for employment with paid work experiences. Integrated work experiences were provided for students at Family and Children Services, Housing Authority, Superior Court, One Stop, and Urban League. Students attended workshops in time and money management, as well as various employment skills.

Students volunteered within the community and were provided the opportunity to attend college fairs to learn about various opportunities in higher education.

Clark Board Of Education

Program is designed to assist students with disabilities to become familiar with the world of work with the careers in landscaping, maintenance, childcare, and clerical work. Students participated one hour a week of job readiness skills in addition to their work experience. Students are mentored throughout the school year and provided additional workshops and ongoing tutoring. This experience will become incorporated into the students' total transition from school to work.

YOUTH PROGRAMS FUNDED DURING WIA TO WIOA TRANSITION

Youth Employment & Training Consortium

The United Way of Greater Union County WIA/WIOA Youth Employment & Training Consortium offers a myriad of services to youth aged 16 – 24. The Consortium offers, through its affiliated agencies and network of community-based organizations, access to the 14 youth program elements based on the needs of the youth. Furthermore, the Youth Employment & Training Consortium shall coordinate efforts with the American Job Centers of Union County so as to ensure customers have access to the Service Opportunity Matrix **(Attachment M)**.

The majority of youth targeted for services are residents of communities with high levels of poverty and lower educational success rates. These include Elizabeth, Hillside, Linden, Plainfield, Roselle, and Rahway. This program will seek to reduce the barriers to employment and encourage participation in pro-social activities. Negative social issues often accompany high poverty areas, such as substance abuse, violence, gangs, and crime. Living and going to school in areas devastated by poverty often determine the life trajectory of many youth unless they receive interventions that mitigate these risk factors. The 14 required WIOA youth program elements offered through the Youth Employment & Training Consortium, will have a significant impact on this target population.

Youth Employment & Training Consortium Partners Include:

- United Way of Greater Union County (lead agency)
- Urban League of Union County
- PROCEED, Inc.
- Jefferson Park Ministries
- Community Access Unlimited
- Rahway Community Action Organization
- Union County Court Appointed Special Advocates
- Brand New Day
- Plainfield Action Services
- NJ Chamber of Commerce

Outreach and recruitment will vary based on the organization. The program design emphasizes the recruitment of organizations into the Youth Employment & Training Consortium that serve youth across the county and that target specific populations, such as offenders and youth involved with the foster care system. These organizations and their staff have already established trust with their community and are most likely to be successful at recruiting youth within their range of influence. Word of mouth and peer recommendations are also powerful tools. Parents involved in other services with Youth Employment & Training Consortium agencies will also be engaged to recruit their eligible children into the program.

Recruitment will also take place where targeted youth can be found. For those youth in school, a concerted effort will be made in May and early June to reach youth prior to the end of the school year by presenting information within their schools and also encouraging them to share it with older siblings who may no longer be enrolled in school. Out-of-school youth are more difficult to reach and recruitment efforts, primarily in the form of flyers that advertise the program and open houses sponsored by members of the Youth Employment & Training Consortium, will focus on locations where they or their family members congregate. This would include public parks, eateries, houses of worship, and community centers. For Out-of-School Youth, the Youth Employment & Training Consortium will establish ongoing communications with boards of education that will help identify "at risk" students and recent dropouts.

The program seeks to prevent economically disadvantaged youth with one or more additional risk factors from leaving school, help improves their academic performance, re-engage those that have left school, encourage job training and connections to opportunities for higher education, and enable them to gain the skills needed to reach career goals. In addition, the program will offer activities that support program goals, such as mentoring, counseling, and life skills training.

A very important support component of the United Way's Youth Employment & Training Consortium shall be its integration with the Family Success Centers' Core Services for youth and families; which places priority on affording youth, and their families, adult education and employment, life skills, housing, parent education, social and emotional health competency, community relationship and engagement, and advocacy skills **(Attachment N)**.

Services to Youth with Disabilities

This organization is a partner in the WIOA Youth Employment & Training Consortium and primarily works with youth with intellectual and developmental disabilities and youth aging out of involvement with the NJ Division of Child Protection & Permanency. Based in Elizabeth, Community Access Unlimited helps people with housing, life skills training, vocational skills, tutoring, employment, health maintenance, money management, socialization, education, crisis intervention, civic activities, behavioral support, transportation assistance and community support. Through the Youth Employment &

Training Consortium, Community Access Unlimited provides 10 of the essential elements, and partners with other organizations to offer occupational skills training, counseling, entrepreneurial training, labor market education, and preparation for post-secondary education and training.

Consortium of Youth Service Providers Funded Under WIOA

The Union County Workforce Development Board of Directors has approved the consortium-based framework for service delivery for all out-of-school youth career development programs, requiring a minimum of three service providers per consortium. Further, the service providers must have the capacity to provide all 14 program elements.

Plainfield YMCA Consortium

Plainfield YMCA has been a pillar in the Plainfield community since 1977 with over 30 years of experience specific to low-income youth, foster care placement, and enrichment programs. Partnering with Union County College, United Children, and Family Society, and HomeFirst Interfaith Housing and Family Services, the YMCA will provide services to over 40 Out-of-School Youth. Services will include GED and High School Equivalency, occupational training through classroom-based workshops and counseling services to help youth overcome various barriers. Plainfield will provide attention to youth retention by providing all participating youth with a monetary stipend and providing family YMCA memberships to additionally focus on healthy living. Plainfield YMCA will utilize non-federal in-kind resources by leveraging Job Placement services through Venture and Venture Human Skills Training Center.

Union County College Consortium

Union County College Center for Economic and Workforce Development has partnered with Literacy New Jersey and Prevention Links to provide Out-of-School youth with GED and High School Equivalency and Case Management counseling services. Union County College Center for Economic and Workforce Development will leverage most of their occupational training and job placement opportunities by utilizing various grant programs currently in place: TAACCCT-NJPREP Pharmacy Tech and Patient Care Tech training, Opportunity 4 Jersey Welding training, LINCS supply chain management, Health Professions Opportunity Grant, and the Workforce Innovation Business Center. Union County College will utilize a pilot program, "Pathways to Patient Care Technician" which will co-enroll WIOA Title II funding for Adult Basic Skills and GED with TAACCT funding for Patient Care Technician training with an externship at a local hospital. Union County College Center for Economic and Workforce Development will provide service to a minimum of 50 Out-of-School Youth.

Youth Employment & Training Consortium

The Youth Employment & Training Consortium will assist out-of-school, economically disadvantaged, youth in Union County to:

- Attain a degree or certificate

- Secure employment
- Enroll in education or training programs
- Increase their earnings
- Achieve measurable skills gained toward securing a
- Credential or employment

To best meet the needs of diverse youth throughout the County, the United Way of Greater Union County has partnered with youth services agencies to recruit youth throughout the County, provide centralized training for Youth Employment & Training Consortium members and youth, provide access to GED preparation services, apprenticeship programs, occupational training, and other educational opportunities for youth, and provide coordination and programmatic and fiscal oversight for the entire Consortium. United Way of Greater Union County has partnered with five sub-recipients: Urban League of Union County, PROCEED, Community Access Unlimited, Plainfield action Services, and HomeFirst to provide services encompassing the fourteen required WIOA Youth Program Elements. The Consortium will also leverage resources through Plainfield Public Library, and other various agencies to assist in the implementation of each youth's Individual Service Strategy and creating seamless career pathways. It is anticipated that at least 120 youth will be recruited, 90 enrolled, and at least 65 will complete with positive outcomes associated with the 14 program elements as required by WIOA.

Simon Foundation Youth Career Academy

The Union County Workforce Development Board of Directors and the Union County Board of Chosen Freeholders are engaged in discussions with the leadership of the Simon Youth Foundation, in an attempt to design-build a turn-key Youth Career Academy located within The Mills at Jersey Garden Mall, in Elizabeth, New Jersey. The Simon Property Group, L.P., owns the Mills at Jersey Garden Mall.

The Union County Workforce Development Board of Directors and the Union County Board of Chosen Freeholders would coordinate all efforts to integrate the youth enrolled in the Simon Youth Foundation Academy with the appropriate supportive services so as to yield the fruit of success. Further, dual-enrollment at Union County College—along career pathways—for the students of the academy in option for development in collaboration with Union County College.

The objective of the partnership with the Simon Youth Foundation is to provide 20 to 40 out-of-school youth with the opportunity to enroll into an academic environment that has the foundational tenets that have made the Simon Youth Foundation a success in addressing the dropout crisis in America. To that end, the Simon Youth Foundation would provide academic and student support in the Youth Career Academy.

Academic Support

- Enhancement Grants - Simon Youth Foundation provides each eligible Academy an annual enhancement grant of up to $5,000 to enrich the student experience.
- Kappa Delta Pi - All Academy faculty members are given membership in Kappa

Delta Pi, the national education honor society.

- Experts in Residence - A network of teachers and administrators are available to help fellow educators navigate many difficult scenarios that arise.
- Community Advocacy Councils - Each Academy can maintain a council of local business and community leaders that serve as advocates for their program.
- Annual Conference - Simon Youth Foundation hosts a conference each year that allows our educators to come together to learn and share best practices.

Student Support

- Scholarships - Simon Youth Foundation awards more than $1 million a year in scholarships. Graduates of its academies receive the foundation's largest awards. Students are eligible for two-year scholarships worth $7,750 or four-year scholarships worth $36,000. Each year, our top students nationally receive a "Best of the Best" scholarships valued at $40,000.

- Partnerships - Simon Youth Foundation's national presence allows the foundation to connect its academy students to resources that might otherwise be unavailable. Partnerships with CVS Health, Fifth Third Bank, and Close Up can expose your students to additional job training, financial education, and civic leadership courses.

- Simon Malls - Attending school in a mall environment also provides benefits to students. Many of our students have worked with mall staff to find jobs or internship opportunities.

Additional partnership highlights connected to the Simon Youth Foundation includes:

Simon Youth Foundation Fidelity

1. Physical space for the local academy in The Mills at Jersey Gardens Mall
2. Enhancement Grants - up to $5,000 per academy
3. Scholarships
4. Annual Conference
5. Provide capital improvements per rotating scheduled maintained by Simon Youth Foundation
6. Media relations to support academy best practices
7. Support to engage and build a Community Advocacy Council
8. Participate in back to school/open house activities
9. Graduation support

Local Academy Fidelity

1. Operate the Academy in accordance with the Letter of Interest
2. Participation in all Academy conference calls
3. Submission of data collections in a timely manner
4. Facilitate the Senior Survey to be completed by students
5. Designate a Simon Youth Foundation liaison

6. Maintain building and school safety and security standards
7. Provide the appropriate on-site staff
8. Implement and maintain a college and career readiness strategy
9. Maintain and replace the appliances, furnishings, fixtures and equipment used in connection with the operation of the Local Academy and the Premises in a first class manner

The Union County Workforce Development Board and the Union County Board of Chosen Freeholders would invest the required resources from out-of-school youth funds under WIOA and—where allowable and appropriate, under TANF—so as to ensure the funds are reaching the hardest-to-serve and most vulnerable population in Union County, out of school youth.

Youth Career Pathway Program

The Youth Career Pathway Program shall be created to run on concert within the same facility as the Simon Youth Foundation Career Academy, The Mills at Jersey Gardens Mall. The goal of this program is to function as the **"Single Point of Service"** for both in-school and out-of-school youth services identified under the 14 program elements on page 3. The program will function in non-traditional hours, from 9:00AM to 9:00PM, mirroring the hours of operation of the mall.

The Youth Career Pathway Program shall become the central location for WIOA and TANF youth service opportunities, wherein youth can receive referrals to other funded activities within the county, job readiness, soft skills, financial literacy, and a myriad of foundational career skills necessary for the world of work and post-secondary education. Job placement and internship opportunities will be a critical part of the program.

The Union County Workforce Development Board of Director and the Board of Chosen Freeholders developed a pilot program for in-school-youth—in partnership with Elizabeth High School and the One Stop Career Center of Union County—wherein the eligible in-school-youth were provided Information Technology, Job Readiness, Soft Skills classroom training, as well as a paid work experience to apply the skills being taught. Coordinating a countywide version of this pilot program shall be one of the strategic program opportunities of the Youth Career Pathway Program **(Attachment L)**.

Project Search

Project SEARCH is a one-year program that provides students with a seamless combination of classroom instruction, career exploration, and hands-on training. Students will spend a small part of their day in the classroom (on-site in the host business) receiving instruction, and the bulk of their day at assigned internships. The students will participate in at least two internship rotations in various departments at during the school year.

As a requirement of the program, students must spend the summer before the school year learning how to travel to and from the host business independently. The students are not allowed to take a school bus from their home. Each student receives comprehensive travel training led by the New Jersey Travel Independence Program (NJTIP) at Rutgers.

The program places a special education teacher, paraprofessional, and job coach on-site daily to consult with department mentors and help students develop the various skills necessary to successfully perform their assigned duties.

The primary objective is to teach students marketable and transferrable skills to help them secure competitive employment at the completion of the one-year program -- either at the host business or another business in the community.

The partners involved in Project SEARCH include Union County Educational Services Commission (coordinating agency), the New Jersey Division of Vocational Rehabilitation Services, the Union County Workforce Development Board, NJTIP at Rutgers, and the New Jersey Division of Developmental Disabilities. Project SEARCH has a braided funding model that ensures all partners are contributing either funds or services to help operate a successful program.

Students are selected by the program's advisory committee from a group of applicants recommended by school districts across Union County. Applications for the 2017-18 student cohort will be available beginning in November of 2016. Interested students or families should visit the program's website at www.projectsearch-unioncounty-nj.org for more information, and then speak with their home school district's special education office.

Statistics show that statewide, the employment rate for individuals with disabilities is less than 40 percent, while Project SEARCH boasts a 73% employment rate for its graduates. Project SEARCH was first developed in 1996 by the Cincinnati Children's Hospital Medical Center. It is now operating in more than 400 locations across the United States and Canada, England, Scotland and Australia.

S-26.a Adopt the WIOA legislation's increased flexibility in eligibility, especially in serving youth considering that 14 diverse populations were recognized and designated under WIOA as face challenges and barriers in obtaining employment and living-wage jobs that lead to self-sufficiency and economic prosperity. *(Aligned with Goal 4-Expanded Access)*

S-26.b Look to co-enrollment to stretch funding while offering expanded diverse educational and occupational services. *(Aligned with Goal 4-Expanded Access)*

S-26.c Provide local planning, policy guidance, followed by staff training, to OS Career Coaches in order to comply with necessary system adaptations required to expanded services using WIOA provisions for core programs. *(Aligned with Goal 4-Expanded Access)*

X. EDUCATION AND WORKFORCE DEVELOPMENT

The Union County WDP and AJC works with many postsecondary education institutions including Union County College, Kean University, and many proprietary private training schools.

The strengths of the postsecondary programs, particularly related to the needs of individuals with barriers, include the availability of Adult Education services which provide high school equivalency preparation and examination as well as career and technical education courses.

The Union County Workforce System engages employers to define the needs of their businesses and industries and how these relate to the available training programs in the county. It has been a challenge for the Career Coaches in the AJC/OSCC to assist individuals that are very low skilled (those with an educational assessment at or below the 5th grade level). The education and skill training needs for this population are addressed by short- term contextualized learning programs that lead to entry-level employment opportunities.

The WDB is currently working with Union County College to implement a Workplace Literacy program that addresses these needs. The College will assist individuals that need their High School Equivalency or remediation needed to enter post-secondary or vocational training programs.

- ***GED/ESL*** are delivered through a partnership between the Workforce Innovation Business Centers and Union County College. This service makes it possible for job seekers to benefit from GED prep, ESL, and college-readiness courses, as well as occupational training programs and degree programs.

  The Center refers all students to the College's Division of Continuing Education and Workforce Development (CEWD) for guidance in occupational training programs, leading to nationally and industry-recognized certifications within career pathways geared toward family-sustaining wages.

- ***Basic career services*** include access to computers and guidance for job search, invitations to career information sessions related to career pathways in demand sectors, and recruitment events, career exploration and skills assessment and résumé building. Staff members assess an individual's needs and eligibility for services and connect them with the appropriate job search, assessment and/or skill building activities, training programs, job fairs and other recruitment events based on their interests and skills.

- ***Career Pathways.*** Career Pathways have become the foundation for all

occupational training programs offered at the College. Customers and students are provided with career exploration guidance and access to skills and aptitude assessment tools and interest inventories. The Workforce Innovation Business Center staff and Career Coach will work with the trainee to develop an education and employability plan that aligns with a career pathway starting from today and continuing with a long term plan.

- ***Assessment & Career Coaching.*** Union County residents seeking employment assistance will receive individualized job counseling services. Those looking for immediate employment will be guided on résumé development and connected with recruitment events and job search tools. Those who qualify for more intensive services will be referred to career coaches who will assist them in accessing the extensive array of leveraged educational and occupational training programs provided through the College. The Workforce Innovation Business Center's connection and integration with Union County College make it possible to job seekers to benefit from GED prep, ESL, and college-readiness courses, as well as occupational training programs and degree programs.

- ***IT – Advanced Manufacturing***. The Union County WDB with the OSCC will be working on developing partnerships with employers areas such as IT and Advanced Manufacturing, as well as the possibility of work based training models that allow for entry points across all steps of the career pathways.

S-27 Enhance educational coordination to better address individuals in obtaining new skills and employment. We will continue to stretch our funding and leverage the funding of our Educational Partners. *(Aligned with Goal 1- Career Pathways / Credential and aligned with Goal 2-One Stop Integration)*

XI. SUPPORTIVE SERVICE

The Union County One-Stop coordinates various statewide and local supportive service resources to assist Union County job seekers throughout their participation in to-work activities. WIOA funding prioritizes such support services to "hardest-to-serve" populations, particularly the WorkFirst and Out-of-School populations.

Support services include, in many cases, wages or stipends, depending on eligibility and program offerings to assist the job seeker economically while participating in training. Non-financial support available to most customers include, but are not be limited to:

- Restoration of driver's licenses (if loss is not due to criminal offense)
- Expungement of records
- Clothing allowance/specialty clothing needs/uniforms/shoes
- Tool kits/work kits
- Medical accessories/blood pressure kits
- Examination and Certification fees
- Transportation needs, including car repair
- Immunization shots if needed (for child care trainees).

Each job seeker is assigned a case manager who is responsible to address current or emergent needs relating to training or employment. Lead among these needs is transportation, housing, and child care.

Transportation

Public transportation is critical to mobility in Union County. One in nine households in Union County does not own a car, and 10% of the population commutes to work using public transportation. Union County is well served by multiple transit networks, including rail, bus, and Paratransit. Bus and rail services are concentrated at the eastern end of the County and along a small part of the western edge. The train service runs primarily east-west and north-south. The bus route network is structured to focus on travel to and from Elizabeth, Newark, and New York City.

There is a fair amount of transit service within Union County, but routes are not always available where and when One Stop job seekers need to access them; as such, the services are considered inadequate. In Union County, routes operate primarily along the major highways and thoroughfares of the region. This limits the extent to which residential concentrations have access to these routes, as many areas of the communities are a considerable walking distance

to the major routes on which this service is operated. The amount of service available to New York and destinations outside of the County is considerable.

Not surprisingly, the areas which show the highest need for public transportation services are those areas with the highest concentration of population, highest rates of unemployment, persons aged 65 or older, persons with mobility limitations, and persons with a lack of access to private automobiles. That is clearly in the areas around Elizabeth, Union Township, Roselle, Roselle Park, Linden, Hillside, in the eastern portion of the county, and Plainfield, located in the western portion of the county.

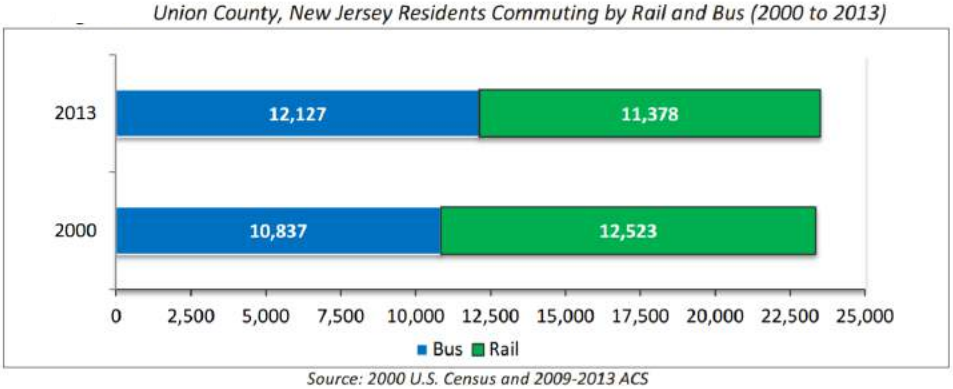
2014 Average Daily Rail Boardings by Line in Union County, New Jersey

Northeast Corridor; North Jersey Coastline		Raritan Valley Line				Morris & Essex Line	
Station	**Avg. Daily Boardings**	**Station**	**Avg. Daily Boardings**	**Station**	**Avg. Daily Boardings**	**Station**	**Avg. Daily Boardings**
North Elizabeth	553	Union	1,369	Westfield	2,491	Summit	3,736
Elizabeth	3,843	Roselle Park	856	Fanwood	967	New Providence	539
Rahway	3,245	Cranford	1,349	Netherwood	520	Murray Hill	547
Linden	2,249	Garwood	102	Plainfield	861	Berkeley Heights	511

Data Source: NJ TRANSIT

Transportation is probably the most widespread obstacle for job seekers in Union County. Navigating to varied program activities using public transportation stretches the day considerably, especially our WorkFirst NJ population. Fortunately, Union does provide financial support for transportation through TANF sources. Bus passes are also available if eligible.

Union County, New Jersey Residents Commuting by Rail and Bus (2000 to 2013)



Source: 2000 U.S. Census and 2009-2013 ACS

Housing

In a recent workgroup assembled to discuss various barriers to training participation, One-Stop Staff clearly place housing as the second impediment in the voyage to self-sufficiency, particularly with the re-entry population.

Many ex-offenders are not eligible for public housing assistance. "It's closed by federal law to anyone who's committed arson or a drug offense at a public housing property, or required to register for life as a sex offender. But most local authorities are stricter than HUD about criminal records. And even those that are more liberal have waiting lists. In Union County, it's six months." (UC Transportation Master Plan 2016).

Union County does not have any emergency shelters (which sometimes have their own rules about ex-offenders) one might use on an interim basis.

Child Care

There are presently approximately 14,576 children receiving paid child care in Union County. Of those, 5,490 are TANF children. Approved Homes care for the majority of infants and toddlers. Centers care for the majority of school age children. As children get older, parents move them from home-based to center-based child care.

Conclusions from a recent study suggest that funding is critically insufficient. The report states that there is very strong agreement among child care stakeholders that current reimbursement rates are not adequate to provide for quality child care. Delays in the voucher system create financial hardships, and there is an anticipated shortfall of over 3,000. Furthermore, financial incentives for quality specialized services and flexible child care are absent.

S-28 Considering the success of the Workforce System in addressing its customers' training and employment needs, the System will increase its outreach efforts with state and regional agencies to resolve obstacles faced by its trainees around transportation, housing, and child care. *(Aligned with Goal 2-One Stop Integration with Goal 4-Expanded Access)*

XII. EMPLOYMENT SERVICES UNDER THE WAGNER-PEYSER

Partner Integration and non-duplication of services and efficient and effective service delivery have been the goal of the Workforce Board in designing services under WIOA. It is important that customers see the One-Stop Centers as a single business unit.

The Union County One-Stop Career Centers under the WIOA Plan have established clearly defined roles whereby Employment Services manage all labor exchange services and Employment and Training manage all training eligibility services.

The System has attained many of its Partner Integration goals including:

- State ES and WIOA-funded staff are fully co-located in comprehensive One-Stop Centers. Full co-location means simultaneous presence and full-service capacity for no less than 35 hours per week.
- On-site partners are knowledgeable about all services available at the One-Stop Center.
- General Orientations are given at the One-Stop Centers regardless of whether they are ES/UI or TRAINING interested customers. These orientations are well coordinated to assure customers are referred properly to services. With One-Stop Center staff working side by side this has improved the service delivery and avoid duplication of services.
- Customers register with the Centers into one data system, not an agency. When customers need to speak with more than one staff person, subsequent staff have the customer's basic information

Small additional improvement will be considered for further integration, which is expected to have a sizable cumulative effect, among them:

- The staff wears nametags or other identifiers that indicate they are the staff of the One-Stop Career Center, not individual agencies.
- All staff answers the telephone in the same way.
- Regularly scheduled meetings are held among partnering agencies
- Regularly scheduled meetings are held between the leadership of the
- Center and staff.

(Some of these improvements appear under section XIX.)

XIII. Coordination of Adult Education / Literacy

The Union County Workforce Development Board has been intrinsically involved in the development providing the leadership necessary to coordinate educational and literacy programs. We are committed to "*address the needs of individuals to obtain the knowledge and attain the skills necessary to become literate, obtain and maintain* employment, and become self-sufficient…"

We envision Adult Education as the foundation of a career pathways system that prepares adult learners for economic self-sufficiency. To achieve this vision, we will partner with adult education learners and key stakeholders to provide a clear direction, quality instruction, and targeted support for achieving learner goals through further education, occupational training, and/or sustaining employment.

The Workforce Development Board has reached out to the College to share in the responsibilities in the development and implementation of the Workforce Innovation Business Center located at the Mills at Jersey Gardens Mall, the largest mall in New Jersey and located by Newark Liberty Airport and the ports of Elizabeth and Newark.

Adult Basic and Literacy Education (ABLE) Plus Consortium

ABLE PLUS will deliver free Adult Basic Skills, HSE preparation, ESL and ESL Civics programs that support the development of adults:

- to become literate and to obtain the critical knowledge and skills necessary for employment and self-sufficiency
- to become full partners in the emotional and educational development of their children
- to complete secondary school education, and to obtain the Basic English language skills needed for Civics and Community involvement.

With funding under this WIA Title II program, **ABLE PLUS** will service 1,104 individuals and will work as a partner with the Union County Workforce Development Board, the Union County One-Stop Career Centers and all partners to prepare additional eligible individuals for the HSE exam, occupational training, and post-secondary education. Additionally, the Consortium is in an ongoing process of developing and implementing transitioning services and career pathways that provide ABLE PLUS participants clear connections to post-secondary education, occupational training, and employment.

Consortium Partners

The Consortium for **ABLE PLUS** consists of the Union County One-Stop System/Workforce Development Board, four ***core*** service-providing partners, and a network of supportive service-providers who will contribute referrals, outreach, and support for special populations in addition to other needed support services such as child care and transportation. The **ABLE PLUS** Consortium core service-providers are:

- Union County College (Lead Applicant and Fiscal Agent)
- Urban Workforce Advantage
- Elizabeth Board of Education
- Literacy NJ Union County Program

The supporting partners include but are not limited to:

- Union County Workforce Development Board
- Union County One-Stop Career Centers – Workforce Learning Links
- Union County Vocational Technical Schools
- Jefferson Park Ministries
- Community Coordinated Child Care of Union County (4Cs)
- Community Access
- Union County Division of Vocational Rehabilitation
- Catholic Community Services
- PROCEED, Inc.
- Local Labor Unions (i.e. Welding Manufacturing, Health Care)

The four Consortium partners will implement educational activities at locations throughout the County of Union, including sites in *Elizabeth, Plainfield, and all 22 of Union County's public libraries* through an array of schedules. With such an extensive network of locations and variety of schedules, access will be assured for each individual in need of these educational services. In addition, the **ABLE PLUS** Consortium has solidified its assessment and referral processes with the Union County One-Stop Career Centers in both Plainfield and Elizabeth to insure residents throughout the County will be provided HSE preparation services.

Union County College continues to be a full partner of the Workforce Innovation Business Center and as **One Stop Partners,** Union County College, and the Consortium continue to benefit from the long history of collaboration with the Union County One-Stop Career Center (OSCC) system. Participants close to being ready to take their HSE can be recruited from the OSCC **Workforce Learning Links**, from the partners and local community-based and faith-based organizations. A One Stop representative has been assigned to attend all grant development meetings and all ABLE PLUS Consortium Monthly Meetings to maintain the strong linkage and collaboration between the OSCC, WDB and Consortium partners.

The significant responsibilities of the partnership between the Consortium and the OSCC support the assessment and referral process for the One Stop Career Center and the ABLE PLUS Consortium. The referral process elements are:

- The Union County One-Stop Career Center will refer to ABLE PLUS Consortium from the *Workforce Learning Links Centers* eligible participants who score below 4th-grade reading level and participants who want HSE preparation and have taken the Official HSE practice test and scored 8.9 and above on the Test of Adult Basic Education (TABE).

- The ABLE PLUS Consortium will refer students eligible for One Stop Career Center services who score between 5.0 and 8.0 on the TABE for pre-HSE preparation educational services.

- Referral forms will provide TABE scores and educational recommendations for each participant.

- ABLE PLUS students will also be included in all OSCC educational and job-related activities (i.e. job fairs, college fairs, positive recruitments).

This referral and recruitment process for each partner has been instrumental in informing the community of ABLE PLUS Consortium and the OSCC services, but shall be memorialized through a Memorandum of Understanding (MOU). Partners continually reach out to churches, community agencies and community-based organizations and disseminate information on the program to them. This leads to the enormous popularity of the program, and an extensive waiting list has existed for more than 15 years. In order to meet this demand and meet the needs of all residents, all Consortium Partners implement convenient schedules at multiple locations throughout the County.

The **Union County One-Stop Career Center** is a supportive partner and source of guidance and resources in the development of **viable career pathways** for participating students. All customers referred to the One Stop System are scheduled for group orientations that will provide a menu of One Stop Career Center resources and services that expand the WIOA Title II activities. OSCC prescreen individuals for eligibility for and make referrals to appropriate services including those provided under **ABLE PLUS**.

The Union County College Center for Economic and Workforce Development **(**CEWD**)** remains the lead applicant and fiscal agent for ABLE PLUS**.**

In that role CEWD will continue to:

- Coordinate all planning for the delivery of programs and services across the consortium
- Maintain mutual accountability
- Collect data from Consortium Partners, analyze the data, and report to the State agency all fiscal and program data across the Consortium according to the schedule and timelines determined by the State
- Provide any additional leadership and management support as necessary and requested by the Partner agencies
- Involve all Partners in project activities, meetings, and discussions
- Coordinate any professional development activities as required by the State

- Develop articulation agreements with consortium members which outline all partner responsibilities
- Coordinate activities for partners to deliver job search and family literacy activities (i.e. job fairs, school trips, financial aid workshops, publish job opportunities weekly)
- Monitor and support the development of student transitional activities among the partners
- Serve as a single point of contact for the LWD
- Participate in State-sponsored activities as requested by the State agency which includes monthly meetings of all grantees
- Review all LACES generated information and provide support for training in LACES.

The Core Service Providers have set out their roles and responsibilities in detail in the attached Memorandums of Understanding. The Consortium will serve 1,104 students. Each provider's role is as follows:

Union County College

CEWD will provide instruction for adults in **all** of the 12 educational functioning levels, ABS/HSE, ESL, and ESL Civics at two locations that include Union County College's two campuses in Elizabeth and Plainfield. Union County College will serve **683** ABE, ESL, and ESL/Civics participants.

Urban Workforce Advantage

Urban Workforce Advantage will provide ESL and ESL Civics instruction for *foreign-born* adults ages 16 and up. Instruction will be provided at one site in Elizabeth, on Broad Street in the center of Elizabeth. Urban Workforce Advantage will serve a total of **207** ESL and ESL/Civics customers.

Elizabeth Board of Education

The Elizabeth Board of Education will provide Adult Education and ESL, at the Elizabeth High School in Elizabeth. The Elizabeth Board of Education will serve a total of **80** Adult Basic Education customers.

Literacy New Jersey Union County Program

Literacy Volunteers of Union County serves adults needing Adult Literacy and ESL Civics education in locations throughout Union County. Literacy Volunteer tutors provide a wide choice of hours and locations for their lessons based on the needs of the student. Literacy Volunteers, Union County Program, will serve a total of **105** ABE and ESL Civics customers.

Recruitment of Welfare Population

Welfare-recipients have **priority status** for services. According to the New Jersey Department of Human Services, (April 2012) there are 1,524 families in Union County

receiving *Temporary Assistance for Needy Families* (TANF) benefits, and another 1,683 "employable" individuals receiving General Assistance (GA). Participants reside throughout the County, and there are services available for them that are accessible no matter where they live.

Special Needs Populations

Special consideration is made for recruiting and serving special needs customers through the *Union County Division of Developmental Disabilities*, Union County Division of Vocational and Rehabilitation Services (One Stop Partner), community-based organizations, and local school districts. Also, for those students who require extensive accommodation, CEWD and the Partners work with their respective agencies to develop a plan to assure that the needs of this population is met.

The College and Partners can address the needs of the:

- Physically Challenged
- Learning Disabled
- Visual and Audio Impaired

Union County College works with County, State, and Federal organizations to assist students in the learning environment so that these educational services can be relevant for all eligible participants.

TAAACT

Union County College is a partner in some TAAACT consortium grants (Manufacturing and Health Care) is the administrator of an Opportunity4Jersey grant (Welding), partner in LINCs consortium grant (TLD, Supply Chain), Smart Start, and is a Talent Development Center for Transportation, Logistics, and Distribution.

National Credentials

ABLE PLUS participants enrolled in these grants earn national credentials and are more competitive in the local and area job markets. These grants are supported by local and area employers who are eager to hire completing participants.

Stackable Credentials

Through these grants, participants have opportunities to earn stackable credentials, to participate in integrated education and training programs and receive wrap-around support services.

Recruitment of Welfare Population

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Special Needs Populations

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S-29 ***Strengthen connections between adult education, postsecondary education, and workforce will be strengthened including expanded use of stackable credentials with co-enrollment with WIOA Title I programs.*** *(Aligned with Goal 1-Career Pathways / Credential Attainment with Goal 4-Expanded Access)*

S-30 ***Accelerate achievement of diplomas and credentials through increasing capacity and coordination.*** *(Aligned with Goal 6-Evaluation / Oversight)*

XIV. COOPERATIVE AGREEMENTS

Memoranda of Understanding agreements are intended to define the roles and responsibilities of Local Chief Elected Officials, the Workforce Board, and the One-Stop Operator and Partners. These agreements support co-location and integration of One-Stop Services Partners and to establish very clear guidelines aimed at accomplishing legislative goals and objectives.

Key Agreements in effect for the period July 1, 2016, to June 30, 2017.

- **Memorandum of Understanding between the Union County Workforce Development Board and the Union County Board of Chosen Freeholders, Local Chief Elected Officials**

This agreement details roles and responsibilities of the Local Chief Elected Officials including ***such*** items as defining:

- Specific role as grant recipient of workforce funds including fiscal responsibilities and reporting requirements
- Approval of grants role
- Approval role for designation or certification of American Job Center(s) or termination of AJC(s) for cause
- Award grants, subgrants, and contracts
- Oversight of American Job Center jointly with the Workforce Development Board
- WDB membership requirements, committee structure, and guidelines
- The role of the Workforce Development Board.

Signatures to this agreement include Union County Manager on behalf of the Local Chief Elected official and Union County Workforce Development Board Chairman.

- **Memorandum of Understanding between Union County Workforce Development Board and American Job Center Partners**

This agreement details roles and responsibilities of the WDB and AJC Partners, including Local Chief Elected Officials including ***such*** items as:

- The specific role of Workforce Board and American Job Center Partner (Union County Department of Human Services and New Jersey Department of Labor and Workforce Development
- Emphasis on teamwork
- Oversight responsibility role of WDB
- Budgeting responsibilities of WDB
- Planning and evaluation role of WDB
- Resource Sharing Cost Allocation defined
- Customer Bill of Rights
- Encouraging colocation of partner staff
- AJC Operator acting as a facilitator to AJC Partners to resolve issues
- AJC Operator, Human Services, as the primary link between partners.

Signatures to this agreement include: County Manager on behalf of LCEO, WDB Board Chair, UCWDB Director, NJLWD Director Field Services and Director of Department of Human Services (the One Stop Operator)

The full agreement document is presented in **(Attachment P)**.

XV. DISBURSAL OF GRANT FUNDS

The Union County Workforce Development Board of Directors, as authorized by the Union County Board of Chosen Freeholders, has executed, and shall continue to, its fiduciary responsibilities in the development of the local budget plan so as to fund the local workforce investment activities.

The Office of the Director for the Union County Workforce Development Board of Directors has performed the administrative duties—and shall continue in said capacity—including the functions of the local fiscal agent. The office of the Union County Workforce Development Board Director coordinates the disbursement of grant funds for local workforce investment activities through Union County's Department of Finance, following the policies and procedures of the same, and under the direction of the Union County Workforce Development Board.

The aforementioned fiduciary responsibilities are, and shall continue to be, coordinated in congruence with the authority vested under Workforce Innovation and Opportunity Act, Final Rules, and the approval of the Union County Board of Chosen Freeholders.

By the rules set forth under 20 CFR 679.420, the office of the Union County Workforce Development Board Director shall execute the fiduciary responsibilities as the fiscal agent under the Workforce Innovation and Opportunity Act as follows:

1) Assist in the administration of Workforce Innovation and Opportunity Act grant funds under the direction of the Union County Workforce Development Board of Directors. The Workforce Innovation and Opportunity Act fiscal agent shall receive and manage all formula Workforce Innovation and Opportunity Act funds for the County of Union, including, but not limited to, WorkFirst New Jersey (TANF/GA), Workforce Learning Link, Workforce Development Partnership Funds;

2) Be responsible for the receipt, disbursement, accounting and reporting of all funds related to Workforce Innovation and Opportunity Act program operations including collection and disposition of program income generated by Workforce Innovation and Opportunity Act program activities pursuant to federal regulations; including, but not limited to, WorkFirst New Jersey (TANF/GA), Workforce Learning Link, Workforce Development Partnership Funds;

3) Be responsible for ensuring processes are in place to minimize the time elapsing between receipt of Workforce Innovation and Opportunity Act funds and disbursement in order to maintain cash balance;

4) Maintain adequate systems of internal control over cash to ensure compliance with rules and regulations set forth in 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule;

5) Maintain internal control procedures for processing vouchers for payment. Internal control procedures are designed to ensure accurate program oversight, effective program management, compliance with directives of funding sources and fiscal integrity of the same, in accordance with 29 CFR 97.40(A) and 2 CFR 200.328(A).

6) Be responsible for the timely submission of the monthly financial reporting of all transactions in accordance with Employment and Training Administration's 9130 Financial Report and Instructions, in accordance with TEGL No. 2-16, and amendment thereto, including financial data regarding:

- Cash Receipts
- Cash Disbursements
- Cash On Hand
- Accrued Expenditures
- Administrative Expenditures
- Obligated Funds
- Un-obligated Balances
- Non-Federal Expended Funds
- Program Income

7) Amend budgets, where necessary, and communicate amendments with the Union County Workforce Development Board of Directors, the Union County Department of Finance, and the Office of Internal Audit at the New Jersey Department of Labor and Workforce Development;

8) Record financial activity, generating and reporting financial statements, cash draws, and participant information;

9) Produce, manage, and update the Union County Workforce Development Board Cost Allocation Plan, which is the method by which costs are assigned to the proper funding sources—such as the Workforce Innovation and Opportunity Act (WIOA), Work First New Jersey (WFNJ), Workforce Leaning Link, (WLL) and Workforce Development Partnership (WDP)—program and cost classification/reporting areas/centers (such as in-school/out-of-school, support; education; job retention; post-employment; work activities, assessments, administration, etc.) and encompasses all activities under authority of the Union County Workforce Development Board. This cost allocation plan was produced under the guidance and direction of 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule;

10) Responsible for the reconciliation and correction of financial data related to budgets, draws, net zero vouchers, expenditures and ceiling excess and effort reporting;

11) Responsible for the production and maintain written policies and procedures for documenting the reconciliation process, which includes reconciling expenditures, receipts, accruals and obligations between sub-areas and the fiscal agent;

12) Complete the reconciliation process each quarter;

13) Review and update, if necessary, the reconciliation process on an annual basis;

14) Ensure that the combined disbursements, receipts, accruals, obligations and cash balance of sub-areas match those reported to the New Jersey Department of Labor, Office of Internal Audit;

15) Responsible for overseeing and monitoring the Workforce Innovation and Opportunity Act fiscal activities of the sub-recipients, vendors, and contractors;

16) Ensure Workforce Innovation and Opportunity Act expenditures are allocated to the appropriate cost categories and within cost limitations, as specified in the Workforce Innovation and Opportunity Act plan, state and federal statutes and regulations;

17) Communicate, in writing, with the sub-recipients all fiscal related audit findings including any appropriate corrective action steps necessary for compliance;

18) Provide technical assistance to sub-recipients regarding financial issues;

19) Maintain documentation in accordance with the records retention requirements under 2 CFR 200.333;

20) Prepare for and manage matters pertaining to county, state and federal fiscal monitoring and audits, whereby account payables, outstanding obligations, chart of accounts, cash disbursement, payroll registers, and the monthly reports are aligned with 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule;

21) Conduct and apply the financial monitoring and auditing procedures to under 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule, to sub-recipients;

22) Coordinate and employ competitive procurement procedures for Workforce Innovation and Opportunity Act (WIOA), Work First New Jersey (WFNJ), Workforce Leaning Link, (WLL) and Workforce Development Partnership (WDP) in accordance with 29 CFR 97.36; 2 CFR 200.37; Workforce Investment Act Procurement And Contracting (May 2001) The New Jersey Department Of Labor & Workforce Development; New Jersey Contracts Law And Regulation Reference Manual: With Related And Supporting Information (April 2014); New Jersey Uniform Ethics Code (February 2011); New Jersey Workforce Innovation Notice 10-15 – WIOA Youth Procurement Guidelines; New Jersey Workforce Innovation Notice 12-15 – Uniform Administrative Requirements: Cost Sharing Provisions; New Jersey State Plan For Temporary Assistance To Needy Families (TANF) (FFY 2015 – FFY 2017); and

23) Generate every fiscal year the Local Area Contract for review and approval by the Union County Workforce Development Board of Directors and under the guidance set forth under the authority of the Workforce Innovation and Opportunity Act (WIOA), Final Rules, Work First New Jersey (WFNJ), Workforce Leaning Link, (WLL) and Workforce Development Partnership (WDP).

XVI. ONE-STOP SELECTION PROCESS

Union County Workforce Development Board is committed to supporting "*Locally Driven, High Quality*" One-Stop Career Centers that meet local needs and assist individuals in obtaining new skills and employment WIOA legislation.

The attempt to effectively and efficiently implement the Workforce Innovation and Opportunity Act (WIOA) of 2014, and to ensure high-quality, locally driven One-Stop Career Centers, "*requires the local board, with the agreement of the chief elected official, designate or certify one-stop operators and to terminate for cause the eligibility of such operators.*" The ultimate purpose of this transparent and competitive process is to ensure the provision of quality services at the One-Stop Center level.

It is the intent of the Union County WDB to solicit professional and highly qualified organizations with the expertise and capacity to manage the day-to-day operations of multiple One-Stop Career Centers and to design, administer and deliver workforce development services to job-seeking customers, as well as become an effective training and employment resource to the County and region. The Board will ensure that the process for competitive selection of the One-Stop Operator be open and transparent, and made available to all eligible entities.

The Local Workforce Development Board has the responsibility to oversee the One-Stop Operator and counseling staff to manage triage, intake, and counseling for the systematic referrals of customers to the most appropriate programs offered by One-Stop partners in order to achieve more positive and prompt employment outcomes.

State-Prescribed Criteria

The Board will move forward in full compliance with the legislative mandate and State directives. The state has defined very specific process requirements regarding the competitive selection, which must:

- Be completed by June 1, 2017, with implementation of the role of the One-Stop Operator beginning no later than July 1, 2017
- Follow all procurement rules, federal, state and local
- Include all applicable rules regarding access and service provision
- Ensure all necessary approvals are in place prior to procurement
- Observe all firewalls and conflict of interest policies
- Not confuse operators' roles with local board functions.

Eligible Operators

The Board will consider applicants in accordance with the legislative definition of entities eligible for serving as a One-Stop Operator, namely a list that includes any of the following:

- Institution of higher education
- An employment service State agency established under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), on behalf of the local office of the agency
- A community-based organization, nonprofit organization, or intermediary, private for-profit entity
- A government agency
- Another interested organization or entity, which may include a local chamber of commerce or other business organization or a labor organization.

Bid Specifications

At minimum, the request for bids will include the following:

- Listing of entities that may operate a One-Stop
- The question of multiple operators or managing multiple sites
- Types of entities that may be a One-Stop Operator
- Frequency of selection
- Requirement for a competitive process
- The requirement to follow applicable federal (state and local) procurement law.

Award Criteria

The Local Board will define the criteria being considered for selection. Again, in compliance with the State guidelines, selection criteria may include, but are not limited to the following:

- Leadership. Considerations may include:
  - Existence of a mission statement
  - Clear/written description of system
  - Qualified/trained leadership
  - Qualified staff
  - Accessibility
  - Communications

- Strategic Planning
  - Data-based decision-making

- Evidence-based service use
- Targeting of service population
- Targeting of employment
- Coordination of employment
- Utilization of data

- Process Management
  - Outreach processes
  - Certification processes
  - Referral processes between partners
  - Coordination of job development
  - Joint employer marketing

Contract Responsibilities and Restrictions

In preparation for the Request for Proposals, the Board will determine the process by which one or more organizations will be selected as the Contractor to deliver all activities and services described in the RFP and how the review of applications will be conducted. The Board will also establish parameters regarding sub-contracting. The process will be open and transparent and review conducted solely on the basis of the published review criteria.

Services to Business Customers

Services to Business Customers shall be delivered through the efforts of the Workforce Innovation Business Center and the Business Service Specialists, as previously outlined in Section IV, Sub-Sections A and C.

Next Steps

The Board will develop a specific action plan including a specific timeline that will assure the establishment of a competitively selected One-Stop Operator(s) on July 1, 2017.

The state has required *that the following documents be submitted* by each local Workforce Investment Area seeking One-Stop Certification. As such, these may be considered gateways to certification consideration:

- A completed cover document/letter of transmittal requesting State of New Jersey One-Stop certification
- Current/Full Workforce Development Board Certification
- Verification of meeting disability/accessibility standards
- Verification of meeting grievance/complaint/EO standards
- Local Memorandum of Understanding between the Workforce Board and its local one-stop partners
- A completed Quality Benchmarking Tool
- Completed Minimum Standard of Service Delivery Checklist.

The timeline presented in the table below will serve as a working document and will be updated as necessary, keeping July 1, 2017, as the start date for the selected One-Stop Operator.

Projected Timeline	JANUARY 2017	FEBRUARY 2017	MARCH 2017	APRIL 2017	MAY 2017	JUNE 2017	JULY 1, 2017
Convene WDB Executive Committee to discuss RFP							
Reinforce proper firewalls concerning conflicts of interest as per Federal & State guidelines							
Research Best Practices							
Revisit Local Board Priorities							
Define Selection Criteria							
Finalize RFP Specifications							
Release RFP - establish 45 days due date							
Request for Proposals Due							
Host Applicant Presentations							
Review Proposals							
Complete Selection/Negotiation Process							
Award Contract							
Launch Newly Engaged Operation / Start Date							

XVII. PERFORMANCE MEASURES

The Union County Workforce Development Board Resolution 03 – 2015 provided very specific instructions pertaining to the oversight roles of Board **(Attachment I)**.

> ***"….Whereas**, the Union County Workforce Development Board of Directors has been granted oversight authority under the Workforce Innovation and Opportunity Act of 2014 (WIOA) to design staffing and programming budgets; allocate funding to sub-grantees through a procurement process, and develop a strategic workforce vision for countywide implementation; and*
>
> ***Whereas**, the Union County Workforce Development Board of Directors has ultimate responsibility for the quantitative and qualitative performance outcomes of the American Job Center of Union County—formerly the One Stop Career Center;…."*

RESOLUTION NO.: 03 – 2015
DATE: September 18, 2015

High Level View

Union County receives and analyzes the monthly "Green" and "Red" performance reports and reviews closely both the "Year-to-Date" cumulative status, but also the trending patterns. This information is reviewed by both Board staff as well as One Stop Operator staff as well.

All nine performance measures for the year ending June 2016 were achieved. The following chart presents the Percent of Goal Accomplished.

Adult Entered Employment	Adult Retention	Adult Avg Earnings	DW Entered Employment	DW Retention	DW Avg Earnings	Youth Attain Degree	Youth Placement	Youth Lit Num
109.9%	**106.9%**	**92.7%**	**106.0%**	**104.9%**	**94.4%**	**112.2%**	**108.3%**	**120.2%**

Performance Data is shared at monthly management meetings where operations present feedback on current status any actions undertaken or planned to improve outcomes as necessary.

Operational Level Oversight

- **Independent Systems Evaluation**
  Union County Workforce Development Board of Directors had retained the qualitative evaluation services of the Heldrich Center for Workforce Development at Rutgers University. This report detailing both strengths and weakness has been provided to the Workforce Development Board and the American Job Center.

- **Sub-Recipient & Vendor Performance**
  An Independent Monitoring Unit reviews the contracts and performance of all sub-recipients and vendors and recommends correction in accordance with the all federal or state rules and regulations for all funding sources.

Independent Monitoring Unit GOALS

- To improve the efficiency and effectiveness of all funded programs through assessment of Sub-grantee systems and operations.
- To produce timely and meaningful reports to assist in the management of all funded programs.
- To ensure compliance by Department and Service Providers with all funding guidelines and requirements.

The One Stop Operator, through the Independent Monitoring Unit, monitors all sub-recipient and vendor contract agreements for identification of effective delivery of training services and subsequent job placement. The monitoring reviews include assessing contractual compliance as well as qualitative analysis of overall operations. The program customers are interviewed for customer satisfaction on an individual basis. The monitoring reports and customer feedback are instrumental in directing continuous improvement and enforcement of corrective action.

- **Additional Performance Measures**
  The Union County Workforce Development Board has expanded the use of evaluation metrics beyond the National Performance Standards / Systematic Oversight as listed below. Data is collected down to the Funding Source, the Program and Vendor level **(Attachment I)**.

SERVICE FLOW
Individuals Accessed Core Services
Individuals Provided Intensive Services
Individuals Provided Individual Training Accounts (ITAs)
Individuals Provided On-the-Job Training

Youth Registered in AOSOS
Youth Enrolled in Post-Secondary Education
Workshops
Number of Individuals Waiting for Training
Average Wait Time for Occupational Training
Number of Individuals Referred to WIOA Title II Adult Literacy and Civics Education Consortium (ABLE Plus)
Number of Customers Enrolled in Workforce Learning Link
Number of Customers Exited From Workforce Learning Link
Number of Employers Served
SKILLS OUTCOMES
Credential / Degree Attainment (Number of Participants)
Literacy & Numeracy Gains (Number of Youth Participants)
Number of WLL Participants Increased Literacy Levels
EMPLOYMENT OUTCOMES
Job Placements (Number of Participants)
Job Placements Directly Related to Training
Retention - 6 months (Number of Participants)
Average Earnings

WORKFORCE SYSTEM EFFICIENCY/ EMPLOYMENT BY KEY GROWTH SECTORS
Advanced Manufacturing
Construction
Financial Services
Health Care
Hospitality, Tourism & Retail
Life Sciences
Technology & Entrepreneurship
Transportation, Logistics & Distribution
Other -

- **Continuous Improvement**

  WIOA legislation requires each local board establish an operational model for continuous improvement throughout its internal operations and customer-facing processes, guided by a new certification and recertification program.

S-31a. Implement a model for continuous improvement throughout its internal operations and customer-facing processes, guided by a new certification and recertification program. *(Aligned with Goal 6-Evaluation / Oversight)*

S-31b Examine National Measures down to Vendor Level. *(Aligned with Goal 6-Evaluation / Oversight)*

S-31c. Measure credential attainment down to Vendor Level. *(Aligned with Goal 6-Evaluation Oversight and with Goal 1- Career Pathways / Credential Attainment)*

S-31d. Introduce Employer, Job Seeker Satisfaction Surveys. *(Aligned with Goal 6-Evaluation / Oversight)*

S-31e. In addition to vendor monitoring, conduct internal monitoring and oversight to ensure that center operator(s) meet certification standards. *(Aligned with Goal 5 Employer Engagement and with Goal 6-Evaluation / Oversight)*

XVIII. BOARD MEMBERSHIP

Recruitment

The Union County Workforce Development Board follows SETC Policy #2015-01 and WIOA when addressing membership needs. While the UCWDB does not need to address any current membership deficiencies, the UCWDB complies with the SETC Process for WDB nominations, appointments, as well as the process for filling vacancies.

The Board is compliant regarding SETC Policy. Currently, there are 31 Board members **(Attachment Q)**.

Business	Organized Labor	CBOs	Education	Government Partners	Other	Total
20	3	3	3	6	0	31
65%	19%		10%	6%	0%	100%

Development and Training

All WDB members are provided the SETC WDB Handbook for guidance and procedures. The Union County Workforce Development Board would welcome Regional Workforce Development Board training via workshop, conference, or round table discussion for its board members. Providing broader SETC policy training and discussion on the regional level to board members would help provide greater insight and knowledge as it relates to local board action items. Providing Regional or State Board member conferences would also aid in the development of additional regional partnerships by providing an opportunity for increased networking amongst Board members.

High-Performing Workforce Development Board

The Union County WDB will remain a high-performing workforce development board by implementing and maintaining High-Quality Partnerships as stressed in WIOA and in SETC Policy #2016-10.

- ***Employer-Driven Partnerships***
  Union County WDB will continuously partner with private sector employers, educational institutions, non-profit organizations, industry associates and local and state government agencies to better serve and provide opportunities for the residents of Union County.

- ***Clear Roles and Responsibilities***
  Union County WDB provides open communication and transparency with all projects and partners. Lead agencies are always identified when

working with consortium programs to establish a clear point of contact and seamless program coordination. Establishment of a clear contract and/or strategic plan is necessary for delineating roles and responsibilities for all partner participants.

- ***Employer-Valued Degree or Credential***
  Union County Workforce Development Board requires the use of relevant employer/industry-recognized degrees or credentials in all grant-funded training programs. Providing the opportunity for an industry recognized credential is essential in providing successful and complete career pathways. High-quality relationships with employers and educational providers ensure the most up to date training and credentials are being offered to Union County residents to ensure the utmost customer success.

- ***Data-Informed Strategies***
  Union County WDB utilizes labor market data in addressing local workforce needs to develop education, training, and credential programs identified as per industry demand. Due to the fluid nature of the labor market data is constantly being monitored for any changes that could affect the Union County workforce. Data is also utilized by program participants for development of individual career pathways.

- ***Collaborative Curriculum***
  Union County Workforce Development Board recognizes the need for current and effective curriculum. By addressing the needs of local businesses the Union County Workforce Development Board with Union County College developed a 40 hour Soft Skills program to address current workforce problems. Tackling the immediate needs voiced by local employers which included employability skills training, increased success for both employer and employee. To address the needs of Union County residents, the Soft Skill Curriculum is also available in Spanish.

- ***Program Effectiveness***
  Continuously monitoring and reviewing program success via program measures is essential in maintaining a high-performing workforce development board. Union County WDB ensures all programs lead to an industry-recognized credential or employment to ensure student success.

- ***Sustainable Plans***
  The Union County WDB utilizes Consortium and partner-based programs which naturally include a variety of funding streams braided within these

programs (ex. Workforce Innovation Business Center, Out-of-School Youth Consortium). Partners and sub-recipients bring alternative funding streams to the table which facilitate additional opportunities to program participants.

- ***Regional Coordination***

  As over 60% of Union County residents commute out of county for employment it is imperative the Union County WDB coordinates services and partnerships regionally to effectively promote and improve the economic development of Union County residents.

XIX. STAFF AND PARTNER TRAINING

Professional development and ongoing training for front-line staff, case managers, and unit administrators are widely recognized as critical to providing effective customer service, referrals, and follow-through. While training activities across the Union County workforce system have taken place around various areas of need in various settings, they have been commonly held in reaction to changes in regulation rather than proactively as a means for enhancing communication, coordination, and collaboration, as well as for the deliberate purpose of improving skills and knowledge of those involved. Embarking on the latter, more systematically than has previously been the case, has been identified as a strategic priority for the One-Stop Career Center to pursue over its next phase of development.

Recent Training Sessions

A series of training was completed in the last 18 months, including:

- April 2015: Three-day training for County and Employment Services staff on WIOA changes, covering particularly WIOA Adult, WIOA Dislocated, and WIOA Youth programming.
- Starting in February 2016: Inter-office training by County staff and Employment Services staff (all staff and volunteers from every department and agency) to review as a group the diversity of programs and staff roles, followed by a joint effort for several months to develop a *Resource Book* in which every program being held at the One-Stop building has been introduced and described.
- June 2016: Training for Career Connections for County staff, Employment Services staff, and Union County College staff.
- September 2016: Meeting of a select group of County and Employment Services staff with staff from Social Services to train them in the WIOA changes that impact WFNJ Performances. (More sessions will be held in the upcoming months as changes take effect.)

Strategic Directions

In an effort to raise the effectiveness of serving customers and engaging with partnering entities, be they vendors or other service agencies, the following strategies will be adopted, along with a set of supportive activities, in order to meet the second objective of instituting greater quality of service and

facilitating a work culture of responsiveness, competency, engagement, and vigor.

S-32. Make an adequate investment in professional development and timely, pertinent training for One-Stop staff, vendors, and community agencies.
(Aligned with Goal 4-Expanded Access and with Goal 5-Employer Engagement)

- For the One-Stop and Board Staff:
  - Quarterly staff meetings will be instituted to allow for the significant flow of information, policy updates, cross-training, consistency of procedures and service activities, and use of data reports to understand and improve performance.
  - The training program will pay special attention to case workers and career coaches, who will be encouraged to attend on-site and off-site professional-skills training to (a) keep them abreast of best practices and trends in the field; (b) encourage a tradition of continuous learning, especially vis-à-via professional standards; and (c) invigorate their overall professional disposition.
  - Managers will be invited to participate in extensive process-improvement training and receive appropriate credentials. Training in Six Sigma, or similar models, will be considered.
  - Occasional professional presentations will be organized with a guest presented on important areas of case management, workforce industry-specific training needs, career and employment support, and use of technology.

Identified Areas of Need for Staff/Manager Training

Front-Line Staff: How to deal with diverse customers and with difficult customers

Management: Developing bidding requests; Workforce issues; Conflict resolution

All: Latest Labor Market Data & Trends; Computer & online technology; Performance indicators

- Training for WDB Board Members:
  - New Board members will receive their Board Handbook and will meet with WDB Chair and WDB Executive Director for initial orientation and training.

- Training for Sub-Recipient and Vendors:
  - Extensive orientations will be held for new sub-recipients and vendors, which will focus on process and, far beyond, on the purpose of their engagement and anticipated quality of the training and trainees' experience.
  - Frequent and formal conversations with sub-recipients and vendors will be hosted to help align expectations and interpretation of performance measures, as well as provide sub-recipients and vendors with enhanced customer service and overall improvement of training—such opportunities for improvement are not commonly available among training schools and institutes.
  - Interactions with vendors will be built with the intent to establish a collaborative environment between them and the One-Stop, working toward a common goal of training customers effectively for jobs and long-term employment. In such an environment, the County and vendors will work more like partners in a mutually supportive arrangement.

Identified Areas of Need for Vendor Training

Enrollment Management: Improving student retention by providing individualized attention and helping students build self-initiative and personal responsibility

Trainee Interactions: How to deal with difficult students, how to read early signs of disengagement, and how to inspire and support students falling behind or disengaged students.

- Training for community agencies: Significant efforts will be made to strengthen working relations with community agencies, especially those that are offering similar services to their constituents, e.g., on-site training or employment services. Specifically,
  - A forum will be organized annually around a given workforce theme of general interest to the broader community in which select agencies will be invited to participate. This will, as an indirect benefit, increase the workforce system's exposure and help position it as a critical resource for the community.
  - Subject matter experts and seasoned service professionals from the One-Stop will offer their services to community agencies, as a sign

of community engagement in a number of areas, among them: case management, training referrals, educational screening.

- Participate, and take a leadership role where appropriate, with community partners to participate in campaigns around important regional issues from public health to workplace safety.

XX. TRAINING ACCOUNTS / INDUSTRY CREDENTIALS

a. Individual Training Accounts

Individual Training Accounts are one training option available to eligible participants when: (1) a course of choice is not available under an approved class-size contract; and (2) if it is determined by a career coach that they will be unlikely or unable to obtain or retain employment, through career services, which leads to self-sufficiency or to higher wages than previously earned.

Union County uses both Class-size RFP's as well as Individual Training Account agreements using courses approved on the NJ Eligible Training Provider List. Since the adoption of WIOA, the Workforce Board has abided by its established eligible training provider process as part of the overall strategy to ensure informed customer choice, performance accountability, and continuous improvement. Criteria are being developed to ensure that programs on the ETPL meet the minimum quality standards and deliver industry-recognized skills and credentials that provide individuals with the opportunity for career progression.

To the extent possible, participants and career coaches utilize information such as skills assessments, labor market conditions/trends, and training providers' performance to determine particular training funding, class size or individual based contracts.

Union County, does, as permitted by WIOA legislation use ITAs for out-of- school youth ages 18-24 under the same provisions for informed choice as described for adult populations.

ITA Use Guidelines

Funding for training is limited to certified WIOA eligible customers who:

- Complete an assessment and an individualized plan that identifies the selected training course;
- Are unable to obtain grant assistance from other sources to pay the costs of training or require assistance beyond available grant resources from other sources, such as Pell Grants in order to complete their training goals;
- Select training programs that are directly linked to an in-demand industry sector or occupation or sectors that have a high potential of sustained demand or growth in the local area.

Additional details regarding Provider Selection and Individual Training Provider List for additional detail appear in Section VI.

b. Industry-Valued Credentials

Comments and strategies regarding industry-valued credentials are fully addressed in Section III.

XXI. OPEN PLANNING PROCESS

The Workforce Development Board of Union County has ensured extensive input and guidance from various communities, agencies, businesses, the local OS Operator staff and individuals in developing this WIAO strategic planning document.

The WDB and One-Stop partners met regularly at both State and local offices for technical assistance meetings regarding plan requirements. Meeting notes include Full Board notes as well as Work Group summaries.

One-Stop partners were required to provide information regarding services available to One-Stop customers. The WDB Director and staff contributed as applied to Board areas and Board-sponsored programs and services.

a. Summary of Meetings of Workgroups, Taskforces or Similar Efforts.

Notes from the following group meetings appear in Appendix XXI, including the location of meeting, list of attendees, and agenda item summary (the Plan benefited from numerous individual meetings and review of critical planning documents and assessment reports):

- *Workforce Development Board Public Meeting* - September 16, 2016, 9 am
  Key points of discussion included:
  - Integration of services
  - Ensuring accountability, integrity, and transparency
  - Ensuring local governance is in place
  - Overview of twenty-four components within plan
- *Workgroup meetings: October 6, 2016, 10am*
  Internal review (WDB and One-Stop Staff) about Local Plan, section by section and design of a collaborative development process.
- *Workgroup meeting:* October 11, 2016, 10:00am
  Discussion regarding the Local Plan with key partners Union County College, TLD Talent Development Center, Title II Consortium, and the Workforce Innovation and Business Center.
- *Workgroup meetings:* October 24, 2016, 1pm
  Review of process for gathering and integrating input from internal staff and finalizing Local Plan.
- *Workgroup meetings:* October 26, 2016, 10am
  Discussion of current policies, processes, and procedures with One-Stop staff; WIOA changes already in place, and preliminary review of major new directions.

- *Workgroup meetings:* November 1, 2016, 10am

  Review of strengths and weaknesses and discussion of proposed strategies to enhance the quality of service and training and address new State's guidelines and themes.

b. Process for Posting Plan Inviting Public Comments

The Workforce Development Board introduced the guidelines for the Local Plan at the WDB Public Meeting on September 16, 2016. All WDB Board Members in attendance as well as any other attendee's received the Local Plan guidelines within the WDB Meeting Agenda and supporting documents. All documents distributed at Workforce Development Board Meetings can be found on the Union County Workforce Development Board website.

The Union County Local Plan will be made available to the public via the Union County Website, www.ucnj.org/wdb. Public Notice to local news media announcing the release of the Local Plan for public comment will be published before the online release. WDB Board members as well as local business owners, labor organizations, and Board of Education offices will be emailed and/or mailed notification of the Local Plans public release and directions on where to obtain it. All those who wish to review the public document will email to epaskewich@ucnj.org, as identified in the public release. Paper copies will be available upon request through the Union County Workforce Development Board.

C. Gathering Public Comments

All public comments will be received via email as outlined in the Public Notice and included within the Local Plan. Once a comment has been received, a response will be developed and posted as an addendum to the Local Plan document on the www.ucnj.org/wdb website. The addendum will also be emailed to those that submit public comments via the procedure aforementioned.

The following meetings were conducted to coordinate the development of the local plan.

- *Workforce Development Board Public Meeting* - September 16, 2016, 9 am

Location:

Trinitas Regional Medical Center
750 Walnut Avenue, Cranford, NJ 07016

Attendees:

Antonio Rivera, Director, Union County Workforce Development Board
Stacy Greene, Plainfield Board of Education
James Brady, Savor Group
Pamela Capaci, Prevention Links
Gwen Ryan, Union County Vocational Technical School
Hugh Caufield, Director, Employment Services
Gloria Durham, Genesis Healthcare Solutions
Tina Earley, Elizabethtown Gas
Alberto Goncalves, AZAD
Jean Koszulinski, Director, Union County American Job Centers
Yoshi Manali, Kean University
Margaret McMenamin, Union County College
Glenn Nacion, Trinitas Regional Hospital
Lenin Paredes, Global Insurance Agency LLC
John Perry, Council for Airport Opportunity
Erich Peter, Union County Economic Development Corporation
Marcie Ravello, Union County Healthcare Associates
Leila Morele, Division of Vocational Rehabilitation

Local Plan Agenda item summary:

Antonio Rivera presented the State Employment and Training Commission (SETC) WIOA required Local Plan guidance to the Board. This will be a strategic plan regarding WIOA implementation. All Board Members and attendees of the WDB meeting were supplied a copy of the Local Plan for their review and input. Board Member input is encouraged and expected.
Key points include:

- Integration of services
- Ensuring accountability, integrity, and transparency
- Ensuring local governance is in place
- Overview of twenty-four components within plan

- *Workgroup meetings: October 6, 2016, 10am*

Location:
Union County Workforce Development Board
10 Elizabethtown Plaza, 4th Floor
Elizabeth, NJ 07207

Attendees:

Antonio Rivera, Director, Union County Workforce Development Board

Jean Koszulinski, Director, Union County American Job Centers
Hugh Caufield, Director, Employment Services
Perle Almeida, Deputy Director, Union County American Job Centers
Michele Antunes, Case Manager, Union County American Job Centers
Betty Sebring, Office of the Director, Union County Department of Human Services

Discussion & Action Items:

- Local Plan was discussed section by section; each section was assigned to the One Stop, WDB, or Employment Services to lead that section.
- Future meeting to be held to discuss sections/questions to be addressed by "All" or both groups.
- Betty Sebring from the Office of the Director, Dept of Human Services will help in providing a uniform sound to the document.
- Recurring meetings were set to ensure the progression of the plan.

➢ *Workgroup meeting:* October 11, 2016, 10:00am

Location:
Union County Workforce Development Board
10 Elizabethtown Plaza, 4th Floor
Elizabeth, NJ 07207

Attendees:

Antonio Rivera, WDB Director
Lisa Hiscano, Director, Industry Business Institute, Union County College, TLD Talent Development Center
Shirley Hollie-Davis, Assistant Dean, Center for Economic and Workforce Development (CEWD), Union County College, Title II Consortium
Isaias Rivera, Assistant Director, Workforce Innovation and Business Center
Elizabeth Paskewich, Employment Service Aide, Workforce Development Board

Discussion & Action Items:

- WDB Director facilitated discussion regarding the Local Plan with key partners Union County College, TLD Talent Development Center, Title II Consortium, and the Workforce Innovation and Business Center.
- Each attendee discussed their role within the Union County Workforce Development System and how they will be incorporated into the Local Plan
- Discussion included the need to better improve the current workforce system and to brainstorm on strategies to do this.

- *Workgroup meetings:* October 24, 2016, 1pm

Location:
Union County Workforce Development Board
10 Elizabethtown Plaza, 4th Floor
Elizabeth, NJ 07207

Attendees:

Antonio Rivera, Director, Workforce Development Board
Toufic Hakim, Principal, Group i&i
Dan Passarella, Lead, Group i&i
Elizabeth Paskewich, Workforce Development Board

Discussion & Action Items:

- Group i&i has come onboard to collaborate with the Union County Workforce Development Board on the Local Plan.
- Group i&i and the WDB discussed Local Plan development and execution.
- Group i&i will attend Local Plan work group meetings to advise on the progress of the document

- *Workgroup meetings:* October 26, 2016, 10am
-

Location:
Elizabeth One-Stop Career Center
921 Elizabeth Avenue, 4th Floor
Elizabeth, NJ
Attendees:

Jean Koszulinski, Director, Union County American Job Centers
Hugh Caulfield, Director, Employment Services
Rossi Jackson, Manager, Union County American Job Centers
Perle Almeida, Deputy Director, Union County American Job Centers
Betty Sebring, Office of the Director, Department of Human Services
Pat Williams, Acting Director, DVR
Nijjyah Colter, Case Manager, Union County American Job Center
Toufic Hakim, Consultant, Group i&i
Dan Passarella, Consultant, Group i&i
Elizabeth Paskewich, Workforce Development Board

Discussion & Action Items:

- Dan Passarella led the meeting with a review and breakdown of each Local Plan question. Feedback was provided on work recently submitted by One Stop.

- Direction was provided for expanding content and where clarification is needed.
- Supporting documents need to be emailed to Dan Passarella
- A copy of the Heldrich Report was provided to each attendee; next group meeting will include analyses of the report's findings.
- Next meeting will be Tuesday, November 1, 2016, at 10 am at the Elizabeth One Stop.

➢ *Workgroup meeting:* November 1, 2016, 10am

Location:

Elizabeth One-Stop Career Center
921 Elizabeth Avenue, 4th Floor
Elizabeth, NJ

Attendees:

Jean Koszulinski, Director, Union County American Job Centers
Rossi Jackson, Manager, Union County American Job Centers
Perle Almeida, Deputy Director, Union County American Job Centers
Betty Sebring, Office of the Director, Department of Human Services
Pat Williams, Acting Director, DVR
Nijjyah Colter, Case Manager, Union County American Job Center
Toufic Hakim, Consultant, Group i&i
Dan Passarella, Consultant, Group i&i
Elizabeth Paskewich, Workforce Development Board
Antonio Rivera, Director, Workforce Development Board

Discussion & Action Items:

- Dan Passarella facilitated the review of strengths and weaknesses
- A discussion of proposed strategies to enhance quality of service and training ensued guided by assessment of One Stop by Rutgers University's Heldrich Center
- Next meeting will be Tuesday, November 1, 2016, at 10 am at the Elizabeth One Stop.

Individual meetings and conversations continued at minimum twice a week until Local Plan is made available for public comment on November 15, 2016. Meetings will be held after as needed based on public comments.

Review **Attachment S** for additional strategic planning presentations at the Union County Workforce Development Board.

XXII. TECHNOLOGY AND INFORMATION MANAGEMENT

One of the operational areas upon which the One-Stop Center, across all its sites, needs to improve significantly is the infusion of computer technology, from tapping online platforms and resources to incorporating digital transactions and data archiving into its processes. By developing technology-supported services, communications, and coordination with partners, the Center would significantly raise the efficiency of its overall operation and customer and partner engagement, set higher standards of accountability and effectiveness, and establish better alignment with general business practices.

Current Status

By many measures, the One-Stop operation has been slow in adopting computer and online technologies in its processes. Transactions are still primarily paper-heavy, but the Center recognizes the critical importance of upgrading its approach. At present, the extent of computer access includes the following:

- There is wireless access to the internet at both sites and staff have adequate computer stations with proper software and applications.
- The AOSOS system is the main database used to store customers' data and case management notes, generate reports and performance data (yet the latter cannot be done expeditiously)
- At both Centers, the Union County One-Stop has set up a television in the waiting area through which upcoming One Stop events are constantly streamed.
- All Orientations have been updated and presented via computer projections through PowerPoint slides.
- Each site has a computerized lab for trainees' self-paced learning modules in its Link program.
- The One Stop staff has been effectively using the Career Connections and the County's Job Connections websites.
- Employment Services use a system for robo-call and robo-emails to reach out to registered individuals.

Strategic Directions

In order to enhance its online presence with an eye to increase efficiency of its services, trainings, and overall operation, the following strategies will be adopted and given highest priority.

S-30. Significantly improve the One Stop's online presence. (*Aligned with Goal 3-Broaden Use of Technology)*

Among tasks supporting this strategy:

- Expand the One Stop's website to include detailed descriptions of all services, posting of key documents and forms, linking to front-line staff and key managers, a welcome video, a mini web-based orientation, and key resources.
- Work to develop an online portal (an online One-Stop portal) for training and employment.
- Set up sites in social media to better connect customers to upcoming events—in compliance with new Union County policies—and participate more actively in making an announcement through Union County social media platforms. This will be administered by a newly assigned staff for public communications.
- Set up a *One Stop Career public service email for general questions to be shared by both Employment Services and the County and assign a staff member to monitor it, respond promptly, and make referrals as appropriate.*
- Publish resource manual online, in HTML and PDF, and list email addresses of staff, in addition to phone numbers.
- Involve staff in training about online resources and trends in computer-enabled customer service (as mentioned under Section XIX).
- Take advantage of affordable online survey platforms to gather customer feedback in real time following provision of services and training.
- Expand the robo-email outreach to all individuals who interface with the One-Stop as another step toward positioning the One Stop to become a leading training and employment resource in the community.

S31. Determine how to incorporate online technology and a computer-enabled management information system across key nodes in the One-Stop operational processes, starting with intake and triage, aiming to increase access to services and upgrade communications with customers, enhance the recruitment and referral system, and facilitate more reliable data reporting and archiving. *(Aligned with Goal 3- Broaden Use of Technology)*

- Work toward digitizing the full intake process, working with the State on ways to link entry data with AOSOS or whichever system will be in place.

- Prepare to shift over time to a paperless operation, by starting to digitize/optically scan all customers' supporting documents, linking them to the database in use, and archiving them in accordance with HIPPA rules.

XXIII. PRIORITY OF SERVICE

Veterans

In accordance with the veterans priority provisions of the "Jobs for Veterans Act" (PL107-288), the Union County Workforce Board of Workforce Development Board has procedures in place to offer Priority of Service* for Veterans and Eligible Spouses. Eligible persons fill out the Veterans/Eligible Spouse Priority of Service Information form to assist Triage Staff in moving forward to priority services.

* Priority of service for veterans means that if they meet minimum eligibility standards, they will move ahead of others without their priority in the processing of their application as funding is available.

The customer flow begins with customer "Triage".

When a customer enters the One-Stop Career Center, they are greeted by designated customer service staff (Triage staff) directed by the One- Stop Operator (and his/her designee) and including partner staff from all the One-Stop program areas.

During this Orientation group session, all customers complete a brief assessment form which is review by Orientation staff, and the customer is scheduled for an appointment with a WIOA Counselor as appropriate. Once the veteran status is identified, the veteran priority of service checklist is used.

Union County Service Priority for Veterans

- **FIRST**
  First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive priority for services provided with WIOA adult formula funds.

- **SECOND**
  Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.

- **THIRD**
  Third, to veterans and eligible spouses who are not included in WIOA's priority groups.

- **FOURTH**
  Fourth, Non—covered persons outside the groups given priority under WIOA.

Signage

Our Center includes VETERAN PRIORITY signage on the walls at both service centers. Veteran Flyers describing services for veterans and their spouses are available at the front desk.

Low Income / Public Assistance

In addition to priority of service for Veterans WIOA requires that priority for career and training services be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. TRIAGE, customers, are assessed and deemed eligible for priority services.

APPENDICES

APPENDIX S1 Summary of Sub-Strategies

APPENDIX II-1 Union County WDB's Targeted-Sector -Strategies Resolution (9/18/2016)

APPENDIX IV-2 Talent Network CURRICULA - TRANSPORTATION, LOGISTICS AND DISTRIBUTION

APPENDIX V-1 Entrepreneurship 101

APPENDIX VI Nondiscrimination Checklists

Index of Sub-Strategies

These Sub-Strategy action items correspond to specific High-Level goals detailed in the Introduction. Additionally, each item is referenced back to the full plan sections as designated by category title and page number.

			Career Pathways / Credential Attainment	One-Stop Integration	Technology	Expanded Access	Employer Engagement	Evaluation / Oversight
Executive Summary Goal Reference->			**1**	**2**	**3**	**4**	**5**	**6**
		PAGE						
I.	**STRATEGIC PLANNING ELEMENTS**	**8**						
-1	Further, enhance existing partnerships with the business and education specifically addressing the educational and skill requirements for those defined in WIOA as hard to serve populations.							
-2	Continue to engage employers, industry leaders, and public officials broaden the training and service alignment with additional regional key Industries/Sectors.							
I.	**CURRENT WORKFORCE DEVELOPMENT SYSTEMS**	**13**						
-3	Consider the adoption of computer refresher courses of not only older workers but all customers below sufficient proficiency.							
-4	Consider More incentives like increased level of wages and/or stipends							
-5	Looking into expanding Soft Skill Training into Plainfield area.							
-6	Staff Cross Training to increase full understanding of processes and services. Develop a strategy around community awareness opportunities							
-7	Staff Cross Training to increase full under- standing of processes and services.							
-8	Increased coordination of services with Veterans Service Centers							
-9	Voucher Program to be issued directly to location							
-10	Begin strategy to increase Soft Skill Training to this population							
-11	Increase outreach to community organizations to develop new sites.							
-12	Development of a Post Enrollment Follow-up system between Higher Ed and the One Stop							
II.	**WDB AND CORE PROGRAMS**	**24**						
-13	Planning - Provide local planning, policy guidance, followed by Staff training, to OS Career Coaches in order to comply with necessary system adaptations required to expanded services using WIOA provisions for core programs.							

			Career Pathways / Credential Attainment	One-Stop Integration	Technology	Expanded Access	Employer Engagement	Evaluation / Oversight
			1	2	3	4	5	6
s-14a	WDB will Endeavor to strengthen the career pathways approach by further engaging industry, literacy, and experiential learning solutions to fill talent needs; and results-driven partnerships focused on high-quality, employer-centered collaborations.							
s-14b	Support and Expand, more broadly, the State's Talent Development Strategy by aligning resources through planning and service coordination; development of community alliances and employment networks linking One Stop Centers, community partners, and job seekers							
S-15	Invest in advanced training for career coaches at the One Stop Centers to be better equipped to help job seekers with information to select career training that provides industry-recognized credentials.							
S-16	Prioritize the competitive procurement process for Class-sized Training and the use of Iota's for industry-recognized credentials.							
	EMPLOYER ENGAGEMENT & AGENCY LINKAGES	**30**						
S-17a	Existing Progress - Consistent with these directions, the Workforce System in the County will adopt a set of interconnected strategies that will build on a number of efforts already underway, namely: The fortification of the Union County Workforce Innovation Business Center, a recent self-contained workforce training hub located in a large, popular outlet mall in Elizabeth.							
S-17b	The improvement of the quality of service and training at the American Job Centers in Elizabeth and Plainfield.							
S-17c	The expansion of a Business Services Representatives team to facilitate the connections between employers and the One Stop Career Center and the Workforce Innovation Business Center.							
S-17d	The planning and development of regional Business 2 Business networking events that will afford small and large employers the opportunity to connect with one another and to learn about the services available through the Workforce Development Board's clearinghouse of service providers and funding streams.							

			Career Pathways / Credential Attainment	One-Stop Integration	Technology	Expanded Access	Employer Engagement	Evaluation / Oversight
			1	2	3	4	5	6
V	**WORKFORCE AND ECONOMIC DEVELOPMENT**	**40**						
S-18	Continue to support the growth of the health care and TLD sectors and expand efforts in other target industries.							
S-19	Improve connections with New Jersey's talent networks.							
S-20	Dedicate staff to support sector-focused efforts and targeted job seekers.							
S-21	Ensure sector training provides contextualized basic skills and ESL training for workers who need these skills.							
S-22	Establish long-term goals for industry-focused economic and workforce development.							
VI.	**ONE-STOP CENTERS – SYSTEM FEATURES**	**42**						
s-23	Overarching Strategy: Union County will examine and expand its integration of programs to leverage available resources, e.g., integrating WIA Title II adult basic education into WorkFirst New Jersey approved activities.							
S-24a	The One-Stop System will pursue a model for continuous improvement throughout its internal operations and customer-facing processes, guided by a new certification and recertification program.							
S-24b	Relevant to the process of engaging training providers, the Board will work with the One-Stop to ensure full compliance with WIOA and better alignment between customer needs, selected training opportunities, and preferred career pathways.							
s-24c	In order to ensure full compliance and a higher level of review, the Workforce Board will provide necessary internal monitoring and oversight to ensure that center operator(s) meet certification standards (either at the time of certification or during monitoring). In reaction to findings, the Board will be empowered to require the operator to make improvements.							
VII.	**SOFT SKILLS / EMPLOYABILITY SKILLS PROGRAM**	**50**						
S-25	Based on the warm reception and excellent results experienced in this new endeavor, the Board intends to expand the use of Soft Skill training, and develop a Spanish version.							

VIII.	**RAPID-RESPONSE COORDINATION**	**52**						
			Career Pathways / Credential Attainment	**One-Stop Integration**	**Technology**	**Expanded Access**	**Employer Engagement**	**Evaluation / Oversight**
		PAGE	**1**	**2**	**3**	**4**	**5**	**6**
XIX.	**YOUTH ACTIVITIES**	**53**						
S-26a	Adopt the WIOA legislation's increased flexibility in eligibility, especially in serving youth considering that 14 diverse populations were recognized and designated under WIOA as face challenges and barriers in obtaining employment and living-wage jobs that lead to self-sufficiency and economic prosperity.							
S-26b	Look to co-enrollment to stretch funding while offering increased diverse Educational and occupational services.							
S-26c	Provide local planning, policy guidance, followed by staff training, to OS Career Coaches in order to comply w							
X.	**EDUCATION AND WORKFORCE DEVELOPMENT**	**62**						
S-27	Enhance educational coordination to better address individuals in obtaining new skills and employment. We will continue to stretch our funding and leverage the funding of our Educational Partners.							
XI.	**SUPPORTIVE SERVICE**	**64**						
S-28	Considering the success of the Workforce System in addressing its customers' training and employment needs, the System will increase its outreach efforts with state and regional agencies to resolve obstacles faced by its trainees around transportation, housing, and child care.							
XII.	**EMPLOYMENT SERVICES UNDER THE WAGNER-PEYSER**	**67**						
XIII.	**COORDINATION OF ADULT EDUCATION / LITERACY**	**68**						
S-29	Strengthen connections between adult education, postsecondary education, and workforce will be strengthened including expanded use of stackable credentials with co-enrollment with WIOA Title I programs.							
S-30	To accelerate achievement of diplomas and credentials through increasing capacity and coordination.							
XIV.	**COOPERATIVE AGREEMENT**	**74**						
XV.	**DISBURSAL OF GRANT FUNDS**	**76**						

			Career Pathways / Credential Attainment	One-Stop Integration	Technology	Expanded Access	Employer Engagement	Evaluation / Oversight
		PAGE	1	2	3	4	5	6
XVI.	**ONE-STOP SELECTION PROCESS**	**79**						
XVII.	**PERFORMANCE MEASURES**	**83**						
S-31a	Implement a model for continuous improvement throughout its internal operations and customer-facing processes, guided by a new certification and recertification program.							
S-31b	Examine National Measures down to Vendor Level.							
S-31c	Measure credential attainment down to Vendor Level.							
S-31d	Introduce Employer, Job Seeker Satisfaction Surveys.							
S-31e	In addition to vendor monitoring, conduct interna monitoring and oversight to ensure that center operator meet certification standards.							
XVIII	**BOARD MEMBERSHIP**	**87**						
XIX	**STAFF AND PARTNER TRAINING**	**90**						
S-32.	Make an adequate investment in professional development and timely, pertinent training for One-Stop staff, vendors, and community agencies.							
XX.	**TRAINING ACCOUNTS / INDUSTRY CREDENTIALS**	**94**						
XXI.	**OPEN PLANNING PROCESS**	**95**						
XXII.	**TECHNOLOGY AND INFORMATION MANAGEMENT**	**101**						
S-33	Significantly improve the One Stop's online presence.							
S-34	Determine how to incorporate online technology and a computer-enabled management information system across key nodes in the One-Stop operational processes, starting with intake and triage, aiming to increase access to services and upgrade communications with customers, enhance the recruitment and referral system, and facilitate more reliable data reporting and archiving.							
XXIII.	**PRIORITY OF SERVICE**	**103**						

APPENDIX II-1 Union County WDB's Targeted-Sector -Strategies Resolution (9/18/2016)

***Whereas**, the Union County Workforce Development Board of Directors has been granted oversight authority under the Workforce Innovation and Opportunity Act of 2014 (WIOA) to design staffing and programming budgets; allocate funding to sub-grantees through a procurement process, and develop a strategic workforce vision for countywide implementation; and*

Whereas**, The Union County Workforce Development Board—with the support of both the County Manager and the Board of Chosen Freeholders of Union County—**shall align its workforce development strategy to mirror the core values outlined in New Jersey's Unified Workforce Investment Plan.

***Whereas**, the core values include: (i) driving investments **based on industry needs**; (ii) meeting job seekers where they are; (iii) equipping the workforce for employment; and (iv) increasing system accountability.*

***Whereas**, the intent of the Union County Workforce Development Board in mirroring New Jersey's Unified Workforce Investment Plan is to synchronize investment efforts in the development of a strong, talented and globally competitive labor force. The desired outcome of these strategic investments is to help Union County residents find employment **within the seven key growth sectors in New Jersey**.*

***Whereas**, The **seven key growth sectors** within the State of New Jersey include (i) health care, (ii) life sciences, (iii) financial services, (iv) advanced manufacturing, (v) transportation, logistics & distribution, (vi) technology & entrepreneurship, (vii) and retail, hospitality & tourism; and*

***Whereas**, the **construction industry** has been identified by the Union County Workforce Development Board as an over-arching job growth industry (see attached); and*

***Whereas**, employability skills training have been identified by the State Employment & Training Commission and the Union County Workforce Development Board as integral to jobs seekers attaining and retaining employment opportunities;*

***NOW, THEREFORE, BE IT RESOLVED**, the Union County Workforce Development Board shall allocate and invest **$503,000** of Adult and Dislocated PY 2015-16 Workforce Innovation & Opportunity Act (WIOA) funds and **$197,000** Workforce Development Partnership funds for Individual Training Accounts (ITA's) in the aforementioned growth sectors; and*

***BE IT FURTHER RESOLVED**, the Union County Workforce Development Board shall allocate and invest **$60,000** for In-School Youth and **$580,000** Out-of-School Youth of PY 2015-16 Workforce Innovation & Opportunity Act (WIOA) funds;*

***BE IT FURTHER RESOLVED**, the Director of the Workforce Development Board is authorized to approve waivers in order to effectuate policies of the Board and to most efficiently provide training opportunities and/or job opportunities for eligible customers;*

BE IT FURTHER RESOLVED**, the Union County Workforce Development Board shall allocate and invest a minimum of **$700,000** in Adult and Dislocated under the PY 2015-16 Workforce Innovation & Opportunity Act (WIOA) funds for employability skills Training, job development and On-The-Job Training (OJT) programs management with **priority given to the growth sectors identifies herein;

***BE IT FURTHER RESOLVED**, a Request for Proposals shall be released immediately for the management of the On-The-Job Training (OJT) program by a public educational institution.*

APPENDIX IV-2 # - Talent Network CURRICULA

TRANSPORTATION, LOGISTICS AND DISTRIBUTION

The Supply Chain Management program consists of eight modules of training that prepare individuals for positions in customer service, warehouse and transportation operations, logistics, manufacturing and service operations, demand planning, inventory management, procurement and supply management. Each module is 40 hours long and includes an exam by the Council for Supply Chain Management Professionals. Successful students earn a Council of Supply Chain Professionals SCPro Fundamentals certification at the end of each module. The eight modules include:

Supply Chain Management Principles. Fundamentally, what is a supply chain and its different functions? How does a supply chain work and what kind of careers are associated with supply chain management? This track defines the concept of the supply chain and all of its components from raw materials extracted from the earth to retail products ready for purchase by consumers. The principles learned in this track provide the necessary foundation for fully comprehending the following certification tracks. Supply Chain Principles is a launch pad from which to rocket your learning experience into assured success in the remaining certification tracks and is recommended as a prerequisite to the other certification tracks. The Supply Chain Principles certification also stands alone as a high-level overview of supply chain management.

Warehousing Operations. Warehouse Associates as well as associates in other supply chain domains should have a good understanding of the processes, software, and terminology in play in today's distribution operations. This track is intended to train students on the basics of warehousing so that they may quickly acclimate themselves and be effective contributors in warehouse and distribution operations. Some careers associated with Warehousing Operations include Warehouse Manager, Shipping / Receiving Supervisor or Clerk, Order Picker / Packer, Materials Handler, Safety and Compliance Specialist. Key elements of the track include the role of warehousing in the supply chain, facility configuration, storage and handling techniques, performance metrics, customer service considerations, and safety concerns across various types of distribution facilities.

Transportation Operations. How do products and materials get to where they need to be? How do retail stores replenish the inventory on their shelves overnight? How do bananas from Costa Rica make it to 150 countries around the world before they spoil? How does a human heart make it to an emergency operating room in Egypt from a facility in France in four hours? This certification track explains in detail the different types of transportation modes (air, water, rail, and pipeline) used throughout the supply and reasons for selecting certain modes. The track looks at cost drivers (dimensions, weight, speed, etc.), delivery requirements and other special requirements (refrigerated or hazardous materials) as inputs to key transportation decisions. Careers in Transportation Operations include Logistics Engineer, Routing Specialist, Transportation

Manager / Supervisor, Logistician, Transportation Safety Specialist, Customs Compliance Specialist, Freight Forwarder Associate.

Customer Services Operations. What does it take to retain customers and "wow" them to the point that they choose your company for a product or service every single time? What can you do transform an irate customer into a loyal customer for life? This track discusses at both internal and external customers an how to deliver superior value to both. Upon completion of this track, participants will be capable of describing the management of customer relationships including the importance of communication, perceptions, understanding the product & service and knowing quality as it pertains to customer service. Associated careers are Customer Service Manager, Call Center Supervisor, Customer Support Agent, Service Recovery Specialist, Service Quality Assurance Manager, and Complaint Specialist.

Demand Planning. Demand Planning is the process of planning materials from inbound to manufacturing, so critical in today's environment of lean inventory and just in time manufacturing. The process starts with the general requirements of the sales department for the finished or semi-finished products and the translation of those requirements into the "just right" orders for raw materials. The function also includes the processes needed to address corrective actions when demand is out of balance with supplies, and strategies for recovery. Associated careers are Demand Planner, Inventory Planner, Demand and Forecast Analyst, Planning Analyst, Demand Planning Manager, Production Scheduler and Master Scheduler.

Manufacturing & Service Operations. Manufacturing and service operations are key components in the supply chain process once the raw materials or semi-finished inputs arrive for production. Many types of manufacturing principles and processes exist, and they play a key role in supporting the overall

Inventory Management. Inventory of all types flows throughout supply chains. Therefore, it is important that all supply chain professionals have an understanding of the role, costs, and benefits of inventories. This track is intended to train students in the basics of inventory management and control so that they can become effective contributors in the inventory related aspects of their roles across the various domain in supply chain management. Key elements of this track include the following: The importance and use of inventory in the supply chain, exposure to the different types of inventory, techniques for effectively managing and controlling inventory levels, the relationship between forecasting and inventory management, and the financial impacts of inventory investment.

Supply Management & Procurement. Procurement has become a global function. Suppliers may be located close to the production facilities, or on the other side of the globe. Procurement and purchasing associates, sourcing analysts, supplier managers, and associates in other supply chain domains should understand the importance and complexities of global supply chain management and procurement processes. It is

important for them to understand the basics of strategic procurement processes. This track is intended to provide students with an understanding of the strategic sourcing, supplier management, and procurement execution processes. Key elements of this track include Strategic, tactical and operational procurement, procurement organization structures, legal and regulatory considerations, the interactions of procurement organizations with the rest of the supply chain, and typical difficulties encountered in procurement processes.

HEALTH CARE

Medical Office Assistant with Specialties (237 Hours)

The Medical Office Assistant plays a key role in any allied health care facility. According to the Bureau of Labor Statistics, employment of medical assistants is expected to grow much faster than the average for all occupations and the increase of the aging population will continue to increase demand for preventive medical services. Multi-skilled medical office assistants administer standard office procedures in addition to providing quality care as an EKG Technician and/or Phlebotomist. Workplaces for medical office assistants include physicians' offices, clinics, nursing homes and medical centers. Daily responsibilities of medical office assistants can include keeping the office running efficiently, arranging for hospital admissions, processing claim forms, updating medical records, interacting with patients, managing the front desk, patient scheduling and other associated responsibilities. Students will cover MediSoft Software in theory only. Topics of instruction will also include HIPPA, electronic health records and managing health information. Students will be able to identify medical specialties and sub-specialties.

At the conclusion of the Medical Office Assistant with Specialties Certificate Program, students will have the opportunity to take exams to obtain the following certifications:

- National Certified EKG Technician (CET) through National Health Career Association (NHA)
- National Certified PHL Technician (CPT) through NHA
- National Certified Medical Administrative Assistant (CMAA) through NHA
- BLS CPR Certification through the American Heart Association (AHA)
- First Aid Certification through the American Health and Safety Institute (AHSI)
- BloodBorne Pathogens Certification through the American Health and Safety Institute (AHSI)

Upon completion of the following courses, students will be awarded the Medical Office Assistant with Specialties Certificate.

Required Courses:

- AEHL 111-Part I: Anatomy and Physiology (36 hours)
- AEHL A11-Part II: Anatomy and Physiology (32 hours)
- AEHL 147 - EKG Technician (48 hours)
- AEHL 146 – Phlebotomy Technician (90 hours)
- AEHL 133 – Medical Office Procedures (15 hours)
- AEHL 959 – Basic Certifications Package (16 hours)

Patient Care Technician (312 hours)

The Patient Care Technician Assistant plays a key role in any allied health care facility. Patient Care Technicians are authorized to administer basic medical care to patients. Multi-skilled Patient Care Technicians will provide quality care to patients by assisting with ADLs (activities of daily living), taking vital signs, assisting with medical examinations and treatment. Additional responsibilities of the PCT may include EKG and phlebotomy. Workplaces include physician's offices, clinics, nursing homes, medical centers, and hospitals. Students will learn collaboration and patient management processes, body mechanics, vital signs, ambulatory care and patient positioning for treatment and rehabilitation. At the conclusion of the "Patient Care Technician Certificate Program" the student will have the opportunity to take exams to obtain the following certifications:

- National Certified EKG Technician (CET) through NHA
- National Certified PHL Technician (CPT) through NHA
- National Certified Medical Administrative Assistant (CMAA) through NHA
- BLS CPR Certification through the American Heart Association (AHA)
- First Aid Certification through the American Health and Safety Institute (AHSI)
- BloodBorne Pathogens Certification through the American Health and Safety Institute (AHSI)
- National Certified Patient Care Technician (CPCT) through NHA

Upon completion of the following courses, students will be awarded the Patient Care Technician Certificate:

Required Courses:

- AEHL 111-Part I: Anatomy and Physiology (36 hours)

- AEHL A11-Part II: Anatomy and Physiology (32 hours)
- AEHL 147 - EKG Technician (48 hours)
- AEHL 146 – Phlebotomy Technician (90 hours)
- AEHL 134- Pharmacology and Drug Interaction (15 hours)
- AEHL 133 – Medical Office Procedures (15 hours)
- AEHL 959 – Basic Certifications Package (16 hours)
- Patient Care Technician Part I (30 hours)
- Patient Care Technician Part II (30 hours)

RETAIL INDUSTRY

Retail Operations (60 hours)

National Professional Certifications in Customer Service and Sales

Developed by the National Retail Foundation, Retail Operations is for recently hired associates, student, and interested retail associates and employees who will master the skill and knowledge they need to be successful in a frontline retail position. This five-part course offers content in the following areas: Retail Industry Overview, Customer Service, Selling and Service, Store Operations, and Getting the Job.

This 60-hour interactive instructor-led course is aligned with the Professional Certifications in Customer Service and Sales. Students will be prepared to sit for the Customer Service and Sales Certification tests.

Program Objectives

The program works to develop the next generation of leaders in the retail industry. Learners will master the skill and knowledge they need to be successful in a frontline retail position.

Students learn to:

- Understand the economics of retail
- Recognize the importance of actively participating in company provided product training as well as follow-up training
- Review and understand sales goal
- Understand the basic functions of Loss Prevention
- Understand the basic functions of Inventory Control

- Understand the basic functions of Safety
- Understand the basic functions of Merchandising

Pre-requisites: HS Diploma, TABE 8th grade.

Customer Service for the Retail Industry (90 hours)

National Professional Certification in Customer Service

National Professional Certification in Customer Service is an industry driven and endorsed credential that helps employers to distinguish and recognize qualified customer service professionals. The course helps define career advancement opportunities for candidates. By earning the professional certification in customer service, candidates can acquire knowledge and skills that employers value and exhibit a commitment to professional growth.

This is a 90-hour program designed to prepare entry level individuals for their new career in the retail industry. Through a series of presentations, in-class exercises, and role-playing, this will prepare students to earn certification as professionals for this dynamic industry. Up0on completion of this course, students are prepared to take the National Retail Federation Exam which, upon passing, qualifies the student for employment in the retail industry.

Topics include:

Customer Service and Sales Readiness: Students learn how a retail store is organized and managed. Various jobs are described including cashier, sales associate, customer service, stockroom, warehouse, supervisors, manager, buyers and merchandising. The course delineates the work functions and skills required for each job title. Students learn the importance of knowing your product line and inventory.

Transactions and Negotiations: Students learn transactions: cash, check, credit card, debit card, computing for sales items, discounting, computing and volume purchasing at special prices.

The vocabulary of Retail and Promotions: Students learn the words specific to the retail trade including product specifics and warranties/guarantees.

Pre-requisites: HS Diploma or GED, TABE 6th grade.

APPENDIX V-1 ENTREPRENEURSHIP 101

Entrepreneurship 101

Are You *Really* Ready to Start your Own Business Course Outline

Pre-course preparation

- Reading - Chapters 1 & 2 (through pg 18) in *Start, Run & Grow a Successful Small Business, 6th Edition*
- Entrepreneurial Assessment (Due prior to first class)

Session 1 – Overview and Assessment

- Welcome from UCEDC & partners (10 minutes 10)
- Introduction of Instructors (10 minutes 20)
- Course Structure and Expectations (5 minutes 25)
- Session 1 Objectives (5 minutes 30)
- Participant Introductions (30 minutes 60)
- The Entrepreneurial Mindset (30 minutes 90)
- Break (10 minutes 100)
- Assessing Your Personal Readiness
    - Review of Entrepreneurial Assessment Form (10 minutes 110)
    - Review of Homework Reading (5 minutes 115)
    - Your Personal Finances (60 minutes 170)
        - Household Budget
        - Personal Financial Statement
        - Equity/Collateral
        - Understanding Your Credit
- Next Week's Assignment (5 minutes 180)
    - Prepare a household budget
    - Prepare a personal financial statement
    - Obtain a copy of your credit report
    - Reading - Chapters 3 & 4 (stop at choosing a form of organization) in *Start, Run & Grow a Successful Small Business, 6th Edition*

Session 2 – Assessment

- Review of Homework (15 minutes 15)
- Session 2 Objectives (5 minutes 20)
- The Idea (20 minutes 40)
    - Where did it come from
    - Is there a market
    - Is it a fad or a long-term option
- Introduction of Case Studies (30 minutes 70)

- Understanding Your Market (20 minutes 90)
- Performing Business Research (20 minutes 90)
    - Primary vs. Secondary Research
    - Sources of Research
- Break (10 minutes 100)
- Understanding Your Market (40 minutes 140)
    - Target Market
    - Competitors
    - Your Unique Selling Proposition
- Organization & Management (30 minutes 170)
    - SWOT Analysis
    - Identifying Your Skill Gaps
    - Your Management Team
- Next Week's Assignment (10 minutes 180)
    - Prepare a Target Customer Worksheet
    - Prepare a Competitor Worksheet
    - Prepare a SWOT Analysis
    - Reading - Chapters 5 & 11, 12 (Mission Statement section only), 13 & 14 in *Start, Run & Grow a Successful Small Business, 6th Edition*

Session 3 – Assessment and Introduction to the Business Plan

- Review of Homework (15 minutes 15)
- Session 3 Objectives (5 minutes 20)
- Financial Assessment (70 minutes 90)
    - What will it cost to start up
    - What capital/equity can I access
    - Funding sources available
- Break (10 minutes 100)
- The Business Plan (20 minutes 120)
- The Mission Statement (20 minutes 140)
- Description of the Business Opportunity (30 minutes 170)
- Next Week's Assignment (10 minutes 180)
    - Prepare a Start –up costs worksheet
    - Prepare a Mission Statement

Session 4 – Developing the Business Plan

- Review of Homework (15 minutes 15)
- Session 4 Objectives (5 minutes 20)
- The Marketing Plan
    - Your Marketing Message/Company Identity (30 minutes 50)
    - Reaching Your Target Market (30 minutes 80)
- Break (10 minutes 90)

    - Pricing your Products/Services (45 minutes 135)
    - Choosing Your Marketing Vehicles (35 minutes 170))
    - Prepare a first year Marketing Budget
- Next Week's Assignment (10 minutes 180)
    - Reading – Chapter 4 pgs 50-64, Chapter 24 pgs 317-334 and Chapter 28 in *Start, Run & Grow a Successful Small Business, 6th Edition*

Session 5 – Developing the Business Plan

- Review of Homework (15 minutes 15)
- Session 5 Objectives (5 minutes 20)
- The Management & Operations Plan
    - Identify the Key Processes (20 minutes 40)
    - Functional Organization Chart (20 minutes 60)
    - Position Descriptions (15 minutes 75)
    - Evaluation of skill sets (15 minutes 90)
- Break (10 minutes 100)
- Choosing a Legal Structure for Your Business (30 minutes 130)
- Registering your Business (20 minutes 150)
- Tax and insurance requirements (20 minutes 170)
- Next Week's Assignment (10 minutes 180)
    - Prepare a functional organization chart
    - Draft job descriptions for key functional areas
    - Reading – Chapter 30 pgs 459-472 in *Start, Run & Grow a Successful Small Business, 6th Edition*

Session 6 – Developing the Business Plan

- Review of Homework (15 minutes 15)
- Session 6 Objectives (5 minutes 20)
- Review of the Basic Financial Statements (70 minutes 90)
    - Accounting & Bookkeeping for your Business
    - Balance Sheet
    - Profit & Loss Statement
    - Statement of Cash Flows
- Break (10 minutes 100)
- Introduction to QuickBooks (70 minutes 170)
- Next Week's Assignment (10 minutes 180)

Session 7 – Developing the Business Plan

- Review of Homework (15 minutes 15)
- Session 7 Objectives (5 minutes 20)
- The Financial Plan
- Projecting Financial Results

    - Review of Start-up Costs (30 minutes 50)
    - Preparing Assumptions (30 minutes 80)
- Break (10 minutes 90)
    - Preparing Sales Projections (30 minutes 120)
    - Monthly Expense Projections (50 minutes 170)
- Next Week's Assignment (10 minutes 180)

Session 8 – Developing the Business Plan & Summary Presentation

- Review of Homework (15 minutes 15)
- Session 8 Objectives (5 minutes 20)
- Projecting Financial Results (cont.)
    - Projecting your cash flow (40 minutes 60)
- The Executive Summary (30 minutes 90)
- Break (10 minutes 100)
- Tips on presenting (20 minutes 120)
- Review 5 minute presentation process (10 minutes 130)
- Guest Speaker – Previous Entrepreneurial Training Graduate (30 minutes 160)
- Next Week's Assignment (10 Minutes 170)

Session 9 – Presenting Your Business Idea

- Review of Homework (15 minutes 15)
- Session 9 Objectives (5 minutes 20)
- Participant Presentations (150 minutes 170)

APPENDIX VI - Nondiscrimination Checklists

Staff Knowledge

- Staff recognize the importance of making people with disabilities feel welcome
- Staff have had basic awareness training on how to meet the needs of customers with disabilities
- Staff understand that they are required to provide reasonable accommodations to customers or potential customers with disabilities, unless Senior staff determine that providing such an accommodation would cause an undue hardship
- Staff understand the obligations of the One-Stop Center under the Americans with Disabilities Act, the Rehabilitation Act, and the Nondiscrimination and Equal Opportunity Regulations for WIA, including:

    - people with disabilities have the same rights as anyone else to use the services of the One-Stop system
    - services and facilities must be readily accessible
    - services must be delivered in a setting that is fully integrated as possible (meaning that customers with disabilities receive services alongside customers who are not disabled)
    - Staff understand that they must make reasonable modifications in service delivery to avoid discrimination against people with disabilities unless senior staff determine that making these modifications would fundamentally alter the nature of the service

- Staff understand that the Center is required to provide appropriate auxiliary aids and services to ensure that communication with customers and potential customers with disabilities is as effective as communication with other individuals unless this would result in a fundamental alteration in the nature of the service or activity
- Staff is aware that they cannot decide that an action which would allow program access by a person with a disability is unfeasible. Such decisions must be made by the designated senior staff member.
- Staff have been trained in emergency evacuation procedures for people with disabilities, including the evacuation of persons with mobility impairments
- Staff know how to procure and use various equipment and materials for assisting people with disabilities, including the Centers telecommunications device for the deaf (TT/TTY/TDD), accessible work stations, accessible materials, etc.

Disclosure of Disability

- When working with customers with disabilities, staff discuss disability only as it pertains to the customers need to access employment and training services
- Staff who are working with a customer with a disability get permission from the customer before discussing information about the individuals disability with other One-Stop staff or external individuals (e.g., other agencies)

- When working with customers with disabilities, staff provide information to other One-Stop staff about a customer's disability only as needed
- Private office space is available for discussion of disability-related issues
- All discussions with customers and other individuals about a customer's disability take place in private; if discussions are by phone, calls are made in an area where the caller cannot be overheard
- Policies and procedures are in place to ensure that staff do not disclose information about a person's disability to other customers
- Staff understands that under the ADA, the One-Stop Center may ask whether a customer has a disability (under Title II), but that employers are prohibited from doing so during the job application process (under Title I). As a result, staff also understand that they may not disclose the fact that an individual has a disability to an employer without the customers' permission.
- Staff educate employers about the limits of inquiry under the ADA
- Staff discuss with customers with disabilities the issue and implications of disclosure of disability to employers and potential employers
- The management information systems for the One-Stop have been reviewed to ensure that access to information concerning a customer's disability status, and information about their disability, is limited only to staff who require such information to effectively deliver services to the individual

Accommodation Requests

- The One-Stop Center has procedures and guidelines for handling requests for reasonable accommodations and reasonable modifications in policies, practices, or procedures.
- A senior management person has been designated to make determinations that a reasonable accommodation or modification is unfeasible because it would result in a fundamental alteration in the nature of the program or pose undue financial or administrative burdens
- The One-Stop Center posts clear procedures for requesting reasonable accommodations and modifications in waiting areas, the resource library, and other public areas, and includes them in writing in outreach materials

Registration and Orientation

- Staff offer every customer assistance with filling out forms and application materials
- When signing up for orientation, everyone is asked whether they will need assistance or accommodations to participate
- If a person needs assistance in filling out registration or intake forms, this is done one-on-one in a private room, where the individual's responses will not be overheard
- If customers are asked whether they have a disability, this is asked of every customer and asked in writing, not verbally

- If the One-Stop Center has special programs for people with disabilities, this information is given in writing, so that people with disabilities don't have to inadvertently disclose by writing down information that is given orally
- Information in orientation sessions is explained slowly and clearly, with plenty of time and opportunities for questions
- As required by WIA regulations, every orientation session includes a presentation of customers rights to nondiscrimination and equal opportunity, including the right to file a complaint,
- Clearly, understood procedures for requesting reasonable accommodations and modifications are included in writing and reviewed verbally during orientation
- A list of the One-Stops auxiliary aids and services for communication, assistive technology devices, and material in accessible formats is provided in writing and reviewed verbally during orientation

Service Delivery

- People with disabilities are served in integrated settings; people with disabilities participate in the programs and services of the One-Stop Center alongside people without disabilities
- If people with disabilities are served separately from other customers, doing so meets the legal requirement that this be necessary for people with disabilities to have opportunities as effective as those provided to other customers
- If permissible separate programs exist at the One-Stop Center, people with disabilities are not required to participate in such programs
- People with disabilities have access to the full range of core, intensive, and training services available to all customers, and are not served exclusively via services from Vocational Rehabilitation
- The eligibility criteria for intensive and training services do not discriminate against people with disabilities, either overtly or inadvertently [by design or in effect]
- All customers are routinely asked if they will need some type of accommodations or special assistance to take full advantage of One-Stop services
- All customers are routinely offered the option of meeting with staff in private offices
- Information is presented in a way that is understandable to people who have limited or no reading skills
- Information that is presented orally is also available in writing for people who are deaf or hard of hearing, and for people whose learning style requires reinforcement of items in writing
- Services are designed so that individuals who are not knowledgeable, comfortable with, or able to use electronic technology (i.e., computers) can fully benefit from One-Stop services
- Quiet work space is available for people with Attention Deficit Disorder and hearing impairments to thoroughly read and comprehend materials

General Communication Requirements

- The One-Stop Center has taken appropriate steps to ensure that communication with customers and potential customers with disabilities is as effective as communication with other customers
- One-Stop staff regularly ask all customers if they need information in alternative formats, or need help understanding information
- One-Stop staff regularly inform all customers that communications aids and services are provided upon request
- The One-Stop Center has a procedure for responding to requests for auxiliary aids and services. This procedure includes a mechanism for determining that if an aid or service must be substituted for one that was requested, the aid used was equally effective
- The One-Stop Center has identified a source for sign language interpreters and can respond quickly to interpreter requests

Work Stations and Equipment

- Accessible workstation: At least one computer workstation for customers has been designed to be as universally accessible as possible for customers with disabilities. [See guidelines and examples of accessible electronic workstations elsewhere in this section].
- Large monitor: For people with low vision, the center has a 19" - 21" monitor with a moveable mounting arm that provides increased character size and a clearer, sharper image.
- Screen enlargement capability: The center has computers that allow users with low vision to enlarge the print on the screen
- Voice output capability: For people with visual disabilities and reading limitations, the center has a workstation that can read text on the screen and convert the text into voice output; computer has a headphone jack and headphones
- Flatbed scanner: The center has a scanner that can convert a paper document into electronic format [useful for people who access information through voice output and/or need documents converted to Braille]
- Trackball: The center has a workstation with a trackball as an alternative to a mouse. [This is useful for customers who have gross motor skills but lack fine motor skills]
- Alternative keyboard: For people with a variety of disabilities, including those with limited use of their hands and those who tire easily, the center has a modified version of the standard keyboard that allows key selection by variable hand and finger motion.
- Word prediction software: The center has word prediction software that enables the user to reduce the number of keystrokes used in typing
- Large keyboard caps and keyboard orientation aides: For customers with low vision, the center has a workstation with key markings that enlarge letters and numbers on the keyboard
- Braille printer: The center has a Braille printer for use by customers and staff
- Height adjustable table: Workstations and work tables include height-adjustable tables for use by wheelchair users

- Tape recorder: A tape recorder is available for customers who have difficulty taking notes to tape presentations and discussions, and for staff to make audio recordings of written material
- Portable Assistive Listening Device: The center has a portable assistive listening device available for individuals with mild to severe hearing loss. [These devices increase the loudness of the speaker while reducing background noise.] [Information on workstation requirements are based in part on information from Assuring Access to Job Seekers with Disabilities in One-Stops, which is incorporated into state workforce plan. This information was furnished by Assistive Technology. Guidelines and examples of accessible workstations and assistive technology are contained elsewhere in this section.]

Materials

- The One-Stop Center has basic orientation materials in alternate formats (large print, Braille, audio-tape, text on computer disk, etc.) and has also identified resources to quickly obtain other materials in alternate formats upon request
- Materials are available in formats that account for a variety of learning styles and are also accessible to people who have limited or no reading skills (e.g., pictures, videos, audio-tapes)
- Paper materials are presented in contrasting colors (e.g., black and white)
- Videos for customers are closed-captioned

Evacuation Procedures

- There is a mechanism for ensuring that people who are deaf or hard of hearing are aware of an activated fire or smoke alarm
- There is an established emergency evacuation procedure that addresses the needs of people with disabilities, including persons with mobility impairments

Marketing Materials and Outreach

- Marketing materials mention people with disabilities as one of the groups that One-Stop Centers serve
- Pictures and graphics in marketing materials include positive images of people with disabilities receiving services with other customers
- The One-Stop Center indicates that it is an equal opportunity employer/program and that auxiliary aids and services are available upon request to individuals with disabilities in recruitment brochures and other materials. These materials also indicate the telephone number of the centers TDD/TTY or relay service
- A list of the One-Stops auxiliary aids and services for communication, assistive technology, and Advertising in material in accessible formats is provided as part of outreach materials
- As part of its efforts to provide universal accessibility, the One-Stop Center does outreach to people with disabilities, as required by WIA regulations. This includes such activities as:

- Engaging in media activities that target people with disabilities
- Sending notices about One-Stop activities to community groups, organizations, and associations that people with disabilities participate in
- Consulting with community groups, organizations, and associations about ways in which the One-Stop Center can improve its outreach and services to people with disabilities
- Off-site presentations to the general public by One-Stop staff are held in locations that are fully accessible for people with disabilities
- Presentations to the general public include a discussion of customers rights concerning nondiscrimination and equal opportunity, as required by WIA regulations

Access to Transportation

- If the service delivery area has public transportation, the One-Stop Center is in a location that provides optimal public transportation access so that people with disabilities and others who do not drive can easily reach the center
- Any One-Stop materials that contain driving directions, also include public transportation directions, and/or other transportation options for individuals who do not drive. This includes directions contained on the One-Stop website.
- If the service delivery area is not served by public transportation, the One-Stop Center has taken steps to ensure that individuals that do not drive, including people with disabilities, have access to the full range of One-Stop services. This can include developing transportation options and resources, delivering services in satellite locations, etc. See section 12 on Transportation for suggestions

Notice on Equal Opportunity and Nondiscrimination

- The One-Stop Center posts notices in the waiting area, resource library, and other public areas that outline rights and protections for people with disabilities and other individuals, including the right to equal opportunity, accessible services, and complaint procedures. These posters comply with the required wording in the nondiscrimination and equal opportunity regulations, and include the contact information of the Equal Opportunity Officer

- The required notice about nondiscrimination and equal opportunity is:
  - Included in orientation materials made available to every customer
  - Included in handbooks and manuals
  - Included in marketing materials
  - Disseminated in internal communications
  - Placed in each customers file
  - Provided in accessible formats
  - Provided to applicants for employment and employees
  - Provided to unions or professional organizations that hold collective bargaining or professional agreements with the One-Stop

- Provided to sub-recipients or subcontractors that receive WIOA Title I funds from the One-Stop

Equal Opportunity and Nondiscrimination Regulations

- The One-Stop Center has an Equal Opportunity Officer, who is a senior level employee, as required by WIOA regulations
- The Equal Opportunity Officer fulfills all the requirements of this position including:

  - Serving as the liaison with the U.S. Department of Labor Civil Rights Center
  - Monitoring the One-Stop Centers activities and written policies to ensure compliance with all applicable laws pertaining to nondiscrimination and equal opportunity
  - Receiving and investigating any complaints concerning possible discrimination by the One-Stop Center
  - Reporting directly to appropriate officials (including the state WIOA director and Governors WIOA liaison) about equal opportunity matters
  - Participating in ongoing training concerning nondiscrimination and equal opportunity

- One-Stop management and staff are aware of and follow the requirements contained in the states Methods of Administration (MOA) for Nondiscrimination and Equal Opportunity under WIOA
- Services, programs, and facilities are reviewed at least annually to ensure that the One-Stop and its services are nondiscriminatory and provide equal opportunity for customers with disabilities

Record Keeping Requirements

- Logs of complaints alleging discrimination are kept by the One-Stop Center, as required by law
- The disability status (when known) of all customers and applicants for services is recorded. This information is stored in a way that ensures confidentiality.

Attachments

ATTACHMENT A
Heldrich Center Qualitative Summary

ATTACHMENT B
Heldrich Center for Workforce Development Evaluation Report, 2015

ATTACHMENT C
Union County Baseline for the Future (May 2016), Edward J. Bloustein School of Planning and Public Policy, Rutgers Economic Advisory Service

ATTACHMENT D
Union County Unified Workforce Investment Plan, 2014-2017

ATTACHMENT E
Local Planning Guidance Framework August 19, 2016

ATTACHMENT F
North Jersey Partners Regional Plan for the Workforce Innovation and Opportunity Act

ATTACHMENT G
New Jersey Combined State Plan for Workforce Innovation and Opportunity Act 2016

ATTACHMENT H
Economic Competitiveness in Union County (Updated 2013)

ATTACHMENT I
WDB Resolution 3-2015 Performance Reporting

ATTACHMENT J
Policy Resolution *WDB 2016-5, Procurement Policies & Procedures*

ATTACHMENT K
2016 Memorandum of Understanding between the Union County Workforce Development Board of Directors and the Union County Board of Chosen Freeholders

ATTACHMENT L
Microsoft Summer Technology Training Networking Essentials Curriculum

ATTACHMENT M
Service Opportunity Matrix

ATTACHMENT N
Family Success Centers' Core Services

ATTACHMENT O
Simon Youth Foundation Presentation

ATTACHMENT P
MOU between the Union County Workforce Development Board, the Board of Chosen Freeholders and the American Job Centers Partners

ATTACHMENT Q
WDB Membership Listing March 1 2016

ATTACHMENT R
SETC August 18, 2016 One-Stop Certification Guidelines

ATTACHMENT S
Public Comments Through December 15, 2016

New Jersey Local WIOA Planning Guidance
Partner Service Matrix

ACTIVITY	WIOA Title I Adult	WIOA Title I Dislocated Worker	WIOA Title I Youth	Other Title I-Job Corps	Other Title I-YouthBuild	Title II	Wagner-Peyser - ES	DVRS	SCSEP	Perkins C&T	Trade Act	VETS	E&T CSBG	E&T HUD	State UI	SCA	WFNJ	WDP	Other Funding Streams	COMMENTS
CAREER SERVICES																				
Eligibility Determination	X	X	X					X				X					X	X		
Outreach, Intake and Orientation	X	X	X			X		X				X					X	X		
Initial Assessment of skill levels	X	X	X			X		X				X					X	X		
Job Search and Placement Assistance	X	X	X			X	X	X				X					X	X		
Career Counseling	X	X	X			X	X	X				X					X	X		
Provision of in of on on-in demand sectors and occupations	X	X	X			X	X	X				X					X	X		
Provision of info on non-traditional employment	X	X				X	X	X				X					X	X		
Appropriate recruitment and other business services	X	X															X	X		
Provision of referrals and coordination of activities with other programs and services.	X	X	X			X	X	X				X					X	X		
Provision of workforce and labor market statistics, including the provison of accurate information related to local, regional, and national labor market areas.	X	X	X	X	X	X	X	X	X		X	X			X		X	X		
Provision of performance Information and cost on eligible providers	X	X	X														X	X		
Provision of information on how the local area is performing on local performance accountability measures and any additional measures.	X	X	X			X	X	X									X	X		
Provision of information relating the availability of support services or assistance and the appropriate referral to those services and assistance.	X	X	X	X	X	X	X										X	X		
Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided by WIOA.	X	X	X			X														
Provisional of information and assistance regarding filling claims under UI programs.	X	X	X			X	X								X					
INDIVIDUALIZED CAREER SERVICES																				
Comprehensive and Specialized Assessment for Adults and Dislocated workers	X	X	X			X	X	X			X	X			X		X	X		
Development of individual employment plans	X	X	X			X	X	X				X					X	X		
Group and Individual Counselling and mentoring	X	X	X			X	X	X									X	X		
Career Planning/Case Management	X	X	X														X	X		
Short Term Pre-Vocational services	X	X	X				X	X										X		
Internships and Work Experiences			X														X			
Workforce preparation Activities	X	X	X																	
Financial Literacy			X																	
Out-of-Area Job Search Assistance																				
English language acquisition and integrated education.	X	X				X											X			
FOLLOW UP SERVICES																				
Unsubsidized Employment for up to 12 months	X	X	X			X	X	X	X		X	X			X		X	X		
Transitioning to Career Services	X	X	X			X	X	X	X		X	X			X		X	X		
TRAINING SERVICES																				
Occupational Skills Training	X	X	X																	
On-The-Job Training	X	X	X																	
Incumbent Worker Training		X																		
Programs that combine Workplace Training with Related Instruction	X	X																		
Training Programs operated by Private Sector																				
Skill Upgrading and Retraining	X	X																		
Entrepreneurial Training	X	X																		
Transitional jobs																				
Job Readiness Training	X	X					X	X				X					X	X		
Adult Education and Literacy Activities			X															X		
Customized Training		X																		
Others: Explain																				

ATTACHMENT A

Heldrich Center Qualitative Summary

Heldrich Center Qualitative Summary

Areas of Evaluation	Findings	Recommendations
Customer Flow	• Customers are unsure of where in One Stop to go. • Customers are unaware of services available.	• Examine upfront communication with job seekers
Facilities	• Convenient location	• Examine reception area
Staffing	• Few professional development opportunities • Limited time for one-on-one job seeker interaction • Outdated Labor Market Resources	• State and County should further develop the staff • Analyze staffing/resources
One Stop Management & Partner Relations	• Limited Interagency referral system	• Examine partner relations • Examine coordination of services • Establish formal customer feedback
Technology	• Outdated systems cause frustration (UI) • Multiple information systems for different partners • Jobs4Jersey technical/algorithm issues	• Additional training for high-need job seekers with Jobs4Jersey/job search process
Business Services	• LWD BSR-Plainfield, ES- Elizabeth	

ATTACHMENT B

Heldrich Center for Workforce Development Evaluation Report, 2015

John J. Heldrich Center for Workforce Development

evaluation report

Evaluation of the Union County One-Stop Career Centers, 2015

by Ronnie Kauder, Ian Myre and Maria Heidkamp

Introduction

In late 2014, the Union County Workforce Investment Board (WIB) contracted with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey to conduct a qualitative process evaluation of the One-Stop Career Centers in Union County, New Jersey.

This evaluation is particularly well timed, as the recently enacted federal Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act (WIA), is now being implemented in New Jersey and across the nation. WIOA offers opportunities for a fresh strategic direction, a new type of partnership between Union County and the state, and a different role for the One-Stop Career Center system in the community. The new law offers a chance to ensure that the One-Stop system is flexible and responsive to changes in the economy, the labor market, and the community.

The One-Stop Career Centers in Union County, like One-Stop Career Centers throughout New Jersey and the nation, are comprised of collaborations of different agencies that provide services to people seeking jobs, career advice, and support for education and training. These agencies also provide services to employers. There are different funding streams for the various agencies and programs, each with its own rules, regulations, and performance expectations and measures.

There are two One-Stop Career Centers in Union County — one in Elizabeth and the other in Plainfield. There is also a satellite center at The Mills at Jersey Gardens in Elizabeth; however, the satellite center was not part of this evaluation.

This report contains the Heldrich Center's final evaluation of the Union County One-Stop Career Centers. The primary goals of this evaluation were to:

- Document the key services being provided at the One-Stop Career Centers in Elizabeth and Plainfield,
- Provide feedback to the county/WIB on the effectiveness of these services, and
- Highlight promising practices from one or both One-Stop Career Centers in terms of serving job seeker and employer customers.

Research Questions

The Heldrich Center customized a number of key questions for each party that would be interviewed in order to define answers to the following broader research questions:

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1. How integrated are the services and staff at both of the One-Stop Career Centers? How integrated is the One-Stop with the rest of the community?

2. What are the primary reasons that job seekers visit the One-Stop Centers?

3. How are the facilities themselves, and how easy are they to access?

4. How do the customers feel about the services that are provided and about how they are treated by staff?

5. What is the division of labor between state and county staff, and how does that division of labor influence their activities?

6. How are the different statewide initiatives (e.g., Jobs4Jersey, Jersey Job Clubs, Talent Networks) being implemented and received at the One-Stops?

7. How does the One-Stop system in Union County tailor its services to meet the specific needs of job seekers in Union County?

8. Do the staff at the One-Stops have the resources needed to do their jobs effectively and efficiently?

9. How do the One-Stops determine whether their services are effective?

Data Collection Methodologies

The Heldrich Center used a number of qualitative research methods to carry out this evaluation.

Site Visits. The Heldrich Center team visited the Plainfield One-Stop on February 10, 2015 and the Elizabeth One-Stop on March 27, 2015. During the course of these visits, the research team conducted the following activities:

- ***Interviews*** with the WIB director, county One-Stop operator management staff, and the New Jersey Department of Labor and Workforce Development (LWD) Employment Services managers at each location. The purpose of these interviews was to understand their roles and invite their opinions on the services provided to job seekers and employers.

- ***Focus groups with frontline staff members.*** Nine staff members participated in each staff focus group, one held in Plainfield and the other in Elizabeth. The purpose of these focus groups was to understand the responsibilities of the staff and the services they provide.

- ***Focus groups with job seekers.*** The research team also conducted in-person focus groups with job seekers. A total of six job seekers in Plainfield and nine job seekers in Elizabeth participated in these focus groups voluntarily, and each was paid $20 for his/her participation. The job seekers in the focus groups were invited to participate by staff, who were asked to find people who had utilized a variety of different services. It should be noted that a few of the job seekers were Community Work Experience Program (CWEP) participants who were carrying out their work assignments at the One-Stops. The purpose of these focus groups was to understand how job seekers learned about the One-Stop Centers, the services they used, and their opinions about the services and staff.

- ***Employer survey.*** In order to obtain employer feedback on services received, a brief employer survey was sent via email to nine employers with whom the One-Stop Career Centers currently work. The employers were asked questions relating to their opinions on the services provided, how well the centers met their expectations, and whether they would use the services again to recruit new employees.

Program Description

One-Stop Career Centers provide a variety of employment and training-related services to people seeking employment, training, unemployment benefits, and public assistance. They also provide services to area businesses. The services offered at the One-Stop Career Centers in Elizabeth and Plainfield are generally the same as the services offered in One-Stops throughout the state. These include:

- Job search assistance, primarily provided by LWD. The services include the Jobs4Jersey website and job matching tool, Jersey Job Club activities, workshops for unemployment benefits recipients required to attend as a condition of continued receipt of benefits, job fairs and "positive recruitments," and one-on-one job search assistance for job seekers.

- Training assistance for job seekers interested in training or further education, primarily provided by Union County One-Stop operations staff funded through WIA Title I (soon to be WIOA).

- Assistance to customers applying for unemployment benefits or needing help troubleshooting problems with unemployment claims, provided by the LWD Division of Unemployment Insurance (UI).

- Job search, compliance, and case management activities related to General Assistance (GA) and the Supplemental Nutrition Assistance Program (SNAP, formerly known as Food Stamps), provided by LWD staff.

- Computer-assisted training in the on-site Learning Link, which offers instruction in English-as-a-Second Language (ESL), computer literacy, and basic math and reading literacy. This is a joint effort of the county and LWD.

- Public access resource area with computers, telephones, printers, and other resources to help job seekers with their job and training searches, and with applying for unemployment benefits.

- Staff fully dedicated to serving high-need veterans. Job seekers are screened for veteran status and referred to these staff members.

- Business services to help employers with their recruitment and training needs. This appears to be carried out by LWD staff.

The overall goal for One-Stop Career Centers is to meld a unified, customer-friendly, high-performing system from the various programs and funding sources that support the One-Stop system, with as much cooperation among partner agencies as possible. This is always a challenge, given different program and performance requirements, and overall resource limitations relative to customer needs.

This report presents the findings and recommendations of the Heldrich Center's review of the two full-service One-Stops in Union County.

Findings

Customer Flow

Finding #1. The majority of job seekers who visit the One-Stop Career Centers go there for the first time because they are required to do so.

The initial visit for most of the Union County One-Stop customers is the result of a requirement to show up. Some are unemployment benefits recipients who must attend Reemployment and Eligibility Assessment (REA) or Project Reemployment Opportunities Systems (PROS) programs as a condition of continued eligibility for benefits. Others are applying for or complying with work requirements under GA, Temporary Assistance for Needy Families (TANF), or SNAP. Staff in Plainfield did not say what proportion of those who visit their One-Stop Center are mandated to come in, but staff in Elizabeth estimated that about 60% to 70% of job seekers who visit do so because it is mandated. This proportion is consistent with other One-Stop Centers across the state.

Finding #2. Of those customers who come in voluntarily, most appear to do so because they want to file for unemployment benefits or have other UI-related issues.

According to staff, the majority of the individuals voluntarily visiting the Union County One-Stops are going there in search of assistance with UI benefits. However, others visit because they are interested in training, want to use the public access resource area, have heard about the One-Stop Centers through the Union County College (UCC) Job Connection newsletter, or are attending job fairs or "positive recruitments" with employers that are recruiting new employees. In addition, some people visit the One-Stops to see agencies such as Vocational Rehabilitation or other on-site partners.

Finding #3. There is limited outreach to non-mandatory customers about services.

By all accounts, many job seekers in Union County are not required to visit a One-Stop Center but could benefit from its services. As was heard in both job seeker focus groups, job seekers who find their way to a One-Stop Center consistently said that they greatly appreciated the resources that were available to them, but they would have liked to have found out about the services earlier and gained access to them faster. This was especially true for the unemployment benefits recipients who were not called in mandatorily.

Even though the information is available online, job seekers reported that it was difficult to find out what services were available to them, as well as determine what they had to do to see a counselor. A number of job seekers said that this was due to a lack of communication between partner agencies within the One-Stop system. They stated that UI staff did not inform them of the services that were offered by the One-Stop when they first applied for unemployment benefits, and once they did learn of the services, they were not told how to utilize them. One job seeker in particular said that she was initially told by staff at one center that she was not eligible for any services but was later told by staff at the other One-Stop Center that she was eligible. Another job seeker said that it took her a month to finally speak to a counselor. A number of job seekers said that they were not informed about how to register for a training orientation, or how to schedule an appointment with a counselor.

Finding #4. The reception area at both centers is highly structured and not integrated among the partners, meaning each agency has its own receptionist.

Essentially, a visitor to one of the One-Stops must know what he/she is there for first, and then, depending on the purpose, the security guard tells him/her to go to Line 1, Line 2, or Line 3 or to take a number to be served by UI staff. Several job seeker focus group participants noted that if they did not know what type of assistance they needed, it was more difficult for them to get to those services because they didn't know what to request. All three reception lines are staffed by participants on work assignments through CWEP (i.e., none are paid staff). Although these CWEP participants may do their best to help customers and many are bilingual, it appears that they do not understand all of the agencies and programs in the One-Stop Centers and are not trained to understand customer needs and direct customers to the most appropriate services.

The UI setup has an especially bureaucratic feel, with customers seated in chairs lined up in rows waiting for their number to be called. Although there were not many people present at the time of the research team's visit, the area where claimants would normally wait was small and cramped.

Finding #5. Jersey Job Club workshops were highly regarded by job seekers participating in focus groups.

Many job seekers from both focus groups shared positive comments regarding the Jersey Job Clubs, noting that the classes and workshops were very useful. The Jersey Job Club in Elizabeth is particularly well developed, and includes an orientation to services at the One-Stop Center, résumé and advanced résumé workshops, an interviewing skills workshop and mock interviews that are recorded, a networking workshop, a workshop on how to use Linkedin, and a monthly "chat session" that people can drop into. Job seekers mentioned that they especially liked the mock interview sessions and the informal support groups. In the mock inter-

view sessions, job seekers were able to sit down with the Jersey Job Club coordinator and practice their interviewing skills while being recorded, and then had the opportunity to review the video afterward to observe how they acted during the interview. Job seekers also greatly appreciated the support group ("chat") sessions for helping them cope with being unemployed and showing them that they aren't alone. Job seekers in the Elizabeth focus group were tremendously enthusiastic in their support for the Jersey Job Club coordinator, who provided moral support, empathy, and even homemade cookies during support group sessions. Heldrich Center researchers have visited One-Stop Centers throughout New Jersey and have not heard about such Jersey Job Club activities as recorded mock interviews and drop-in support group sessions in any other One-Stop Center. These activities are innovative and were praised by both job seekers and staff. The Heldrich Center considers them to be promising practices.

Finding #6. Support for occupational training was also highly valued by job seekers, but job seekers noted problems with the tuition waiver system, including frustration at having to wait until late registration to register for classes.

In both focus groups, a number of the job seekers were engaged in occupational training, and they expressed their appreciation for having access to training resources. Some job seekers were beginning new careers while others decided to pursue credentials based on previous experience, such as one individual who wanted to get an accounting degree since he took a number of college accounting classes in the past. This job seeker in particular was grateful for the opportunity to finish what he had started years prior.

Although job seekers were happy to be able to have tuition waived, they expressed frustration at being forced to wait until the late registration period to register for classes, at which point they are allowed to fill whatever seats remain. In many situations, the classes are already full by the time job seekers can register. This can be distressing for people who have mandatory classes in their programs of study and could potentially slow their progress toward earning their degree or credential.

Finding #7. Staff members utilize different forms of labor market information when helping job seekers choose a training program.

The primary use of labor market information within the One-Stop is the New Jersey LWD list of in-demand occupations. Job seekers meet with counselors and explore their interests, and then select an occupation that they would like to pursue. Staff then check the state list to determine if the occupation is in demand, and attempt to steer job seekers away from that occupation if it is not on the list. Heldrich Center researchers have visited a number of One-Stops in New Jersey where staff mentioned that the statewide in-demand occupations list is at least three years old and may not reflect the current job market. Union County management staff were aware that the state's in-demand occupations list is only to be used as a starting point when approving training programs. Job seekers can still pursue an occupation that is not on the list if they or the staff they are working with can show that the occupation is in demand in the local area. Staff usually determine this by using information from the Talent Networks, job fairs, a "top 50 jobs" list from labor market analysts, and the New Jersey Career Assistance Navigator, an online resource that presents current national, New Jersey, and local labor market information.

Finding #8. Job seekers reported long waits for services, and some job seekers also complained about having to "jump through hoops for no apparent reason" to get funding for training.

Some job seekers mentioned long delays for training orientation sessions (four to six weeks), which is the first step in the training approval process. A number of staff members confirmed this by saying that the training orientations were booked for at least one month in advance. Aside from the long waiting time for orientations, job seekers also expressed frustration over having to "jump through hoops for no apparent reason," such as being forced to take the Test of Adult Basic Education even if they had a Bachelor's degree. Even when job seekers were able to get into an orientation, see a counselor, and finish the process of choosing a training provider, they stated that they still had to wait for funding to come through. One job seeker

stated that although the process from the orientation up through choosing a training provider only took about two weeks, he had to wait an additional two weeks for his funding to come in. It appears that the whole training approval process can be time-consuming and that training funds are not always available at the end, leading to disappointment or additional waiting.

Finding #9. There are many high-need job seekers going to the Union County One-Stops but limited services to address these needs.

Both staff and managers indicated that one of the major challenges in Union County is a large number of high-need job seekers. Many of those accessing services from the One-Stop system have a high school education or less, few job skills, limited English language skills, and inadequate computer literacy. The One-Stop Centers are only able to address these issues in a limited way. For example, there are very few bilingual Spanish-English staff and a very small ESL and computer literacy capacity. Both staff groups mentioned that the centers need to focus on computer literacy because many of the job search and training resources are online, but many job seekers do not know how to use a computer.

Finding #10. The programs at the One-Stop Centers appear to run parallel to each other and do not often intersect.

While many partner agencies are co-located in the same building, the advantages of co-location are not being fully realized in terms of coordination and integration of services. Job seekers who participated in one focus group expressed frustration that the staff of the different agencies do not communicate with each other. This lack of communication, especially between the UI staff and other One-Stop staff, is one reason that job seekers do not learn about the services of the One-Stop Centers early enough in their unemployment periods.

Facilities

Finding #11. Both One-Stop Centers are in convenient locations.

Both locations are easily accessible via public transportation and have parking nearby. Both facilities are pleasant and appear to be well maintained.

Finding #12. Services are co-located.

The One-Stop Career Center in Elizabeth houses Union County One-Stop operations; LWD's UI, Employment Services, and Vocational Rehabilitation divisions; Reconnections (a prisoner reentry program); and Easter Seals (an employment program for adults 55+). The center in Plainfield houses all of the same organizations except Vocational Rehabilitation. Having all or most services available in a single location is more convenient for customers and makes it easier to coordinate and integrate services. Co-location is a necessary ingredient in a unified One-Stop system, but does not by itself bring about coordinated services to individuals.

Staffing

Finding #13. While staff understand their own responsibilities, knowledge of the responsibilities of partner staff appears incomplete.

Staff in one of the One-Stops appeared to have good informal communication and seemed to understand each other's roles and programs. In the other One-Stop, however, county staff could explain county tasks and LWD state staff could explain LWD tasks. However, only certain staff members understood both, adding to the impression of programs being siloed. It should also be noted that services did not seem to be less siloed at the One-Stop where there was good informal communication. Staff had a good understanding of what others within the system did, but they did not necessarily work together.

Finding #14. The UI presence in Elizabeth seemed to be both understaffed and lacking important language skills.

According to staff focus group participants at the Elizabeth One-Stop, UI was forced to close for a two-week period due to inadequate staffing. Also, staff reported that there are no bilingual UI staff, despite the fact that according to the Census Bureau's 2013 American Community Survey, Elizabeth has a population that is more than 50% Hispanic.

Finding #15. Job seekers who participated in one of the focus groups were positive about their experience with the One-Stop staff.

Job seekers from both Plainfield and Elizabeth characterized the One-Stop staff they dealt with as caring and responsive. In particular, job seekers at one center identified specific counselors by name with whom they said they had developed a good relationship. They said that although the counselors may push them, they are caring and are always there when job seekers need them. However, job seekers at the other One-Stop did express some frustrations with staff there. They said that they had to "shop around" until they found a counselor that they felt really cared about their situation. To further aggravate matters, these job seekers also said that since staff don't communicate with one another very well, they feel as though they have to start from the beginning every time they move to a new counselor.

As noted earlier, the Jersey Job Club leader in Elizabeth received special praise for not only being caring and respectful, but for also emailing job seekers regularly to tell them about different events that were coming up at the One-Stop.

Finding #16. Management staff reported few professional development opportunities for the staff.

In Union County and statewide, it appears that staff development has received relatively little attention in the past several years. Both management staff and the WIB director mentioned that there has been little staff development at the One-Stops in Union County, and have expressed that this is an issue.

Finding #17. The time demands associated with conducting required group activities and compliance functions leave staff little time for one-on-one activities with job seekers.

Almost all of the LWD Employment Services staff time appears to be occupied with required group activities, such as REA, PROS, and Jersey Job Club, and compliance activities related to public assistance recipients. This leaves little time for one-on-one activities with job seekers. It is not clear how staff allocations are made statewide by LWD to the local One-Stop Centers, but staff in both Elizabeth and Plainfield appear to struggle just to keep up with required activities. In Plainfield, there are no Employment Services counselors, only interviewers. Staff believe that customers greatly benefit from one-on-one counseling, but aside from helping with the training process, there is little time available for this to happen.

One-Stop Management and Partner Relationships

Finding #18. There is no unified management structure within the One-Stop system.

The current management structure within the two One-Stop Centers in Union County is comprised of two LWD Employment Services managers (one at each center) and two county One-Stop operations managers who go back and forth between the two One-Stops. However, both Employment Services managers are functioning in an acting capacity, and the One-Stop operations managers handle both centers instead of one manager per center. This has created a management structure where no one person or agency is in charge of each One-Stop. Consequently, there is no single person to contact who manages what happens in each facility. This management approach is consistent with the observations that programs appear to operate parallel to each other instead of a fully integrated system.

Finding #19. There appears to be little formal partner interaction at the One-Stops.

Based on comments from both focus groups, and all of the interviews, there appears to be limited formal interaction among the partners at the One-Stops. This includes a lack of staff sharing information about customers and limited knowledge of what other agencies are doing. It was not clear whether there was any interagency referral system. It appears that there are no regularly scheduled partner management meetings within the centers, which differs from other One-Stop Centers in the state. One staff member described his center as a "vertical maze" where people from different agencies do not talk to each other.

Finding #20. Though it is not an on-site partner, there appears to be a good working relationship with UCC.

Both staff and job seekers mentioned UCC's Job Connection newsletter, published weekly by UCC's Center of Economic and Workforce Development and supported by the county. This newsletter includes information about community events, including those at the One-Stops, as well as an extensive listing of job opportunities. It is distributed at the One-Stop Centers, among other locations. In addition to the widely praised newsletter, UCC appears to be a training institution of choice for many job seekers and accepts tuition waivers.

Technology

Finding #21. The antiquated unemployment benefits claims system has the effect of increasing traffic at the One-Stops.

Though this is a statewide issue, and not within the control of Union County, the outdated UI claims system results in frustrated customers visiting the centers to troubleshoot their problems with both the online and telephone systems. A number of staff and job seekers mentioned that this causes particular problems in Union County because UI is severely understaffed at the One-Stops.

Finding #22. Union County One-Stop staff reported several problems with the Jobs4Jersey system.

While Jobs4Jersey is a statewide system and not within the control of Union County, staff reported that it is difficult for non-computer literate and non-English-speaking job seekers to use, and many Union County job seekers are one or both. In addition to user limitations, the system also suffers from some technical problems. Both staff and job seekers mentioned that the search and matching algorithm is not accurate. This is especially true for less-skilled job seekers, who usually receive "matches" produced by the system that are too broad. Staff also said that they had received complaints from employers who said that the system is not user friendly on their end, and job seekers mentioned that the résumé builder can scramble their résumé once they upload it.

There was positive feedback on Jobs4Jersey from one of the people who handles business services. That individual said that the staff-assisted function facilitates ongoing relationships with employers.

Finding #23. There are different information systems, forms, and requirements for partner programs.

This creates additional work for staff and in some cases, "double data entry" issues. For example, America's One-Stop Operating System (AOSOS) does not communicate with other systems within the One-Stop, such as the system for TANF, SNAP, and GA. This creates a situation where staff must input the same information twice. Also, there have been complaints about the interface between Jobs4Jersey and AOSOS, where anything that is written in Jobs4Jersey overwrites everything in AOSOS. This has created situations where job seekers will accidentally make changes on their profile on Jobs4Jersey that then changes their profile in AOSOS.

Finding #24. None of the technology systems facilitate tracking outcomes in real time.

One frustration felt by staff and management is that there is no easy way to find out what happened to job seekers in real time. The Jersey Job Club staff member in Elizabeth keeps a Microsoft Excel spreadsheet that allows her to keep in touch with

Jersey Job Club participants, but the existing information systems do not facilitate follow-up with participants. The required information systems are a statewide issue.

Also, one person interviewed remarked on the unrealistic nature of the official performance targets set by the U.S. Department of Labor (expecting local areas to achieve employment rates of 80% to 90% for low- and moderately skilled populations). This individual stated that this leads to some manipulation of the reporting system, which in turn leads to the official reporting system being of limited use in understanding what does and doesn't work in terms of serving job seekers. This issue is not limited to Union County and may be a statewide and even a nationwide issue.

Business Services

Finding #25. Services to businesses are conducted primarily by the acting LWD Employment Services manager in Elizabeth and the LWD business services representative (BSR) in Plainfield.

Both the BSR and the acting Employment Services manager have made it their focus to reach out to businesses in the area to partner with the One-Stops. They organize positive recruitment sessions and bring businesses into the centers to help make the connection between job seekers and local businesses in need of employees. Their goal is to satisfy employers by referring qualified candidates. The BSR has countywide responsibility, while the acting manager, who was previously a BSR in a neighboring county, has experience in business services and has made this area a priority for his work in Elizabeth.

Finding #26. The Union County One-Stop Centers seem to have a closer relationship with the Talent Networks than One-Stops in other parts of the state.

According to the staff focus groups, and interviews with both acting Employment Services managers, the One-Stops in Union County utilize the Talent Networks in a number of ways. Around the state, each Talent Network comes into each One-Stop Career Center once a year to host an information session on what skills employers are seeking in that sector in local markets. These arrangements are made through the Jersey Job Club coordinators in each One-Stop Center. However, according to staff, the Union County One-Stop Centers engage with the Talent Networks in other ways. They use information from the Talent Networks for labor market information when trying to find training opportunities for job seekers. If a job seeker has a college degree or past experience in a Talent Network industry, then the One-Stop will work with the Talent Network to help the job seeker network and find more job leads. It appears that the One-Stop Centers work with the Transportation, Logistics, and Distribution and Health Care Talent Networks more than others, as those Talent Networks were mentioned by job seekers in particular, and a number of businesses that work with the One-Stops are in those fields.

Finding #27. Though few employers responded to an online customer satisfaction survey, those that did were positive about their experiences with the One-Stop Career Centers.

As was expected, few employers responded to the survey. (It is traditionally difficult to get employers to participate in focus groups or surveys about the public workforce system.) Those employers that responded indicated strong support for the Union County One-Stop Career Center services they received. They appear to value most the referral of qualified candidates for job openings. They were somewhat more mixed though still positive about other services (general customer assistance with navigating the workforce system, Jobs4Jersey.com/OnRamp information and assistance, and information about programs, services, and incentives). They each indicated they would use the services of the One-Stop Career Center again.

Recommendations

The implementation of WIOA offers opportunities for Union County to rethink the services of the One-Stop system and the place of the One-Stop Centers in the community. The Heldrich Center understands that many of the findings in this report are not within the sole control of Union County and require action by the state. LWD has taken an unusually collaborative approach to WIOA imple-

mentation, presenting a chance for Union County to work with LWD to develop a more integrated approach to providing services in the One-Stop Centers. At the same time, some issues, especially those relating to technology systems, are the state's responsibility to resolve.

The Heldrich Center recommends that the Union County WIB, in concert with the Union County One-Stop operator and other One-Stop partners, especially LWD, consider the following recommendations:

Recommendation #1. The county, state, and other partner agencies should better coordinate services offered within each One-Stop Center.

This will require more formal communication mechanisms, at least among on-site partner agencies. There should be regular management team meetings at each location and between the two centers, and team building and cross training for the staff.

Recommendation #2. The county and other partners should establish a unified management structure.

In order to better coordinate services, a different management structure is needed. The current structure reflects the parallel operations of the different programs. No one person is responsible for what happens in each building and no one person is responsible for organizing partner meetings or bringing people together. Some One-Stop Centers in other parts of the state and nation have figured out ways to organize the management structure so that it is more unified, while at the same time respecting the roles and responsibilities of the different agency managers. These structures vary from county to county, and at times even from One-Stop to One-Stop within certain counties. At times, the One-Stop operator(s) is clearly in charge of the center, while in some cases the Employment Services manager is in charge. Sometimes the WIB director is the convener. Regardless of which structure is used, there must be a management structure where someone is the point person for the entire operation at each center.

Recommendation #3. County and state partners should market and streamline services.

There must be better marketing of the services available as early in the unemployment period as possible. All of the agencies at the One-Stop Centers, including UI staff, need to improve their upfront communication with job seekers to tell them exactly what services are available to them. It may also be necessary to increase the frequency of training orientations so that job seekers can move through the process more quickly.

Recommendation #4. All of the partners in the One-Stop system should better address the needs of job seekers, particularly high-need job seekers.

While the county has already begun to move in this direction, more needs to be done. Addressing these needs could involve both changes at the One-Stops and additional relationships with other organizations in the larger community. Recommended strategies include:

- ***All partners should have more bilingual staff.*** The Census Bureau's 2013 American Community Survey reported that 74% of Elizabeth residents and 47% of Plainfield residents speak a language other than English at home. Serving this population necessitates staff at every agency that can communicate with these residents.

- ***The county should establish closer relationships with community organizations.*** Although the One-Stop Centers already have a good relationship with UCC, it would be beneficial to establish additional relationships with other community organizations (faith-based organizations, community-based organizations, libraries, etc.) in order to improve the One-Stop system's image and reach. Currently, the feeling among some staff and job seekers is that the One-Stops are disconnected from the rest of the community, and that the One-Stops have a "don't call us, we'll call you" reputation. By forging closer relationships with community organizations, the One-Stop Centers will be able to change their image to that of a community partner, and thus take advantage of other services in the community that support employment outcomes.

- ***The county should arrange for more ESL and computer literacy instruction.*** Given the extent of need, the One-Stop system should develop or connect with additional services specifically for the high-need population served by the One-Stop Centers. At a minimum, there should be additional classes offered directly or by partner and community organizations in ESL and computer literacy so that customers can function better in the job market. In light of LWD's emphasis on the Jobs4Jersey portal, customers with limited computer skills will need additional training so as not to be left behind in the job search process. There are a variety of modalities for offering such courses, such as in-person, teacher-led, online learning, and mixed-method. Different approaches may work for different people, and some of these approaches may be relatively inexpensive.

- ***The agencies in the One-Stop Centers should streamline and professionalize the reception/triage function.*** Currently, the reception desks are not integrated (each agency has its own receptionist) and they are all staffed with CWEP participants. It would be best if there were fewer people at the reception desk and that they be paid professional staff that understand all of the agencies and programs in the One-Stop Centers and are able to triage based on customer needs. One person interviewed stated that the county is already looking to move in this direction.

Recommendation #5. The state and county should further develop the staff.

In consultation with the state, the county should develop and implement a staff development plan for all One-Stop Career Center staff. Staff would benefit from team building and cross training, as well as efforts that bring staff up-to-date with labor market trends and current job search modes. This should involve general information sharing about the various partner programs and activities, information on labor market trends and changing demands for workers, and specific training to enhance the skills of staff in each discipline.

Recommendation #6. The WIB should analyze staffing and resource issues and set strategic priorities.

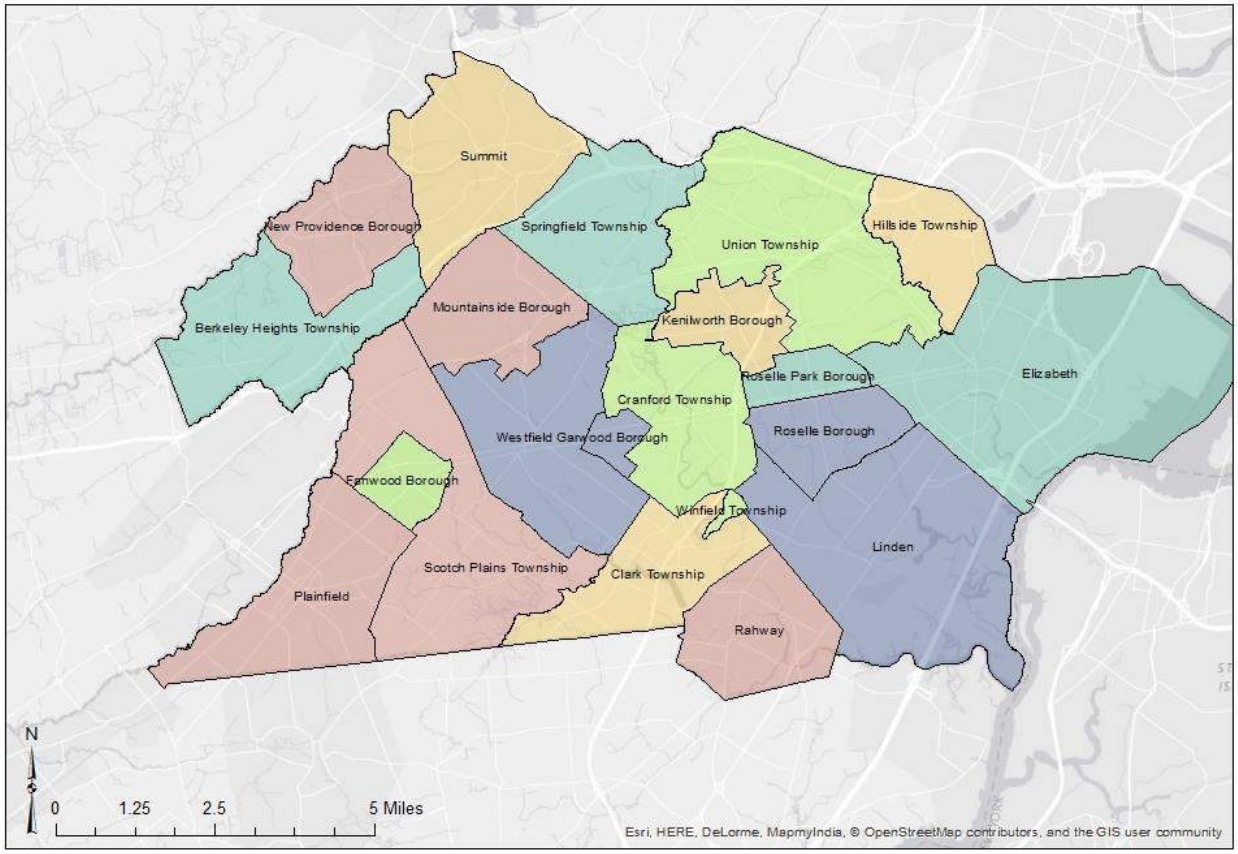
Clearly, the One-Stop Career Center system has resource limitations and cannot be all things to all people. It is important to identify what the One-Stops can do by utilizing all of the resources available and setting priorities. The delays that job seekers complained about can discourage and alienate customers, but this may not be the best way to reduce the workload.

Recommendation #7. The WIB should establish formal customer feedback mechanisms.

This could involve periodic surveys — on paper or online — to check in with both job seeker and employer customers. It might also include mechanisms to follow up with both types of customers individually after a period of time to gauge outcomes. This type of customer feedback would help the One-Stop system evaluate the value of its services, periodically redirect resources, and keep its strategic direction attuned to the needs of and input from customers.

ATTACHMENT C

Union County Baseline for the Future (May 2016), Edward J. Bloustein School of Planning and Public Policy, Rutgers Economic Advisory Service



UNION COUNTY:
BASELINES FOR THE FUTURE
May 2016

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Table of Contents

Executive Summary *1*

Key Findings 1

Recommendations 6

Chapter 1: Introduction to the Union County Baseline Report *9*

Chapter 2: Demographic and Economic Profile *12*

Demographic Metrics 12

Population 12

Age 13

Household Income 13

Education 15

Employment 16

Language 17

Commuting patterns 18

Total Employment 19

Commuting Patterns by Industry Grouping 21

Migration 23

Conclusion 24

Chapter 3: Employment Data Analysis *26*

Employment Shares 26

Location Quotients: Identifying Industry Concentrations 33

Shift-Share Analysis 36

Conclusion 38

Chapter 4: Union County's Occupations *40*

Occupation Shares 40

Aggregated Shares 41

Disaggregated Shares 42

Comparisons to the U.S. and New Jersey 45

Share Comparison 46

Location Quotient 48

Dynamic Shift-Share 50

Industry Creativity Index 54

Conclusion 58
Chapter 5: Union County Economic Model and Forecast *61*
Union County's Economic Trends 61
Union County's Economic Forecast 66
Chapter 6: Industry Prospects *70*
The Market Area 71
Relative Productivity 73
The County's Perspective 76
The Concept of Import Substitution 76
Earnings per Job and Comparative Multiplier Effects 79
Transportation Services 82
A Composite Index of Desirable Industries. 82
Industries for the Future of Union County 86
Prime Occupations in Union County's Future 86
Chapter 7: Land Use *89*
Land Use Patterns in Union County 90
Acreage Data 90
Parcel Data 93
Land Use Change 95
Conclusions 97
Chapter 8: Property Values and Taxes *98*
Residential Area 100
Residential Property Values 100
Competitive Advantage Analysis 103
Residential Property Taxes 105
Commercial Area 106
Commercial Property Values 106
Competitive Advantage Analysis 109
Commercial Property Taxes 111
Industrial Area 112
Industrial Property Values 112
Competitive Advantage Analysis 116

Industrial Property Tax 117
Conclusion 119
Chapter 9: Policy Recommendations *121*
Human Capital Development 121
Transit-oriented development 122
Historic Preservation 123
Port Newark-Elizabeth Marine Terminal 124
Appendix A *126*
Appendix B *190*
Appendix C *192*

UNION COUNTY:
BASELINES FOR THE FUTURE

Executive Summary

In 2015, the Rutgers Economic Advisory Service group (R/ECON™) of Rutgers University prepared the third Union County Baseline report (commissioned by the Union County government). It follows and expands upon preceding studies conducted for the Union County Alliance in June 1994 and June 2000.

This third baseline report uses recent historical data to explore the impacts of the Great Recession and the nation's subsequent recovery on Union County's economy. In addition, it aims to identify local industries that may offer the County a competitive advantage given the local labor force and its skill diversity. This industry identification is partially enabled through the use of economic forecasts for New Jersey and Union County, which assess the region's prospects for employment growth in the next decade.

The current study is designed to inform economic development efforts and establish a common base of knowledge from which long-range plans and strategic initiatives can be developed. Additionally, through the targeting of industrial development programs developed in this report, it is hoped that Union County will be able to use its economic development resources more efficiently.

Key Findings

The following points summarize the study's findings:

Finding #1: Union County's falling base of goods-producing jobs weighs heavily on its future. *County* residents are finding it ever-more difficult to land decent-paying blue-collar/service jobs. In addition, commuting patterns suggest that, despite the fact that the County's job scene is bouncing back from the Great Recession, a disproportionate share of the County's workplace recovery is benefitting nonresidents.

Finding #2: Union County's job count fell by 7,186 jobs from 2006 to 2013 and only a few sectors experienced growth over this period. Job losses in the Chemical Manufacturing (pharmaceutical) and Professional and Technical Services industries explain a large share of

the job losses suffered by the County. The job growth during 2006-2013 was restricted to less than ten non-consumer-oriented industries.

Growth in the Transportation Services sector was driven by growth in Couriers and Messengers, as well as Support Activities for Transportation. Growth in the Information sector was almost exclusively limited to the Telecommunications industry. Administrative and Support Services and Management of Companies and Enterprises industries were largely responsible for growth in the Administrative and Waste Services sector. Lastly, job growth in the Health Care and Social Assistance sector is largely explained by gains in Ambulatory Health Care Services, as well as Nursing and Residential Care Facilities.

Further analysis reveals that even some of the growing industries have some negative attributes. In particular, growth in the Health Care and Social Services sector appears to have been driven almost exclusively by nationwide trends. On the other hand, Telecommunications; Couriers and Messengers; Clothing and Clothing Accessories Stores; and Merchant Wholesaler industries enjoyed robust local growth despite slower trends for both the state and nation.

Finding #3: Areas near the Port Newark-Elizabeth and Newark's Liberty International Airport are growing industrial and commercial jobs at faster paces than those in other parts of the County. Our analysis indicates that Union County specializes in the following industries: Petroleum and Coal Products Manufacturing, Chemical Manufacturing, Support Activities for Transportation industry, Telecommunications, and Couriers and Messengers. Out of these industries, all but the Telecommunications and Chemical industries have tight links to the Port Newark-Elizabeth and Newark's Liberty International Airport.

Finding #4: The size of Union County's employed labor force rose perceptively since falling to nearly 244,000 workers in September 2009. Residents holding Office and Administrative Support positions and Production Line jobs faced the most instability. Cuts in state and the local government expenditures also forced public-sector job losses.

Some occupation groups in Union County appeared to be more resilient to the woes precipitated by the Great Recession. These were mainly occupations requiring fairly high levels of education, including Business and Financial Operations, Architecture and Engineering, and Health Diagnosing and Treating Practitioners. Other skilled occupations, such as Sales and Related

Services; Other Healthcare Occupations; and Installation, Maintenance, and Repair service occupations also maintained positive trends throughout the recession. While many lower-skilled occupations tended to suffer losses, some groups, such as Personal Care, fared remarkably well.

The following occupation groups experienced growth through factors that were extraordinarily localized (local industry growth outperforms national and state trends): Sales and Related Retail occupations; Installation, Maintenance, and Repair occupations; and Architecture and Engineering occupations. Also, a few other occupation groups that suffered losses in Union County during the 2006-2013 period did better than expected when compared to their severely stifled development nationwide—particularly Office and Administrative Support and Production occupations.

Finding #5: Few County residents are adjusting their careers toward occupations that are likely to generate more wage spillovers within the County. In general, industries that have high overall education requirements tend to have high wage spillover effects on other occupations. Three representative industries with such attributes are: Medical Offices; Legal Services; and Securities, Commodities and Related. Still, compared to the nation as a whole, it seems evident that Union County residents *generally* hold occupations that do not tend to facilitate significant wage spillovers.

Finding #6: Total employment growth in Union County will remain strong through 2025 —with a 0.8% annual average growth. Meanwhile, County growth in wage and salaried jobs will be sluggish (0.3% annually).

Much of the new employment in Union County will occur in Finance and Real Estate (2.1%), Transportation (1.8%), Government (1.3%), and Services (1.2%). The Manufacturing and Information industries will suffer further losses (1.2% and 2.2%, respectively); less substantial rates of jobs loss will be experienced by the Wholesale and Retail Trade sectors (0.5% and 0.3%, respectively). These latter losses are likely attributable to continued growth in trade/purchases carried out over the internet.

By 2025 more than half of all employment in Union County will be in the Services sector, while 11% will be in Finance and 7% will be in Transportation Services. Growth in Wholesale and Retail Trade sectors will be flat, while Manufacturing will lose about 3,000 jobs, so that it

represents only 5% of all of the County's private-sector jobs. While New Jersey will also experience job losses in the Manufacturing industry, Union County's losses will be more severe percentagewise.

Finding #7: Based on a composite index for over 350 industries, the following sectors appear to be favorable to either business or local economic development in Union County.

Ranked List of Top 10 Industries
Based on Both Market Area and Local Development Attributes

NAICS	Industry Description
524100	Insurance carriers
813A00	Grant-making, giving, and social advocacy organizations
713100	Amusement parks and arcades
311930	Flavoring syrup and concentrate manufacturing
420000	Wholesale trade
561300	Employment services
561600	Investigation and security services
312140	Distilleries
711200	Spectator sports
517A00	Satellite, telecommunications resellers, and all other telecommunications

This analysis identifies businesses with a localized market for their goods and services, while recognizing prospects for import substitution for County businesses. Although a few of the top-ranked industries, like Insurance Carriers and Wholesale Trade, are already quite successful in the region, others have little or no presence. Of course, it may be that others make little or no sense to pursue due to nearby competition, e.g., Spectator Sports.

Finding #8: The seven industry clusters that will figure strongly in Union County's economic future are: (1) Construction Industries, (2) Medical and Scientific Equipment Manufacturing, (3) Transportation and Warehousing Services, (4) Wholesaling, (5) Financial and Insurance Services, (6) Hospitals and Health Services, (7) Employment and Business Services.

By combining the results from "finding #7," the forecast of Union County's economy, and the shift-share results, we estimate that approximately 846 new jobs will be created in these seven Union County's key industry clusters through 2024.

Finding #9: As manufacturing declines, many Union County municipalities are transforming former industrial properties into residential and commercial uses. Such re-zoning of land uses, which is likely to continue for some time, is most pronounced along the U.S. Route 1 corridor. Moreover, the County has been awarded substantial federal and state grants to aid these redevelopment efforts. For instance, the County received two federal grants in 2014 for brownfield assessment, which attests to the efforts made by the County and municipalities to rehabilitate and redevelop abandoned sites.

Finding #10: Compactness of real estate developments has improved near stations along commuter rail lines to Hoboken, Jersey City, and Manhattan. Recently, Rahway has become a poster child of this phenomenon within Union County, although Summit, Westfield, and other towns have benefited from it for years. Elizabeth, Linden, Union, Roselle Park, and Cranford are likely to benefit from this phenomenon into the future. More precisely, the $55 million grant received from the state and federal government to renovate Elizabeth's downtown train station is anticipated to be "an economic accelerator for the City of Elizabeth."[1]

In terms of residential land values per acre, Westfield, Garwood, Summit, and Cranford have the highest prices. The same basic list rounds out the top four in commercial property value per acre, although Cranford is replaced by Berkeley Heights. However, in the aftermath of the Great Recession, property values throughout the County declined steadily through 2013. Outside of Winfield Township, no municipality within the County has yet experienced a full return of properties to pre-recession values. This is, however, generally in line with statewide trends.

Finding #11: About half of the County's municipalities tax industrial properties at rates that are effectively less than $25,000 per acre: Such low rates are unsustainable. To assure that municipal budgets were fully funded, tax rates increased as property values declined over the course of the Great Recession. Through residential and commercial land uses, some Union County municipalities reap as much as $55,000 per acre in property tax revenues in 2014.

[1] Lannan, K. (2015, January 12). $55 million redesign, two-story building planned for Elizabeth NJ Transit station. *NJ Advance Media*. Retrieved from http://www.NJ.com

Recommendations

Union County seeks a smooth transition for its latent and future workforce, following the erosion of one of its major industrial sectors— manufacturing. In this vein, the County must center its economic development efforts on promising industries and organizations that could provide jobs suited for the skills and occupations of the County's current and future population. In addition, it is essential that the County targets entrepreneurs for business recruiting.

The present study identified the local industries that may offer Union County a competitive advantage, while taking into consideration the diversity of its local labor force. Based on the study's findings, the R/ECON™ team developed the following recommendations and practices for long-range plan and strategic initiatives:

Recommendation #1: Continue establishing adult language-learning centers and workforce training in the areas of Health Aids and Technicians, Telecommunication Technicians, Material Handlers, and Stock Clerks.

In comparison to the state, Union County has a higher share of workers lacking English fluency (21.1% UC vs. 13% NJ). This lack of English fluency or lower educational attainment can limit residents' job opportunities. Moreover, continued net positive in-migration of foreign nationals and permanent residents will likely maintain the fluency gap. Adult language-learning centers and workforce training are crucial components for integrating immigrants into the local economy. Additionally, the most effective workforce training implementation involves structuring the programs around the industrial needs and competitive advantages of the County.

The type of language centers mentioned above have become a part of Union County's offerings through the Adult Basic Literacy Education Consortium, which has served over 2,000 individuals annually over the past ten years. The Consortium is sustained by the Workforce Innovation and Opportunity Act (WIOA) Title II, which enables partnerships among the federal, state, and local governments. Currently Union County College is the lead agency for the WIOA Title II Adult Literacy Program, but it is important that more agencies join this effort and meet the increasing demand for English literacy and workforce training.

Recommendation #2: Ensure commuter-rail towns, including Elizabeth, Linden, Union, Roselle Park, and Cranford, have sufficient resources and support from the County for transit-oriented development (TOD).

TOD is a long-established smart growth strategy. It fulfills two important roles: (1) a shift away from automobile dependency and (2) improved accessibility through land use clustering and public-private investments that enable active transportation. In Union County, compact communities created by TODs are likely to be attractive to middle- to high-income households that work in Hudson County and Manhattan. Summit, Westfield, and other towns have benefited from this type of development for decades. Moreover, Rahway is a "poster child" of TOD revival within Union County.

As a component of an overall development strategy, TOD support should increment the number of local-area jobs by increasing both the home-based spending of the commuting households, but also their out-of-home spending. TODs tend to be fiscally beneficial to local economies over their life cycles and should also enhance property values near rail stations.

Recommendation #3: Counsel municipalities on why and how to join federal programs that can be applied to help expand and solidify Union County's historical preservation efforts— as well as lead or enable County-based heritage-related efforts that run across municipalities.

Union County has the potential of growing and benefitting from its long and rich history. Currently, the County has 68 sites on the National Register of Historic Places— these include museums, historic districts, churches, and stations. The role of historic preservation can be a key component of economic growth because of its potential to invigorate less-active areas. A late 1990s study documenting the economic contribution of preservation in New Jersey indicates that each dollar invested in historic rehabilitation generates four dollars in tourism spending. County-based efforts could, for example, expand upon the Washington-Rochambeau Revolutionary Route National Historic Trail that runs from Scotch Plains to Summit. Alternatively, the County could develop a program that encourages visitation to key local historical sites, such as a passport program where members collect site stamps representing each visited location.

Programs such as the Certified Local Government (CLG) Program and the Main Street Program would help municipalities revitalize their traditional business districts. Such efforts can result in an increase of visitation to the County by non-County residents, as well as an opportunity

to showcase Union County as a place to live, work, and play. Union County currently has four active Main Street Programs located in Linden, Plainfield, Summit, and Westfield. In addition, Fanwood Borough and Plainfield City are the only two Certified Local Governments in Union County.

Recommendation #4: Union County and the City of Elizabeth should seek ways to channel investment efforts toward businesses that would benefit most from proximity to the Port Newark-Elizabeth.

The area surrounding the Port Newark-Elizabeth Marine Terminal continues to be a source of economic growth and redevelopment. Considering that (1) businesses in this Urban Enterprise Zone enjoy numerous benefits and (2) the recent development of an Express Rail service, Port Newark-Elizabeth Marine Terminal is a promising area in terms of economic development. Moreover, investment in this area could enable even speedier intermodal transfers that reduce truck traffic on Kapkowski Road, and Corbin and McLester Streets.

Chapter 1: Introduction to the Union County Baseline Report

In 2015, the Rutgers Economic Advisory Service group (R/ECON™) of Rutgers University prepared the third Union County Baseline report (commissioned by the Union County government). It follows and expands upon preceding studies conducted for the Union County Alliance in June 1994 and June 2000.

This third baseline report applies recent historical data to evaluate the impact of the Great Recession and the nation's subsequent recovery on Union County's economy. In addition, it aims to identify local industries that may offer the County a competitive advantage given its local labor force and skill diversity. This industry identification is partially enabled through the use of economic forecasts for New Jersey and Union County, which assess the region's prospects for employment growth in the next decade.

Businesswise, Union County has long enjoyed a strategic geographic location within New Jersey: It is close to one of the world's largest markets in metropolitan New York City. It owns a significant harbor and port in the City of Elizabeth. It has ready access to rail and air transportation for passengers and freight alike; moreover, this is aligned with one of the most heavily-traveled transportation corridors in the world, given it is midway between Boston and Washington, D.C., and nestled between two of the largest markets in the United States—Philadelphia and New York City. Union County's location enabled some economic competitive advantage in manufacturing in the not-so-distant past; however, the location calculus for manufacturing has greatly changed over the past few decades, so that its heyday within the County has passed. This begs several questions, including: What businesses thrive in Union County today? What assets does Union County have that attract businesses? What sorts of businesses might want to expand their presence in the County? The current study explores these advantages and establishes a common base of knowledge from which long-range plans and strategic initiatives can be developed.

This comprehensive report, designed to inform economic development efforts, begins with an overview and update on Union County's economy. The initial chapter, Chapter 2, reviews key demographic and economic metrics for Union County, including: population, age, household income, education and employment levels, and English fluency skills. Additionally, it explores migration patterns, as well as commuting patterns—with industry detail— for both Union County residents and residents of other jurisdictions employed in Union County. Commuting and migration into and out of Union County can be a useful gauge of the County's affordability and

attractiveness relative to "competing" counties in New Jersey and neighboring states; overall, the indicators and trends presented in Chapter 2 provide context against which subsequent industry and occupation analyses can be best understood.

With the objective of identifying Union County's economic potential and competitiveness, Chapter 3 analyses the County's current industrial composition. It begins with a thorough examination of the County's primary industries and business support services. This is followed by a comparison of Union County's industrial concentrations relative to the state's and nation's, with an eye toward identifying the County's economic strengths. Chapter 4 further expands on the County's economic competitiveness. It focuses on occupational concentration with the understanding that the long-run potential of an economy centers on the capabilities of its resident labor force. The chapter kicks off with a general overview of the distribution of occupations held by Union County residents. This analysis is continued by a comparison of that distribution to equivalents for both New Jersey and the US. The chapter culminates with an analysis of the innovative potential of the County's employed labor force: it presents a list of industries in Union County, ranked by their potential to yield positive wage-spillover effects on other industries within the County.

After outlining Union County's past and present economic condition, the report focuses on identifying visions for Union County's future economic prosperity; thus, Chapters 5 and 6 cover forecasting and industry targeting techniques. The economic forecasting chapter identifies industrial sectors within New Jersey and Union County that hold bright futures. Such insight complements the identification of industries (presented in Chapter 6) that, through interfirm linkages, appear to be potential keys to Union County's future economic well-being. Chapter 6 reviews the supply and demand gaps and wealth-generating potential of industries located within a 350-mile radius of Union County—an area composed by Connecticut, Delaware, Maryland, Massachusetts, Pennsylvania, New Hampshire, New Jersey, New York, Rhode Island, Vermont, Virginia, Washington, D.C., and West Virginia. These industries are contrasted against the County's own demands that are not being locally supplied. In addition, Chapter 6 covers a detailed examination of the multiplier potential of industries in the larger market area.

The report proceeds with two addendum chapters (Chapters 7 and 8) that present a historical analysis of land use and property values in Union County. Chapter 7 offers a thorough land use analysis using parcel-level data. It points out areas of the County that have development

potential, where land is being underutilized. This chapter also identifies land use changes that occurred in the County between 2007 and 2012. Chapter 8 further expands the land use analysis by examining historical trends in both assessed property values and tax revenues by municipality in Union County. Using annual growth rate and average property value data, this section discerns locations that display positive development trends, require redevelopment, or are in dire need of strategic planning. The present study culminates with a set of policy recommendations (Chapter 9), based on the findings presented on Chapters 2-8.

Chapter 2: Demographic and Economic Profile

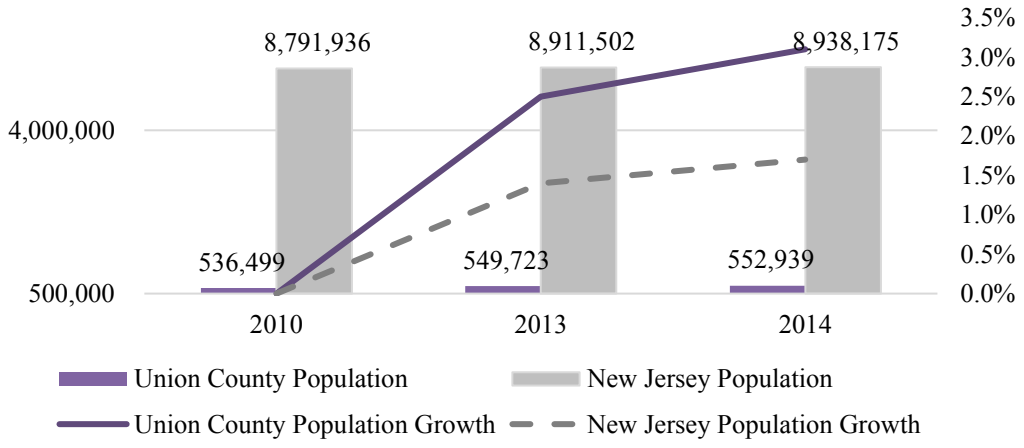
This chapter presents a brief overview of key demographic and economic metrics for Union County. These indicators and trends provide context against which subsequent industry and occupation analyses can be best understood.

Demographic Metrics

Population

The estimated total population of Union County in 2014 was 552,939 people, or 6% of the total state population (8.94 million people). Union County's population growth rate from 2010 to 2014 was nearly twice that of New Jersey's (3.10% vs. 1.65%), as shown in Figure 2.1. This difference is primarily attributable to both net natural increase (births minus deaths) and net migration. New Jersey's natural increase of 144,739 people over the 2010-2014 period represented growth of approximately 1.6% of the 2010 population base, while Union's natural increase of 12,689 represented a growth of approximately 2.4% from its 2010 base. More significantly, Union County's net migration (net international immigration plus net domestic in-migration) of 4,272 over the 2010-2014 period represented approximately 0.8% of its 2010 base population; in contrast, the state's net migration gain of 6,968 was only 0.08% of its 2010 population base. In both cases, the net migration gains were garnered via substantial international immigration, which offset domestic outmigration (these trends are discussed in further detail in the section titled "Migration").

Figure 2.1: Population Changes of New Jersey (Base Year: 2010)

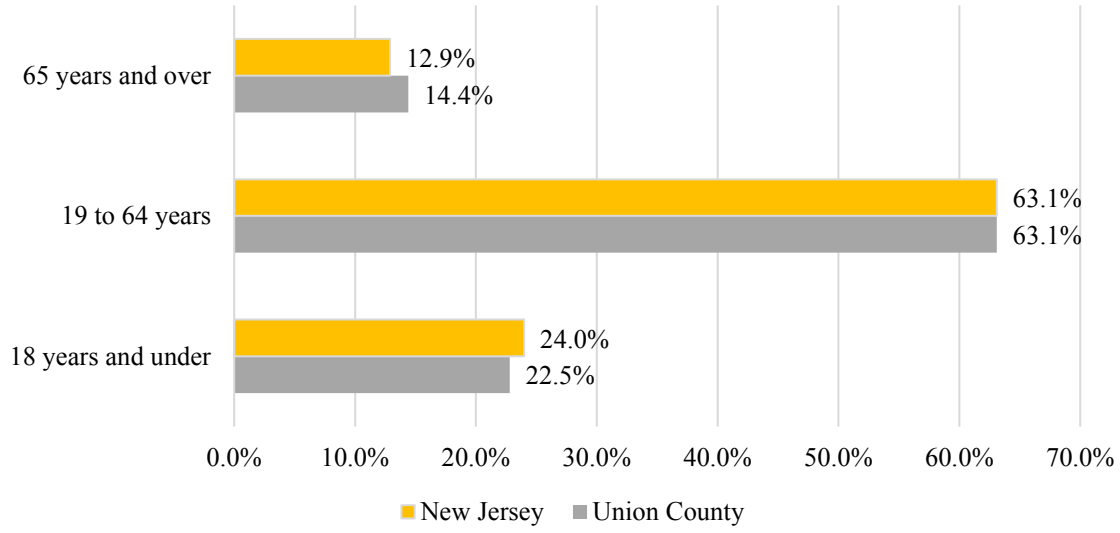


Source: U.S. Census Bureau, 2014

Age

As shown in Figure 2.2, the combined number of residents older than 65 or younger than 18 years of age constitutes about 37% of Union County's total population, resulting in the same dependency ratio as the state.

Figure 2.2: Age Breakdown of New Jersey and Union County, 2013



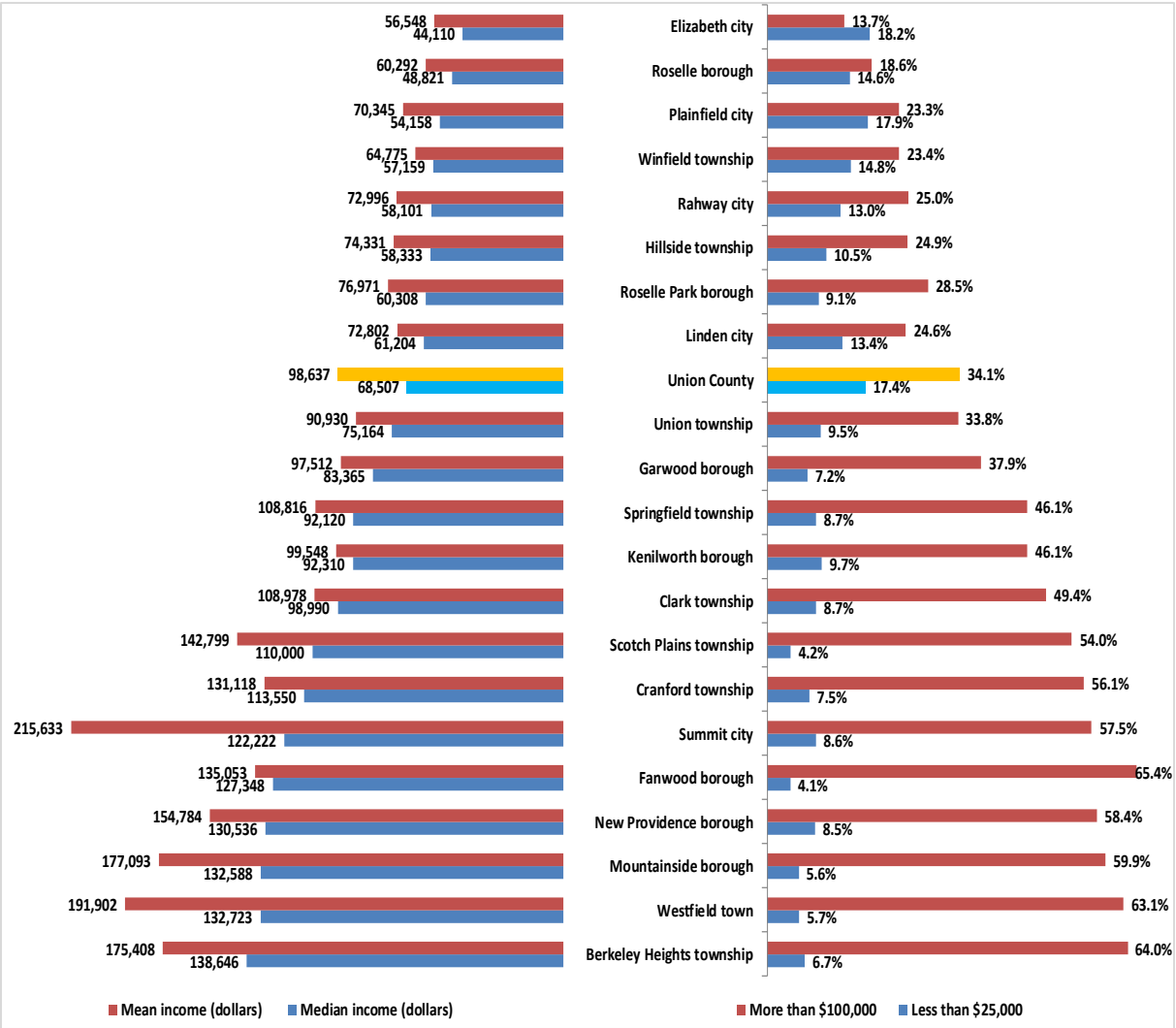
For more detail see Appendix A, Table A.1.
Source: U.S. Census Bureau, 2013

Household Income

Figure 2.3 presents the distribution of Union County's median and mean household income by municipality based on 2009-2013 averages. The left half of the graph displays the mean and median household income of each municipality. A mean considerably larger than the median indicates a higher degree of income inequality. As an additional indicator of inequality, the right half of the graph shows the share of households with an annual income of at least $100,000 and the share with annual income of $25,000 or less.

Figure 2.3: Union County Household Income, 2009-2013 Averages

Source: U.S. Census Bureau 2009-2013



Municipalities with lower average income reflect less income inequality; this is especially evident in Elizabeth, Roselle, Winfield, and Linden. At the other end of the spectrum, Fanwood, Scotch Plains, Westfield, Mountainside, and Berkeley Heights have the lowest percentages of low-income households and reflect large median and mean income gaps. Over half of these municipalities' households earn at least $100,000 or more, making them the most homogeneously affluent sectors in the County. Summit also stands out for its high average income; however, given the mean income surpasses the median income by 43%, wealth in Summit is more concentrated than it is in any other Union County municipality.

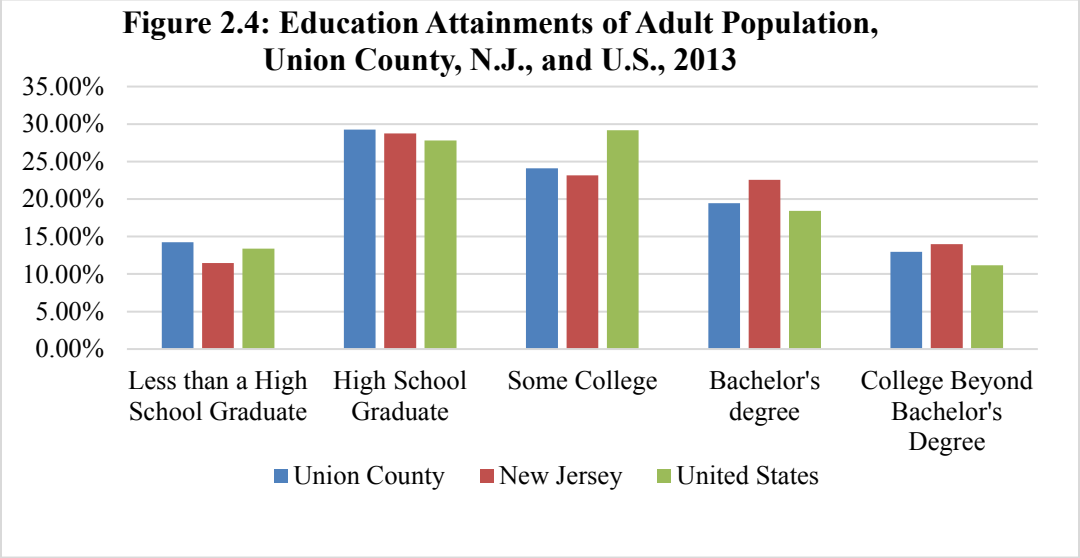
Education

The educational attainment of Union County's adult population[2] differs from both New Jersey and U.S. averages (Table 2.1 and Figure 2.4). Overall, Union County's adult population received fewer years of formal education than its state counterpart. The County has a larger share of people who never graduated high school and fewer college or advanced degree graduates than New Jersey. When compared to the nation's averages, Union County also has a greater share of people who never graduated high school; at the same time, it has a larger percentage of people who have earned a Bachelor's degree or above.

Table 2.1: Educational Attainment of Adult Population Union County, N.J. and U.S., 2013

Education Level	Union County	New Jersey	United States
Less than a High School Graduate	14.2%	11.5%	13.4%
High School Graduate	29.3%	28.8%	27.8%
Some College	24.1%	23.2%	29.2%
Bachelor's Degree	19.4%	22.6%	18.4%
College Beyond Bachelor's Degree	12.9%	13.9%	11.2%

For more detail see Appendix A, Table A.2.
Source: North Jersey Health Collaborative, Claritas, U.S. Census of Population



Source: U.S. Census Bureau, 2013

[2] "Union County adult population" is defined as Union County residents who are 25 years and over.

Employment

Table 2.2 shows employment trends for Union County, New Jersey, and the United States from 2006 to 2013. Over the study period, Union County experienced a slight (0.24%) net employment growth, peaking just prior to the Great Recession in 2007. Subsequently, the County suffered two years of job losses and an additional year of stagnation, reaching a nadir of about 289,000 jobs in 2009 and 2010. While the County has added jobs every year since 2010, the latest employment levels (2013) indicate that it has not yet returned to its 2007 peak.[3]

Both New Jersey and the United States encountered similar experiences, peaking in 2007 before facing three consecutive years of decline; similarly to Union County, New Jersey's 2013 employment levels have not reached their 2007 peak levels. On the other hand, by 2013, the nation surpassed its 2007 peak by 1.33%.

Table 2.2: Total Employment: Union County, New Jersey and the United States, 2006-2013

Year	Number of Jobs			Union County Index*
	United States	New Jersey	Union County	
2006	176,123,600	5,043,704	296,915	100.00%
2007	179,885,700	5,119,333	298,787	100.63%
2008	179,645,900	5,115,938	297,026	100.04%
2009	174,243,700	4,990,970	289,001	97.33%
2010	173,044,700	4,944,295	289,214	97.41%
2011	176,286,700	5,000,754	292,013	98.35%
2012	178,846,000	5,038,905	293,814	98.96%
2013	182,278,200	5,103,068	297,623	100.24%

*Union County Index: based on 2006 data.
Source: Bureau of Economic Analysis, U.S. Department of Commerce.

Changes in Union County's unemployment rate are similar to those of the state and nation (Table 2.3 and Figure 2.6). Unemployment rates were relatively low before 2008, climbed dramatically in 2009, and peaked in 2010. Though recently the unemployment rates have decreased, they are still somewhat higher than during the mid-2000s. Moreover, as of 2013, the County's unemployment rate remains above those of the state and nation, a trend likely related to

[3] It should be noted that the annual employment data represented in Table 2 was produced by the U.S. Bureau of Economic Analysis, and includes the farm and government jobs as well as the employment of proprietors, in contrast to commonly cited monthly employment data published by the U.S. Bureau of Labor Statistics, which covers only private, nonfarm payroll employment. Employment growth in New Jersey and Union County has been significantly weaker during the recovery when proprietors' employment is not included. For this reason, the topic of self-employed workers is discussed in more detail in Chapter 3.

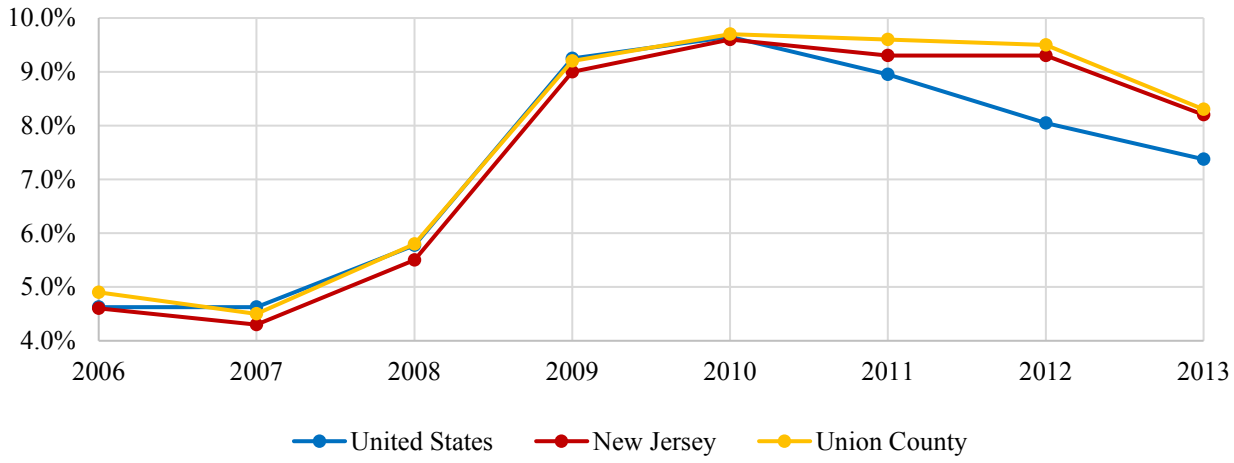
the County's relatively lower degree of workforce educational attainment and its high losses of manufacturing employment (as compared to the state and nation).

Table 2.3: Unemployment Rates for Union County, New Jersey and the United States, 2006-2013

Year	United States	New Jersey	Union County
2006	4.6%	4.6%	4.9%
2007	4.6%	4.3%	4.5%
2008	5.8%	5.5%	5.8%
2009	9.3%	9.0%	9.2%
2010	9.7%	9.6%	9.7%
2011	9.0%	9.3%	9.6%
2012	8.1%	9.3%	9.5%
2013	7.4%	8.2%	8.3%

Source: Bureau of Labor Statistics, U.S. Department of Labor.

Figure 2.6: Unemployment Rates for Union County, New Jersey and the United States, 2006-2013



Source: Bureau of Labor Statistics, U.S. Department of Labor

Language

Table 2.4 breaks down the share of Union County workers (age 16 and over) by ability to speak English, and compares them to the state and national shares. The data, gathered from the 2013 American Community Survey, measures the share of population that may need help in understanding English and that could benefit from local English language learning programs. On

the survey, respondents are asked to indicate what language they speak at home; those responding another language other than English, are asked to rate how well they speak English (the ranking options are: "very well," "well," "not well," and "not at all").

As of 2013, 78.9% of Union County workers were either native English speakers or spoke English proficiently, compared to 87.1% in New Jersey and 91.2% in the U.S (see Table 2.4). From a public services standpoint, this indicates that 21.1% of Union County workers may require assistance and/or encounter limited job opportunities due to their lack of English fluency. While this share exceeds the state's by 8 percentage points, it is possible that the number of workers in Union County with limited English fluency will increase as a result of the net positive international migration.

Table 2.4: Workers' (16 Years and Over) Ability to Speak English, Union County, NJ, and U.S., 2013

	Union County Share	New Jersey Share	United States Share
Speak only English	53.69%	68.06%	78.89%
Speak other language(s) and Speak English "very well"	25.22%	19.03%	12.29%
Speak other language(s) and Speak English less than "very well"	21.08%	12.92%	8.81%

Source: American Community Survey, 2013.

Commuting patterns

To further examine employment trends in Union County, it is helpful to explore commuting patterns for both Union County residents and residents of other jurisdictions working in Union County. The *On the Map* dataset and mapping tool, provided by the U.S. Census Bureau, allows for analysis of commuting patterns of residents and workers over time, with some industry detail.[4]

[4] The employment data used in this portion of the analysis represent total employment counts (including primary and non-primary jobs held by the same individual) derived from data in the U.S. Census Bureau's Longitudinal Employer-Household Dynamics (LEHD) program. Total and industry job counts thus may differ from U.S. Bureau of Labor Statistics, U.S. Bureau of Economic Analysis, and New Jersey Department of Labor figures cited elsewhere in this report. However, the sectoral distribution, commuting patterns, and temporal trends in employment should be consistent across datasets.

Total Employment

Table 2.5 provides the distribution of employed Union County residents by County of work for 2003, 2006, and 2011.[5] The final two columns show absolute and percentage changes over the study period.

Table 2.5: Union County Residents by County of Work, 2003, 2006, and 2011

	2003		2006		2011		2003-2011 Change	
County of Work	**Count**	**Share**	**Count**	**Share**	**Count**	**Share**	**Absolute**	**Share**
Total All Jobs	**243,192**	**100.0%**	**261,622**	**100.0%**	**241,718**	**100.0%**	**-1,474**	**-**
Union County, NJ	91,368	37.6%	96,389	36.8%	78,490	32.5%	-12,878	-5.1%
Essex County, NJ	33,893	13.9%	34,908	13.3%	35,417	14.7%	1,524	0.8%
Middlesex County, NJ	30,454	12.5%	34,387	13.1%	29,893	12.4%	-561	-0.1%
New York County, NY	13,631	5.6%	15,706	6.0%	17,540	7.3%	3,909	1.7%
Morris County, NJ	14,113	5.8%	14,547	5.6%	14,934	6.2%	821	0.4%
Somerset County, NJ	12,110	5.0%	13,697	5.2%	11,509	4.8%	-601	-0.2%
Hudson County, NJ	9,575	3.9%	11,257	4.3%	10,886	4.5%	1,311	0.6%
Bergen County, NJ	10,353	4.3%	10,209	3.9%	10,269	4.2%	-84	-0.1%
Monmouth County, NJ	4,529	1.9%	4,962	1.9%	4,455	1.8%	-74	-0.1%
Passaic County, NJ	4,505	1.9%	4,545	1.7%	4,448	1.8%	-57	-0.1%
All Other Locations	18,661	7.7%	21,015	8.0%	23,877	9.9%	5,216	2.2%

Source: U.S. Census Bureau, On The Map.

In 2003, 37.6% out of the 243,192 employed Union County residents worked in the County. By 2006 the number of employed Union County residents peaked to 261,222, and the share living in the County decreased slightly (0.8%): this decline in share results from the increment in total number of workers. Thus, the actual number of Union County residents employed in the County was greater in 2006 than 2003 (98,389 vs. 91,368 people). The share of Union County residents working in the County had dropped to 32.5% by 2011 (78,490 people). This decline began slowly prior to the onset of the Great Recession, accelerated from 2006 to 2007, and remained below 33% after 2009. Therefore, while the number of employed County residents had only dropped by about 1,500 over the 2003-2011 period (after declining significantly during the first two years of the Great Recession, then recovering), the number of County residents

[5] 2011 was the latest year for which these work commutation data were available from the U.S. Census Bureau. While there may have been some local recovery of resident employment in subsequent years, it is likely that this loss of county resident employment has persisted.

employed *in the County* had dropped by nearly 13,000 people. Significant shifts included an increase of 1,500 jobs in Essex County, nearly 4,000 in Manhattan (New York County), and 1,300 in Hudson County. Other growing work destinations for Union County residents over the study period include neighboring Morris County (821 Union County residents employed) and Mercer County (800 Union County residents employed) as well as Brooklyn (Kings County, N.Y., with another 800 Union County residents employed).

Symmetrically, from 2003 to 2011, the total number of jobs *in* Union County dropped by 10,000 and the share of jobs in Union County filled by residents of other counties (and states) grew by nearly four percentage points, from 62.7% to 66.5% (or 153,287 to 156,152 workers). Over the period, Union County workers substantially increased residence in Hudson County (918), Staten Island (Richmond County, N.Y. [included under "all other locations"], 1,025), Monmouth County (583), and Morris County (557) (See Table 2.6).

Table 2.6: Union County Workers by County of Residence, 2003, 2006 and 2011

	2003		2006		2011		2003-2011 Change	
County of Residence	**Count**	**Share**	**Count**	**Share**	**Count**	**Share**	**Absolute**	**Share**
Total All Jobs	**244,655**	**100.0%**	**248,476**	**100.0%**	**234,642**	**100.0%**	**-10,013**	**-**
Union County, NJ	91,368	37.3%	96,389	38.8%	78,490	33.5%	-12,878	-3.8%
Middlesex County, NJ	31,725	13.0%	26,282	10.6%	29,660	12.6%	-2,065	-0.4%
Essex County, NJ	27,217	11.1%	28,878	11.6%	27,229	11.6%	12	0.5%
Somerset County, NJ	13,525	5.5%	10,349	4.2%	12,871	5.5%	-654	0.0%
Morris County, NJ	12,291	5.0%	11,449	4.6%	12,848	5.5%	557	0.5%
Hudson County, NJ	9,105	3.7%	9,872	4.2%	10,023	4.3%	918	0.6%
Monmouth County, NJ	9,230	3.8%	11,224	4.5%	9,813	4.2%	583	0.4%
Bergen County, NJ	7,947	3.2%	8,397	3.4%	7,838	3.3%	-109	0.1%
Passaic County, NJ	5,552	2.3%	6,362	2.6%	5,671	2.4%	119	0.1%
Ocean County, NJ	6,372	2.6%	4,968	2.0%	5,605	2.4%	-767	-0.2%
All Other Locations	30,323	12.4%	34,306	13.8%	34,594	14.7%	4,271	2.3%

Source: U.S. Census Bureau, On The Map.

Commuting Patterns by Industry Grouping

Goods-producing Industries

The commuting pattern data can further be parsed by major industry grouping. Table A.3, located in Appendix A, provides the county of work for Union County residents working in goods-producing industries (Manufacturing, Construction, Natural Resources, and Mining). Like much of the state, Union County has experienced a precipitous drop in its manufacturing sector, exacerbated by the losses of the Great Recession. While employment of Union County *residents* in goods-producing industries slightly grew prior to the Great Recession (0.3% from 2003 to 2006), it dropped by 36% from 2003 to 2011. Moreover, the percentage of Union County residents working locally in goods-producing industries declined from 49% in 2003 to 36.7% in 2011.

At the same time, the goods-producing industries within the County were in continuous decline, dropping employment by 48% from 2003 to 2011 (see Table A.4 in Appendix A). During this period, local residents' share of these jobs fell by approximately 2.7%, with an increasing share of industry jobs in the County being filled by commuters from outside the County.

Trade, Transportation, and Utilities

While the number of Union County residents working in Trade, Transportation, and Utilities grew by 3.4% (1,947 jobs) from 2003 to 2006, this number quickly descended at the onset of the Great Recession and dropped by 7.9% (4,729 jobs) from 2006 to 2011. Despite the major fall in job count, totaling 2,782 from 2003 to 2011, it was much less precipitous than that for goods-producing industries (see Table A.5 in Appendix A). As such, the share of Union County residents employed in the Trade, Transportation, and Utilities industries who work in the County dropped by a much smaller number—about 2.6 percentage points from 2003 to 2011.

Simultaneously, the Trade, Transportation, and Utilities sector employment in Union County grew by 1,635 jobs between 2003 and 2011— note that the number of jobs went down during the recession, but recovered soon after it. Despite the 2003-2011 growth in jobs, the share of employment in the industry accounted for by local residents declined by nearly 5 percentage points (2,304 jobs) (see Table A.6 in Appendix A).

All Other Services[6]

The number of Union County residents employed in other service sectors grew by over 15,000 (10.3%) between 2003 and 2011. This is likely the result of continued statewide growth in certain service sectors, such as Healthcare and Social Assistance, which persisted even during the recession. At the same time, the number of Union County residents working *locally* in those sectors declined by 726 between 2003 and 2011 (from 37% to 33%). Thus, the net increase of 15,000 Union County residents working in those service sectors took place wholly via employment outside the County, with significant increases in the number working in Essex County (2,554), Middlesex County (1,885), and Manhattan (3,814) (for more details, see Table A.7 in Appendix A).

As elsewhere in the state, Service employment grew in Union County from 2003 to 2011. Although Service sector employment in the County increased by nearly 12% (15,384 jobs), the number of local residents filling those jobs declined. From 2006-2011, the share of local jobs in the service industries filled by Union County residents decreased by 6.6%. As displayed by Table A.8 (see Appendix A), the County experienced significant increases in service industry in-commuters from surrounding counties including Middlesex, Essex, Morris, Somerset, Monmouth, and Hudson.

In short, while Union County residents' employment rebounded from the initial decline of the Great Recession, the pre-recessional fall in the share of those residents working *locally* continued. Employment in the County did not recover robustly, remaining well below its 2003 level and leading residents to seek employment elsewhere. This was particularly evident in the goods-producing industries, in which the percentage of local residents who work in the industry and were employed in the County declined significantly (with their absolute number dropping by more than 50%). The number of goods-producing industry jobs in the County also declined significantly, reducing opportunities for residents to find work in that sector. On the other hand, the number of Union County residents employed in the service industries has largely steadied or increased over the period, though the number and share of those residents working *locally* has declined. This is despite the fact that jobs in those sectors in Union County have increased: they are being filled by in-commuters from other counties.

[6] All Other Services includes all service-providing sectors, including Information, Financial Activities, Professional and Business Services, Education and Health Services, Leisure and Hospitality, Other Services and Public Administration.

Migration

Migration into and out of Union County can be a useful gauge of the County's affordability and attractiveness relative to "competing" counties in New Jersey and neighboring states. Both the U.S. Census Bureau's American Community Survey (ACS) and the Internal Revenue Service track various aspects of county-to-county migration, which help to elucidate patterns of movement for Union County residents. In terms of domestic migration flows during the 2008-2012 period, Union County is a "net loser," with 19,196 people moving in from elsewhere in the United States, and 24,259 people moving out. Although the majority of both in- and out-migration is from and to other counties in New Jersey (63% and 55%, respectively), a significant portion of people moving to Union County are coming from the State of New York (15%). On the other hand, eastern Pennsylvania supplants New York as the state that receives the largest number of Union County residents as they leave New Jersey.

Table 2.7: Domestic In-and Out-Migration, Union County, 2008-2012

In-migration 2008-2012*		
Total	19,196	100%
New Jersey	12,093	63%
New York	2,879	15%
All others	4,223	22%
Out-migration 2008-2012**		
Total	24,259	100%
New Jersey	13,342	55%
Pennsylvania	2,023	8%
New York	1,601	7%
All others	7,292	30%
Net domestic migration 2008-2012		
Total	-5,063	

*For more detail see Appendix A, Table A.9.
**For more detail see Appendix A, Table A.10.
Source: U.S. Census Bureau.

While Union County's net domestic migration was negative over the 2008-2012 period, the net outflow has been consistently offset by net positive international immigration flows. Data from the Census Bureau's Annual Components of Population Change confirm that the international inflows shown in Table 2.8 represent significant net positive international migration for Union County. Furthermore, the data indicate that in some years these net inflows fully offset the net domestic outflows described above.

Table 2.8: Average Annual Migration Inflow by Region of Origin Union County, 2008-2012

County	Avg. Annual Inflow
Total International Inflow	4,333
Asia	1,140
Caribbean	863
South America	674
Central America	540
Europe	436
Africa	232
Oceania and At Sea	49
Northern America	25
Puerto Rico*	374

* The ACS does provide outflow data for Puerto Rico. Average annual outflow from the island to Union County was 61 for the 2008-2012 period. Source: U.S. Census Bureau.

Table 2.9 presents the annual net domestic and international migration for the years 2011-2014, based on the Census Bureau's population estimates series.

Table 2.9: Net Annual Migration, Union County, 2011-2014

	Net International Migration	Net Domestic Migration	Net Migration
2011	3,937	-4,343	-406
2012	3,659	-2,181	1,478
2013	3,978	-1,608	2,370
2014	3,976	-3,735	241
Total	15,550	-11,867	3,683

Source: U.S. Census Bureau.

Conclusion

In summary, Union County is undergoing a few notable demographic trends. In general, its socio-economic dynamic conditions have been a microcosm of the state's. In certain ways, the County provides a peek into the state's prospective future. Population-wise, it is growing faster than the state, due in large part to international in-migration. The County's falling base of goods-producing jobs weighs heavily on current and future employment prospects: it is making it harder for County's residents to find decent-paying blue-collar/service jobs. This is occurring despite the

fact that the County's job scene is bouncing back from the Great Recession; that is, a disproportionate share of the County's workplace recovery is benefitting residents outside of Union County. In this regard, Union County's story is similar to that of other former industrial areas: as manufacturing activity contracts, those left behind struggle to find employment outside of the low-paying end of the service sector.

Chapter 3: Employment Data Analysis

Identifying Union County's economic potential requires an examination of the composition of the local economy. Therefore, this chapter begins with a thorough review of numerous datasets containing information on the County's primary industries and business support services. The second and third sections of this chapter employ a series of supplemental measurements used to identify Union County's industrial concentrations (relative to the state and country), as well as the economic competitiveness of each local industry.

Employment Shares

The analysis of major industries involves assessing Union County's sectoral employment shares and trends compared to those of New Jersey and the United States. As of 2013, the County's four largest industries (at the two-digit NAICS level) in terms of average annual employment were: Health Care and Social Assistance (29,785 jobs or 16% of private sector employment), Retail Trade (26,062 jobs or 14%), Administrative and Waste Services (19,513 jobs or 10%), and Manufacturing (18,552 jobs or 10%). This distribution of employment for the year 2013 is depicted in Figure 3.1.

Figure 3.1: Distribution of Employment, Union County, NJ, 2013

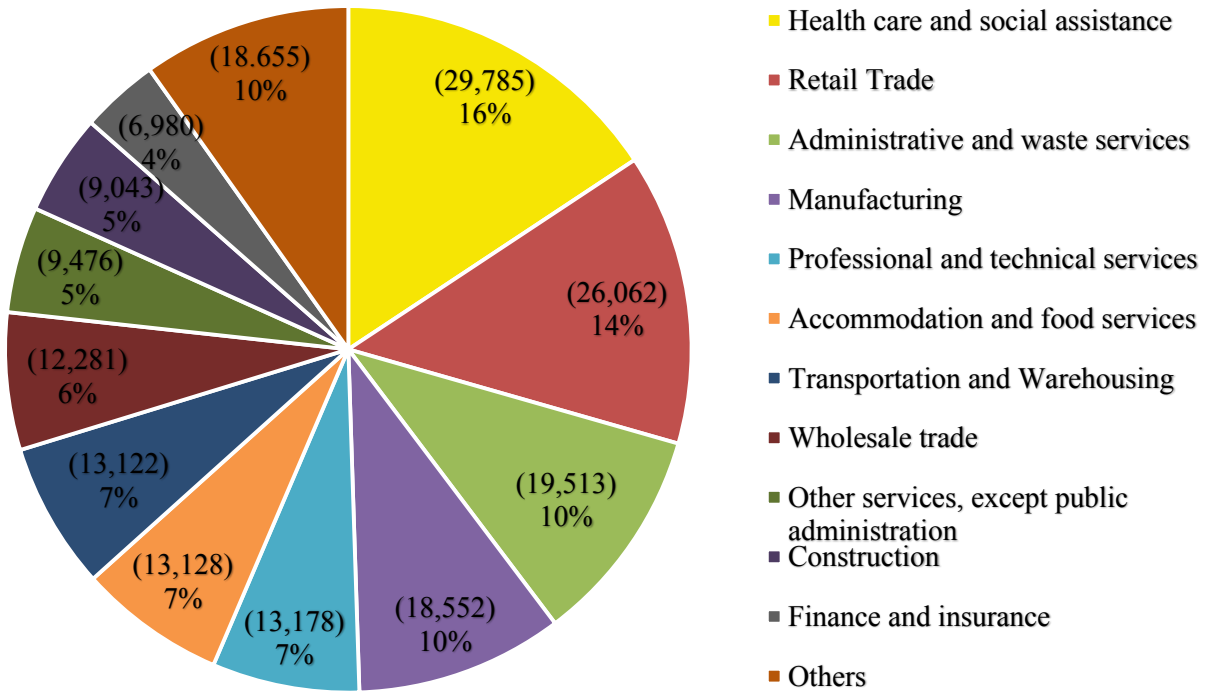


Table 3.1 presents Union County's average private sector employment count for all industries at the two-digit NAICS level[7] for the years 2006, 2010, and the latest available year, 2013.[8] The selection of these particular years provides a profile of the County's employment trajectory from before the onset of the Great Recession, through the downturn and subsequent recovery.

Table 3.1: Average Employment by Supersector, Union County, 2006, 2010, and 2013

NAICS Code	Industry	2006	2010	2013	2006-2013 Change	2010-2013 Change
11	Agriculture, forestry, fishing and hunting	N*	N*	N*	-	-
21	Mining, quarrying, and oil/gas extraction	N*	N*	N*	-	-
22	Utilities	1,380	1,301	1,219	-161	-82
23	Construction	11,366	8,904	9,043	-2,323	139
31-33	Manufacturing	33,033	20,695	18,552	-14,481	-2,143
42	Wholesale trade	12,965	11,970	12,281	-684	311
44-45	Retail Trade	26,572	26,277	26,062	-510	-215
48-49	Transportation and Warehousing	11,575	11,506	13,122	1,547	1,616
51	Information	4,381	3,946	5,710	1,329	1,764
52	Finance and insurance	8,187	7,723	6,980	-1,207	-743
53	Real estate and rental and leasing	3,097	2,821	2,682	-415	-139
54	Professional and technical services	15,486	15,627	13,178	-2,308	-2,449
55	Management of companies and enterprises	2,918	5,568	4,569	1,651	-999
56	Administrative and waste services	13,500	17,685	19,513	6,013	1,828
61	Educational services	2,065	1,936	2,313	248	377
62	Health care and social assistance	26,613	28,246	29,785	3,172	1,539
71	Arts, entertainment, and recreation	2,114	2,026	1,986	-128	-40
72	Accommodation and food services	12,160	12,193	13,128	968	935
81	Other services, except public administration	9,174	9,103	9,476	302	373
99	Unclassified	370	152	176	-194	24
	Total**	197,023	187,780	189,837	-7,186	2,057

N*= Non-disclosed data

Source: U.S. Bureau of Labor Statistics Quarterly Census of Employment and Wages.

[7] NAICS stands for North American Industry Classification System, and it classifies businesses based on the activities in which they are primarily engaged. This classification system is administered by the U.S. Census Bureau.

[8] This chapter uses data from the U.S. Bureau of Labor Statistics' Quarterly Census of Employment and Wages (QCEW), which tracks payroll employment covered by unemployment insurance. The QCEW data is used here because it provides employment data down to the highly detailed six-digit NAICS sector level, allowing for identification of key sub-industry employment composition. Similar employment data published by the U.S. Bureau of Economic Analysis (BEA) does not provide the same level of detail, but does provide counts of proprietors' employment (i.e., the self-employed) that do not appear in the QCEW data, as well as broader estimates of payroll employment that include jobs not covered by traditional unemployment insurance. The BEA data is used elsewhere in this report where appropriate for trend analysis, economic forecasting and analysis of proprietors' employment.

The last two columns on Table 3.1 show the absolute job losses and gains from 2006 to 2013 and from 2010 to 2013. The two start years, 2006 and 2010, represent the last national employment peak and the last recession's nadir. The strongest Union County industry from 2006 to 2013, in terms of absolute employment gains, was the Administrative and Waste Services sector, which added 6,013 jobs.[9] Health Care and Social Assistance ranked second with 3,172 jobs added, and Management of Companies and Enterprises ranked third (1,651 added jobs). It is worth noting that all gains in Management of Companies and Enterprises occurred during the recession, with 2,650 jobs added between 2006 and 2010, likely due to headquarters relocations. This was followed by a contraction of 1,000 jobs between 2010 and 2013.

The industries that suffered the greatest absolute employment declines from 2006 to 2013 include Manufacturing (14,481 jobs), Construction (2,323 jobs), and Professional and Technical Services (2,308 jobs). The case of the Professional and Technical Services industry is unique, as the sector's job count actually grew from 2006 to 2010; the job losses in this sector occurred between 2010 and 2013, with employment decreasing from 15,627 jobs in 2010 to 13,178 jobs in 2013. To examine these changes in further detail Table 3.2 lists the top and bottom ten industries in terms of absolute employment growth from 2006 to 2013 by three-digit NAICS codes.[10]

[9] This sector encompasses waste treatment and management services, security services, travel agencies, credit bureaus, administrative office work and other subsectors.

[10] See Table A.11 on Appendix A for average employment for all three-digit level industries.

Table 3.2: Average Employment for Selected Industries by Three-digit NAICS Code, Union County, 2006, 2010, and 2013

Rank	NAICS Code	Industry	2006	2010	2013	2006-2013 Change	2006-2013 Change (%)
1st	561	Administrative and support services	12,708	16,680	18,573	5,865	46%
2nd	621	Ambulatory health care services	9,993	12,051	13,165	3,172	32%
3rd	517	Telecommunications	2,441	2,100	4,191	1,750	72%
4th	492	Couriers and messengers	931	837	2,588	1,657	178%
5th	551	Management of companies and enterprises	2,918	5,568	4,569	1,651	57%
6th	722	Food services and drinking places	10,914	11,279	12,047	1,133	10%
7th	448	Clothing and clothing accessories stores	3,537	4,267	4,150	613	17%
8th	623	Nursing and residential care facilities	4,164	3,837	4,744	580	14%
9th	812	Personal and laundry services	2,905	3,247	3,463	558	19%
10th	488	Support activities for transportation	3,906	4,076	4,447	541	14%
84th	323	Printing and related support activities	1,623	1,063	796	-827	-51%
85th	622	Hospitals	8,466	7,290	7,636	-830	-10%
86th	332	Fabricated metal product manufacturing	3,372	2,567	2,539	-833	-25%
87th	326	Plastics and rubber products manufacturing	1,763	996	916	-847	-48%
89th	236	Construction of buildings	2,669	1,946	1,769	-900	-34%
90th	423	Merchant wholesalers, durable goods	6,932	6,430	5,985	-947	-14%
91st	238	Specialty trade contractors	7,440	5,904	6,028	-1,412	-19%
92nd	522	Credit intermediation and related activities	4,523	3,295	2,726	-1,797	-40%
93rd	541	Professional and technical services	15,486	15,627	13,178	-2,308	-15%
94th	325	Chemical manufacturing	13,871	7,298	5,963	-7,908	-57%

Source: Bureau of Labor Statistics QCEW

Table 3.2 shows that out of the three-digit industries in Union County, the Administrative and Support Services industry experienced the greatest job growth between 2006 and 2013 (5,865 jobs or 46% growth). According to the current *Union County Business Report* (2014), a major Union County employer in this sector is "Corrections Corporation of America" (branch located in Elizabeth, N.J.).[11] Ambulatory Health Care Services ranked second with a 3,172 job gain (32% growth) over the 2006-2013 period. Some of the top employers in this sector include Overlook Hospital (2,961 employees), Trinitas Hospital (1,674 employees), and Children's Specialized Hospital (1,440 employees).[12] Industries with the greatest percentage employment gains include Couriers and Messengers (178% gain, or 1,657 jobs) and Telecommunications (72%, with 1,750 added jobs).

[11] Retrieved from: http://ucedc.com/wp-content/uploads/2014/09/2013-Major-Employers-in-Union-County.pdf

[12] Ibid.

Mirroring the state's trend, the Chemical Manufacturing sector (NAICS 325) suffered the greatest employment decline: a total of 7,908 jobs were lost county-wide from 2006 to 2013, representing a 57% reduction in the sector's labor force. Professional and Technical Services ranked second, with a decline of 2,308 jobs (15%). Other industries with significant rates of employment losses include the Plastics and Rubber Products Manufacturing sector (48% decline, or 847 jobs) and the Credit Intermediation and Related Activities sector (40% decline, or 1,797 jobs).

In order to see if the County's employment trends are a reflection of the state and national trends, Table 3.3 presents the top 20 industries in Union County with highest employment shares in 2013, and compares them to NJ and U.S. shares.[13] Relative to the United States and New Jersey, Union County has a larger share of employment in the Administrative and Support Services sector (8.5% in Union County versus 6.6% in New Jersey and 5.9% in the U.S.). Thus, not only did this sector have the highest employment growth from 2006 to 2013, but it also maintains the largest share of the County's employment. The Professional and Technical Services industry, another fast-growing sector, maintains the second-largest share of the County's employment; this value is comparable to the nation's and slightly below New Jersey's share (6.0% in Union County versus 7.4% in New Jersey and 6.1% in the U.S). Consumer-oriented industries also represent large industries at the County, state, and national levels: Food Services and Drinking Places maintain an employment share of 5.5% in Union County, 6.2% in NJ, and 7.7% in the U.S. The employment share for the Hospital industry is comparable for all three levels: 3.5% in Union County, 3.7% in NJ, and 3.5% in the U.S.

[13] See Table A.12 on Appendix A for the full list of job shares at the three-digit level.

Table 3.3: Relative Job Shares for Selected Top 20 Industries by Three-Digit NAICS Code for Union County, N.J., and U.S., 2013

NAICS Code	Industry	Union County	New Jersey	United States
561	Administrative and support services	8.45%	6.58%	5.89%
541	Professional and technical services	5.99%	7.39%	6.06%
621	Ambulatory health care services	5.99%	5.44%	4.82%
722	Food services and drinking places	5.48%	6.22%	7.70%
622	Hospitals	3.47%	3.72%	3.54%
445	Food and beverage stores	2.83%	2.88%	2.19%
238	Specialty trade contractors	2.74%	2.30%	2.74%
423	Merchant wholesalers, durable goods	2.72%	2.66%	2.14%
325	Chemical manufacturing	2.71%	1.28%	0.59%
424	Merchant wholesalers, nondurable goods	2.33%	2.26%	1.48%
623	Nursing and residential care facilities	2.16%	2.45%	2.40%
551	Management of companies and enterprises	2.08%	2.17%	1.56%
488	Support activities for transportation	2.02%	0.55%	0.44%
624	Social assistance	1.93%	1.99%	2.35%
517	Telecommunications	1.91%	0.84%	0.63%
448	Clothing and clothing accessories stores	1.89%	1.43%	1.04%
812	Personal and laundry services	1.58%	1.44%	1.00%
452	General merchandise stores	1.53%	1.92%	2.30%
441	Motor vehicle and parts dealers	1.40%	1.18%	1.34%
524	Insurance carriers and related activities	1.38%	1.87%	1.59%

Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages.

It is important to note that although the Chemical Manufacturing sector (NAICS 325) faced the greatest decline in employment from 2006 to 2013, it remains strongly represented in Union County, comprising 2.7% of Union County's 2013 private-sector employment, versus 1.3% for New Jersey and 0.6% for the U.S.

Table 3.4 provides the rate of employment change for 2006-2013 and 2010-2013 for Union County, New Jersey, and the United States. Similar to Table 3.2, this chart shows a ranking of the ten industries with highest percentage increase in employment and the ten industries with greatest percentage declines in employment between 2006 and 2013 and between 2010 and 2013 in Union County, New Jersey, and the U.S. [14]

[14] See Table A.13 on Appendix A for percentage change of employment for all industries at the three-digit level.

Table 3.4: Percentage Change of Employment for Selected Industries by Three-digit NAICS Code for Union County, N.J. and U.S., 2006, 2010, and 2013

NAICS Code	Industry	Percentage Change 2006-2013			Percentage Change 2010-2013		
		Union County	New Jersey	U.S.	Union County	New Jersey	U.S.
492	Couriers and messengers	178.0	-7.6	-7.0	209.2	-0.2	3.3
517	Telecommunications	71.7	-16.3	-12.4	99.6	-5.5	-5.9
518	Data processing, hosting and related services	59.5	-50.8	-31.1	5.6	-10.8	9.6
551	Management of companies and enterprises	56.6	23.7	16.9	-18.0	14.4	12.5
561	Administrative and support services	46.2	3.5	-0.7	11.4	11.2	12.1
621	Ambulatory health care services	31.7	20.5	22.3	9.2	9.1	8.3
814	Private households	29.1	21.3	-48.6	-2.1	-7.2	-57.3
812	Personal and laundry services	19.2	15.3	4.3	6.7	10.7	5.7
562	Waste management and remediation services	18.7	13.6	8.5	-6.5	12.1	5.5
524	Insurance carriers and related activities	18.4	-1.7	-0.9	-6.3	2.6	4.3
483	Water transportation	-40.3	-23.2	8.11	34.5	-16.6	5.8
335	Electrical equipment and appliance mfg.	-41.2	-20.2	-13.4	-24.7	1.9	5.0
711	Performing arts and spectator sports	-45.1	21.3	8.6	-42.4	13.7	8.0
322	Paper manufacturing	-46.7	-26.5	-19.6	-0.9	-10.2	-4.2
326	Plastics and rubber products manufacturing	-48.0	-34.0	-17.2	-8.0	-9.0	5.4
323	Printing and related support activities	-51.0	-33.9	-28.5	-25.1	-9.0	-6.8
325	Chemical manufacturing	-57.0	-30.9	-78.8	-18.3	-13.2	1.0
337	Furniture and related product manufacturing	-58.0	-31.8	-35.7	-27.5	-0.8	0.6
314	Textile product mills	-67.9	-28.6	-29.1	-22.5	-2.1	-4.4
525	Funds, trusts, and other financial vehicles	-87.5	N*	-96.1	-87.5	N*	-95.9

N*= Non-disclosed data
Source: Bureau of Labor Statistics QCEW

Table 3.4 indicates that several Union County industries outpaced their equivalents in employment growth at the state and/or national level. For instance, Administrative and Support Services grew by 46% in Union County from 2006-2013, while only increasing by 3.5% in the state and decreasing by 0.7% in the U.S. (recall that as of 2013 the Administrative and Support Services sector is the largest Union County three-digit industry in terms of employment). Other sectors that are growing faster in Union County relative to New Jersey and the U.S. from 2006 to 2013 include: Couriers and Messengers (178% growth in Union County versus 8% decline in New Jersey and 7% decline in the U.S.); Telecommunications (72% growth in Union County versus 16% decline in New Jersey and 12% decline in the U.S.); and Data Processing, Hosting and Related Services (60% growth in Union County versus 51% decline in New Jersey and 31% decline in the U.S.).

While several industries grew between 2006 and 2013, it is clear from Table 3.4 that employment declines have generally dominated local, state, and national economic landscapes—observe the various rows (industries) of the table that contain negative numbers (employment losses) for both 2006-2013 and 2010-2013. Notably, the ten industries in Union County with the greatest percentage declines in employment between 2006 and 2013 also experienced significant declines at the state and national level. However, the 2010-2013 percentage changes demonstrate that the employment declines abated in the past years—particularly for the nation and the state.

Location Quotients: Identifying Industry Concentrations

The following sections employ a series of supplemental measurements to identify the County's industrial concentrations relative to the state and nation. These techniques can be used to determine which industries have a strong presence in Union County, as well as those which may be increasing or decreasing their local concentrations. This section presents a location quotient (LQ) analysis, which measures a region's industrial specialization vis-à-vis larger, encompassing geographic units. Here we compare Union County industries to their U.S. and New Jersey equivalents for 2006, 2010, and 2013 using employment data. Table 3.5 presents the LQ for several key industries in Union County.

An LQ value greater than 1.0 indicates that Union County is more specialized in that particular industry than its base geographic unit (in this case, New Jersey or the U.S.). If one assumes the nation is generally self-sufficient in the supply of goods and services, the LQ for a Union County industry compared to its national equivalent can be interpreted as the local area's supply/demand ratio for the industry's good/service. This is because the ratio's numerator is the industry's share of total County employment, and the denominator represents what we would expect that share to be if the County supplied itself as well as the nation does. "Base" industries (those which export outside the region) with high LQ values are particularly advantageous to local economies. Table 3.5 displays all Union County industries (at the three-digit level) that had location quotients above 1.5 in 2013, when compared to either the U.S or New Jersey.[15]

[15] See Table A.14 on Appendix A for list of location quotients for all industries at the three-digit level.

Table 3.5: Location Quotient for Selected Industries by Three-Digit NAICS Code for Union County – Ranked by 2013 U.S.-based LQ for 2006, 2010, and 2013

NAICS Code	Industry	Compared to U.S.			Compared to NJ			Union County Employment		
		2006	2010	2013	2006	2010	2013	2006	2010	2013
324	Petroleum and coal products manufacturing	N*	4.78	5.11	N*	5.50	5.34	N*	938	961
325	Chemical manufacturing	9.23	5.26	4.47	3.34	2.17	2.09	13,871	7,298	5,963
488	Support activities for transportation	3.93	4.26	4.47	3.07	3.48	3.64	3,906	4,076	4,447
517	Telecommunications	1.44	1.32	2.93	1.08	1.04	2.24	2,441	2,100	4,191
492	Couriers and messengers	0.92	0.91	2.87	0.68	0.65	2.06	931	837	2,588
485	Transit and ground passenger transportation	2.80	2.66	2.27	1.23	1.24	1.09	1,923	1,970	1,693
448	Clothing and clothing accessories stores	1.39	1.75	1.78	1.04	1.24	1.30	3,537	4,267	4,150
483	Water transportation	2.93	1.26	1.69	2.94	1.40	2.30	313	139	187
424	Merchant wholesalers, nondurable goods	1.37	1.36	1.54	0.98	0.95	1.01	4,849	4,655	5,130
812	Personal and laundry services	1.29	1.45	1.54	1.04	1.10	1.08	2,905	3,247	3,463
221	Utilities	1.44	1.33	1.32	1.70	1.52	1.53	1,380	1,301	1,219
486	Pipeline transportation	N*	N*	1.05	N*	N*	3.29	N*	N*	77
331	Primary metal manufacturing	0.54	0.61	0.70	1.11	1.41	1.68	434	390	465

N*= Non-disclosed data
Source: Bureau of Labor Statistics QCEW

In 2013, the five Union County industries with the highest LQs compared to the nation included: Petroleum and Coal Products Manufacturing (5.11), Chemical Manufacturing (4.47), Support Activities for Transportation industry (4.47), Telecommunications (2.93), and Couriers and Messengers (2.87). Note that among these five industries in which Union County is most specialized, all but Chemical Manufacturing have been increasing their relative concentration within the County; this is important, as it demonstrates the vitality of these sectors.

When using the state as the reference geographic unit, the top-five industries are the same with the exception of Pipeline Transportation (LQ of 3.29). Thus, in 2013, Union County had high employment concentrations compared to the state in Petroleum and Coal Products Manufacturing (5.34), Support Activities for Transportation (3.64), Pipeline Transportation (3.29),

Telecommunications (2.24), and Chemical Manufacturing (2.09). Note also the degree of specialization in which the key industries fall. This indicates that relative to the nation, New Jersey generally co-specializes in industries that concentrate in Union County. That is, Union County has competition within New Jersey for these industries. Still, this also can bode well for the County as it also means that the state may apply some effort toward luring these industries into the County.

This section concludes by providing a more detailed profile of Union County's industrial specialization, presenting the LQ values for the five Union County industries with the highest LQs (when compared to the nation) at the four-digit level (see Table 3.6).

Table 3.6: Location Quotients for Selected Industries by Four-digit Level, Union County, NJ, 2013

Industry	Union County Employment	Base: US (2013)	Base: NJ (2013)
NAICS 324 Petroleum and coal products manufacturing	**961**	**5.11**	**5.34**
NAICS 3241 Petroleum and coal products manufacturing	961	5.11	5.34
NAICS 325 Chemical manufacturing*	**5,963**	**4.47**	**2.09**
NAICS 3251 Basic chemical manufacturing	1,312	5.48	3.59
NAICS 3254 Pharmaceutical and medicine manufacturing	3,158	6.78	2.01
NAICS 3255 Paint, coating, and adhesive manufacturing	157	1.60	1.26
NAICS 3256 Soap, cleaning compound, and toiletry mfg.	1,092	6.28	2.00
NAICS 488 Support activities for transportation	**4,447**	**4.47**	**3.64**
NAICS 4881 Support activities for air transportation	90	0.32	0.41
NAICS 4882 Support activities for rail transportation	155	3.25	6.22
NAICS 4883 Support activities for water transportation	2,231	14.41	8.42
NAICS 4884 Support activities for road transportation	147	0.99	0.86
NAICS 4885 Freight transportation arrangement	1,761	5.58	3.51
NAICS 4889 Other support activities for transportation	63	1.33	1.58
NAICS 517 Telecommunications	**4,191**	**2.93**	**2.24**
NAICS 5171 Wired telecommunications carriers	4,098	4.05	2.58
NAICS 5172 Wireless telecommunications carriers	23	0.09	0.20
NAICS 5179 Other telecommunications	70	0.50	0.43
NAICS 492 Couriers and messengers	**2,588**	**2.87**	**2.06**
NAICS 4921 Couriers and express delivery services	2,410	2.96	2.10
NAICS 4922 Local messengers and local delivery	178	2.04	1.64

*Due to non-disclosure restrictions, the employment counts for the 4-digit industries falling under "chemical manufacturing" do not add up to the total 5,963.

Source: Bureau of Labor Statistics QCEW

Table 3.6 indicates that the Chemical Manufacturing industry's LQ of 4.5 (vs. the nation) can largely be attributed to the LQ of 6.8 in the Pharmaceutical and Medicine Manufacturing subsector. Similarly, the high LQ of 4.5 for Support Activities for Transportation is driven by the

LQ of 14.4 in Support activities for Water Transportation (with the U.S. as the base geographic unit), capturing the presence of the Port of Elizabeth.

Shift-Share Analysis

Another important tool to analyze Union County's economic competitiveness is *shift-share* analysis. This method attributes employment growth in a given industry to state/national and industry-level growth trends. In effect, shift-share analysis decomposes industry growth at the local level into constituent influences, detailed below:

National/State Component: The share of a local industry's employment growth attributable to the growth trend of total national and/or state employment. This component reflects what the industry's local employment growth would be if it grew at the rate of total national/state employment.

National/State Industry Mix Component: The share of growth attributable to the growth of employment in the industry at the state/national level. This component captures the influence that the trends of each particular industrial sector at the state and national levels have on local growth or decline (in isolation from the overall state/national trend).

Regional Component: The share of growth attributable to factors specific to the region. Any reason a sector may under- or over-perform is captured in this number. For example, an industry might have experienced strong local growth over a given period, but shift-share analysis might reveal a negative regional component. This negative component would indicate that the industry's performance is actually relatively weak at the local level, and that the growth is primarily attributable to state/national trends. Conversely, a regional component higher than the actual employment change would indicate that local industry growth outperforms national and state trends. Understanding regional component is critical to identifying industrial clusters in the given study area.

Table 3.7: Shift-Share for Industries with the Highest Absolute Growth for Union County, NJ and U.S., 2003-2013

Industry	Union County Change 2003-13 (Absolute Value)	National		State	Regional
		Nation	Mix		Component
Ambulatory health care services	3,671	600	2,756	3,105	-2,790
Management of companies and enterprises	2,682	-51	748	908	1,077
Administrative and support services	1,914	988	792	1,078	-944
Food services and drinking places	1,857	587	1,465	1,842	-2,038
Telecommunications	1,855	136	-716	-785	3,220
Couriers and messengers	1,539	56	-97	-39	1,619
Clothing and accessories stores	1,128	169	-40	-173	1,172
Nursing and residential care facilities	1,028	231	363	967	-534
General merchandise stores	714	163	98	427	26
Merchant wholesalers, nondurable goods	666	235	-290	63	657

Source: ACS 2003-2013, 1 year estimates

Table 3.7 presents the shift-share analysis for the Union County industries with the highest absolute growth from 2003 to 2013. Among the industries with the largest absolute growth, the analysis reveals that many Union County industries have underperformed relative to broader trends. For example, the Ambulatory Health Care Services industry experienced strong growth of 3,671 jobs in Union County over the period but shows a negative value for the "regional component" (-2,790). This suggests the County's positive growth was primarily driven by general state and national trends as well as the industry's nationwide performance—in other words, due to characteristics external to Union County. Other sectors had similar outcomes: Management of Companies and Enterprises; Administrative and Support Services; Food and Drinking Places; Nursing and Residential Care Facilities; and General Merchandise Stores. Most of the aforementioned industries have high state-growth components, which suggest that other New Jersey counties experienced even higher levels of growth in the sectors than Union County.

Table 3.7 also shows that many industries that experienced strong growth over the study period did so largely or completely on the shoulders of the regional component. Telecommunications; Couriers and Messengers; Clothing and Clothing Accessories Stores; and

Merchant Wholesalers all enjoyed robust growth despite slower trends for both state and nation. Each of these industries may have a local factor that is a viable rationale for their extraordinary behavior. The growth of Couriers and Messengers as well as of Merchant Wholesalers may be linked to activity at the Port of Elizabeth, while Telecommunications employment may derive from the influx of a large employer. Clearly, it is worth digging deeper into the economic motivations of these industries to understand if they can be nurtured to deliver strong future growth within the County.

Conclusion

Union County has been toughing things out on the job front during the past decade. From 2006 to 2013, its job count dropped by 7,186 jobs according to the Quarterly Census of Employment and Wages (QCEW). However, the more-inclusive job count by U.S. Bureau of Economic Analysis (297,623 jobs in total versus the 189,837 jobs for 2013 reported in the QCEW) yields a slightly more sanguine **gain** of 708 jobs over that period[16]. Job losses were experienced by most supersectors. Only a few experienced job growth sufficient to warrant the County's attention as potential foundations of a strategic development framework. These supersectors are Transportation and Warehousing; Information; Administrative and Waste Services; and Health Care and Social Assistance.

Drilling down a bit deeper, we find that the job growth during the 2006-2013 period was restricted to less than ten non-consumer-oriented industries. Specifically, growth in the Transportation supersector was driven by growth in Couriers and Messengers as well as in Support Activities for Transportation sectors. Growth in the Information supersector was almost exclusively limited to Telecommunications industry. Administrative and Support Services and Management of Companies and Enterprises industries were largely responsible for growth in Administrative and Waste services. Lastly, job growth in the Health Care and Social Assistance supersector is largely explained by gains in both Ambulatory Health Care Services and Nursing and Residential Care Facilities. Meanwhile, job losses in just two three-digit NAICS industries—

[16] The U.S. Bureau of Economic Analysis (BEA) does not provide the extreme sectoral detail as the QCEW. The reason for this is that the BEA data include counts of proprietors (i.e., the self-employed) not included in the QCEW data and, hence, roughly self-identified by industry and geography via filings with the U.S. Internal Revenue Service. The QCEW is developed by the Bureau of Labor Statistics and state departments of labor via a census of jobs covered by traditional unemployment insurance. Paid jobs in organizations that provide their own unemployment insurance, like local and state governments and some railroad companies, are also only fully included in the BEA data. For further analysis on this matter, see Chapter 5.

Chemical Manufacturing, and Professional and Technical services—explain a large share of the job losses suffered by the County.

Shift-share analysis reveals that there are some negative issues with some of the County's growing industries. In particular, growth experienced by Ambulatory Health Care Services, Administrative and Support Services, and Nursing and Residential Care Facilities appears to have driven primarily by nationwide trends, rather than local factors.

Union County enjoys a rather limited number of industries in which it specializes. They are Petroleum and Coal Products Manufacturing; Chemical Manufacturing; Support Activities for Transportation; Telecommunications; and Couriers and Messengers. Of these, only Chemical Manufacturing has not been improving its relative specialization within the County over the 2006-2013 period, and job losses in the County's Pharmaceutical industry explain that condition. The vitality of the Union County concentrations of the other industries is promising. They also demonstrate that the Port of Elizabeth and Newark Airport are economic growth engines for the County. This is clear since out of the five industries highly concentrated in the County, all but the Telecommunications and Chemical industries have tight links to these two critical, regional transportation nodes.

In summary, despite deep job losses by many industries over the past decade, some industries in Union County may be rays of hope for the future. They are Petroleum and Coal Products Manufacturing; Couriers and Messengers; Support Activities for Transportation; Telecommunications; and Management of Companies and Enterprises industries. Other sizeable industries also may need some development attention. They are those that are growing within the County, but that are also doing so at slower rates than expected—Ambulatory Health Care Services, Administrative and Support Services, and Nursing and Residential Care Facilities.

Chapter 4: Union County's Occupations

The long-run potential of an economy centers on the capabilities of its labor force; in this vein, we examine the distribution of occupations among Union County's residents. In contrast to the industry analysis presented on Chapter 3, which examines the prevalence of different industries in Union County based on employment counts, an occupational analysis assesses the occupations of the County's *residents*. The occupation data capture the field for each employed person based on the job they held the week prior to being surveyed. For those working multiple jobs, the data list the occupational category pertaining to the employment for which they worked the greatest number of hours that week. For unemployed people, the data identify the occupational category of the last position the person held. The occupation data for Union County were retrieved from the Census Bureau's American Community Survey, which provides information at a fair level of spatial and occupation detail. This chapter of the study begins by presenting a general overview of the distribution of all occupations across major groups in Union County ("Occupation Shares"). In section II ("Comparisons to the U.S. and New Jersey"), we expand the analysis by comparing the distribution and growth of occupation sectors in Union County to the nation and the state. Section III ("Dynamic Shift-Share"), presents a dynamic shift-share model to analyze in greater detail the potential for economic development of each occupation group. This chapter culminates with a creativity coefficient analysis (Section IV: "Industry Creativity Index"), that uses the innovation potential of Union County's occupations to predict the capacity of the existing industrial sectors to produce wage spillovers and other positive multiplier effects for the County.

Occupation Shares

This first section introduces the current occupations shares for Union County residents. The analysis is divided into two levels of aggregation. The first level groups all occupation categories into five macro-groups: (1) Management, Science, Business, and Arts; (2) Service; (3) Sales and Office; (4) Natural Resources, Construction, and Maintenance; and (5) Production, Transportation, and Material Moving (Table A.15 in Appendix A provides a comprehensive list of the occupation groups within these five aggregated categories.) The second part of this section analyzes the subcategories within these groups to identify which occupational sectors are responsible for the growth or decline within each broader category.

Aggregated Shares

Table 4.1 outlines the number of Union County residents employed in broadly defined occupation groups for 2006, 2010, and 2013. These years were selected to provide an analysis symmetric to that of the industry analysis in Chapter 3. As shown in Table 4.1, in 2013, 265,949 Union County residents reported an occupation. Out of those, 35% fall in the Management, Business, Science, and Arts fields; 17% are in Service; 27% in Sales and Office; 8% are in Natural Resources, Construction, and Maintenance; and 14% of working-age residents reported to be in the Production; Transportation; and Material Moving occupations.

Table 4.1: Total Count and Distribution of Major Occupations, Union County 2006, 2010, 2013

Occupations	2006	2010	2013	2013 Share	2006-2013 Absolute and Percentage Change	2010-2013 Absolute and Percentage Change
Management, business, science, and arts	85,608	90,913	94,366	34.81%	8,758 (10.23%)	3,453(3.80%)
Service	42,906	43,165	48,878	17.34%	5,972 (13.92%)	5,713(13.24%)
Sales and office	70,678	62,273	65,579	26.51%	-5,099(-7.21%)	3,306 (5.31%)
Natural resources, construction, and maintenance	18,902	22,283	20,504	7.93%	1,602 (8.48%)	-1,779(-7.98%)
Production, transportation, and material moving	38,717	36,863	36,622	14.42%	-2,095(-5.41%)	-241(-0.65%)
Total: Civilian employed population 16 years and over	**256,811**	**255,497**	**265,949**	**100.00%**	**9,138(3.56%)**	**10,452(4.09%)**

Refer to Table A.15 in Appendix A for a list of the occupation groups within these five aggregated categories. Source: ACS 2006, 2010 and 2013

The last two columns of Table 4.1 show the percentage change from 2006 to 2013 and from 2010 to 2013. The Union County occupation group that experienced the greatest growth from 2006 to 2013, in terms of absolute gains, was Management, Business, Science, and Arts, which experienced an increase of 8,758 people, or 10.23%. Service occupations ranked second, adding 5,972 workers (13.92%), and Natural Resources, Construction, and Maintenance ranked third with 1,602 people added (8.48%). From 2010 to 2013, Service occupations sustained the greatest growth, with an increment of 5,713 people (or 13.24%). During the same period, the Management, Business, Science, and Arts occupation group expanded at a slower pace than it did from 2006 to 2010.

The occupations that suffered the greatest absolute declines from 2006 to 2013 include Sales and Office (5,099 people, or 7.21%) and Production, Transportation, and Material Moving (2,095 people, or 5.41%). In the case of Sales and Office, the decline occurred between 2006 and 2010, decreasing from 70,678 people to 62,273, with a slight rebound of 3,306 employees from 2010 to 2013. On the other hand, the Production, Transportation, and Material Moving sector experienced constant declines from 2006 to 2013, although they moderated somewhat between 2010 and 2013.

Disaggregated Shares

Table 4.2 provides disaggregated data for the occupation groups presented in the previous section, thus, allowing us to discern which particular occupation subcategories account for the above-mentioned expansions and contractions. For the first major group listed on Table 4.2 (Management, Business, Science, and Arts), its 2006-2013 growth can be attributed to the expansion of eight different occupation subgroups: Business and Financial Operations (increased by 20.54%, with 2,497 people added); Health Technologists and Technicians (increased by 97.81%, 1,961 people added); Computer and Mathematical (increased by 37.29%, 1,835 people added); Health Diagnosing and Treating Practitioners and Other Technical occupations (increased by 18.86%, with 1,357 people added); Management occupations (increased by 5.14%, with 1,287 people added); Education, Training, and Library (increased by 8.64%, or 1,199 people added); Architecture and Engineering (increased by 45.90%, with 1,091 people added); and Legal occupations (increased by 3.08%, with 132 people added). It is important to note that within this sector there were also occupations that experienced declines, such as Life, Physical, and Social Science (decreased by 36.49%, or 1,400 people); Arts, Design, Entertainment, Sports, and Media (decreased by 15.93%, or 841 people); and Community and Social Services (decreased by 7.77%, or 360 people). Out of these three groups, as Life, Physical, and Social Science is the only occupation group that rebounded from 2010-2013 (increased by 24.78% or 484 people).

Table 4.2 Disaggregated Total Count and Distribution of Occupations, Union County 2006, 2010, 2013

Occupations	2006	2010	2013	2013 Share	2006-2013 Absolute and Percentage Change	2010-2013 Absolute and Percentage Change
Management, business, science, and arts	**85,608**	**90,913**	**94,366**	**34.81%**	**8,758 (10.23%)**	**3,453 (3.80%)**
Management	25,047	25,909	26,334	9.93%	1,287 (5.14%)	425 (1.64%)
Business and financial operations	12,155	13,640	14,652	5.20%	2,497 (20.54%)	1,012 (7.42%)
Computer and mathematical	4,921	6,748	6,756	2.37%	1,835 (37.29%)	8 (0.12%)
Architecture and engineering	2,377	2,288	3,468	1.05%	1,091 (45.90%)	1,180 (51.57%)
Life, physical, and social science	3,837	1,953	2,437	1.06%	-1,400 (-36.49%)	484 (24.78%)
Community and social services	4,635	6,599	4,275	1.99%	-360 (-7.77%)	-2,324 (-35.22%)
Legal	4,283	3,979	4,415	1.63%	132 (3.08%)	436 (10.96%)
Education, training, and library	13,871	14,048	15,070	5.52%	1,199 (8.64%)	1,022 (7.28%)
Arts/design, ent., sports, and media	5,281	4,803	4,440	1.87%	-841 (-15.93%)	-363 (-7.56%)
Health diagnosing and treating practitioners and other	7,196	7,496	8,553	2.99%	1,357 (18.86%)	1,057 (14.10%)
Health technologists and technicians	2,005	3,450	3,966	1.21%	1,961 (97.81%)	516 (14.96%)
Service	**42,906**	**43,165**	**48,878**	**17.34%**	**5,972 (13.92%)**	**5,713 (13.24%)**
Healthcare support	5,763	5,514	8,197	2.50%	2,434 (42.23%)	2,683 (48.66%)
Fire-fighting and prevention, and other protective service workers including supervisors	4,163	3,037	3,635	1.39%	-528 (-12.68%)	598 (19.69%)
Law enforcement workers including supervisors	3,180	3,454	2,588	1.18%	-592 (-18.62%)	-866 (-25.07%)
Food prep. and serving related	9,765	10,827	10,171	3.95%	406 (4.16%)	-656 (-6.06%)
Building and grounds cleaning and maintenance	13,325	11,613	14,433	5.06%	1,108 (8.32%)	2,820 (24.28%)
Personal care and service	6,710	8,720	9,854	3.25%	3,144 (46.86%)	1,134 (13.00%)
Sales and office	**70,678**	**62,273**	**65,579**	**25.51%**	**-5,099 (-7.21%)**	**3,306 (5.31%)**
Sales and related	28,356	25,977	30,071	10.85%	1,715 (6.05%)	4,094 (15.76%)
Office and administrative support	42,322	36,296	35,508	14.66%	-6,814 (-16.10%)	-788 (-2.17%)
Natural resources, construction, and maintenance	**18,902**	**22,283**	**20,504**	**7.93%**	**1,602 (8.48%)**	**-1,779(-7.98%)**
Farming, fishing, and forestry	164	499	103	0.10%	-61 (-37.20%)	-396 (-79.36%)
Construction and extraction	11,346	13,221	11,962	4.69%	616 (5.43%)	-1,259 (-9.52%)
Installation, maintenance, repair	7,392	8,563	8,439	3.13%	1,047 (14.16%)	-124 (-1.45%)
Production, transportation, and material moving	**38,717**	**36,863**	**36,622**	**14.42%**	**-2,095 (-5.41%)**	**-241(-0.65%)**
Production	17,790	15,980	14,802	6.24%	-2,988 (-16.80%)	-1,178 (-7.37%)
Transportation occupations	11,979	11,949	13,178	4.77%	1,199 (10.01%)	1,229 (10.29%)
Material moving workers	8,948	8,934	8,642	3.41%	-306 (-3.42%)	-292 (-3.27%)
Total: Civilian employed population 16 years and over	**256,811**	**255,497**	**265,949**	**100.0%**	**9,138 (3.56%)**	**10,452 (4.09%)**

Source: ACS 2006, 2010 and 2013

The second portion of Table 4.2 presents a decomposition of service occupations in the 2006-2013 period. Expansion in the service occupation group can be attributed to four different occupational subgroups: Personal Care and Service (increased by 46.86% or 3,144 people); Health Care Support (increased by 42.23% or 2,434 people); Building and Grounds Cleaning and Maintenance (increased by 8.32% or 1,108 people); and Food Preparation and Serving (increased by 4.16% or 406 added). There were also declines within this group, such as Law Enforcement Workers (decreased by 18.62% or 592 people) and Firefighting and Prevention, and Other Protective Service Workers (decreased by 12.68% or 528 people). Note that Law Enforcement was the only subsector in the service occupation group that faced a steady decline from 2006 to 2013.

The Sales and Office sector (third major group on Table 4.2) experienced a decline during the 2006-2013 period that is largely attributable to Office and Administrative Support occupations, which decreased by 16.10% (6,814 people). Although the other sector comprising this category, Sales and Related occupations, grew during the 2006-2013 period by 6.05% (1,715 people), its growth was insufficient to offset the decline suffered by Office and Administrative Support occupations.

The last two portions of Table 4.2 display the 2006-2013 occupation trends for the Natural Resources, Construction, and Maintenance group, and the Production, Transportation, and Material Moving group. Growth in the first group can be ascribed to the expansion of two different occupations: Installation, Maintenance, and Repair (increased by 14.16%, or 1,047 people) and Construction and Extraction (increased by 5.43% or 616 people). Within the Natural Resources, Construction, and Maintenance group, however, the Farming, Fishing, and Forestry occupations endured a decline of 61 people (37.20%) from 2006 to 2013.

The Production and Moving Occupation group (last portion on Table 4.2) experienced a decline of 2,095 people (or 5.41%) from 2006 to 2013. This drop is fundamentally attributable to the Production Occupations (decreased by 16.80%, or 2,988 people) and Material Moving Occupations (decreased by 3.42%, or 306 people). While the Transportation Occupation sector rose from 2006 to 2013 (by 10.01%, or 1,199 people), its expansion was unable to forestall a decline by the overall production and moving occupation group.

In Summary, we found that at the macro level Service occupations experienced the greatest percentage growth between 2006 and 2013, increasing by 13.92%. Management, Business, Science, and Arts—the County's largest occupation group— ranks second, with a 10.23% growth

over the same period. Finally, Natural Resources, Construction, and Maintenance increased by 8.48%. Within the aforementioned categories, there are 14 occupational subgroups (outlined below) that experienced sizeable growth; when combined, these groups account for 55% of Union County's total residents with occupations.

- Personal care and services (46.86% growth, or 3,144 people).
- Business and financial operations (20.54% growth, or 2,497 people).
- Health support (42.23% growth, or 2,434 people).
- Health technologists and technicians (97.81% growth, or 1,961 people).
- Computer and mathematical (37.29% growth, or 1,835 people).
- Health diagnosis and treatment practitioners and other technical occupations (18.86% growth, or 1,357 people).
- Management (5.41% growth, or 1,287 people).
- Education, training and library (8.64% growth, or 1,199 people).
- Building grounds cleaning and maintenance (8.32% growth, or 1,108 people).
- Architecture and engineering (45.90% growth, or 1,091 people).
- Installation, maintenance, and repair (14.16% growth, or 1,047 people).
- Construction and extraction (5.43% growth, or 616 people).
- Food preparation and serving related (4.16% growth, or 406 people).
- Legal (3.08% growth, or 132 people).

While the Sales and Office group decreased in size from 2006 to 2013, two of its subgroups that are worthy of consideration: The number of Union County residents working in Sales and related occupations (10.85% in 2013) grew by 1,715 people, or 6.05%, from 2006 to 2013. Conversely, the number of residents in Office and administrative occupations experienced the largest absolute decline from 2006 to 2013, with a decrease of 6,814 people, or 16.10%. Despite this decrease, this particular occupation subgroup remained the largest in the County, representing 14.66% of the total Union County population with occupations.

Comparisons to the U.S. and New Jersey

In the previous section of this chapter we discussed the distribution and growth of occupations among residents of Union County. The current section, comprised of two parts, begins by comparing these indicators to the U.S. and New Jersey. The second part introduces an occupational location quotient analysis (note that this section focuses solely on 2013 data).

Share Comparison

Table 4.3, presented below, provides the 2013 Union County occupation shares for five major groups and compares them to national and state shares.

Table 4.3: Distribution of Major Occupations, Union County, New Jersey, United States, 2013

Occupations	Union County Share		New Jersey Share		United States Share	
Management, business, science, and arts	94,366	35.48%	1,717,424	40.39%	52,753,573	36.35%
Service	48,878	18.38%*	734,804	17.28%	26,654,335	18.37%
Sales and office	65,579	24.66%	1,052,292	24.74%	35,109,334	24.19%
Natural resources, construction, and maintenance	20,504	7.71%	305,168	7.18%	12,924,043	8.91%
Production, transportation, and material moving	36,622	13.77%*	442,938	10.42%	17,687,391	12.19%
Civilian employed population 16 years and over	**265,949**	**100.0%**	**4,252,626**	**100.0%**	**145,128,676**	**100.0%**

* indicates that Union County's share is greater than the state and national shares.
Source: ACS 2006, 2010 and 2013, 1 year estimates

The County's 2013 occupational distribution mirrors, for the most part, the state and national distributions. Relative to New Jersey and the U.S., Union County has a greater share of residents in the Production, Transportation, and Material Moving group (13.7% in Union County vs. 10.4% in New Jersey and 12.1% in the U.S.). Services occupations, which experienced the fastest rate of growth between 2006 and 2013, had the second largest share of the County's residents—one percentage point greater than the share in New Jersey and equal to the national share (18.38% in Union County vs. 17.2% in New Jersey vs. 18.37% in the U.S.). The Management, Business, Science, and Arts group represents the leading occupation sector in Union County (35.4% of residents). Note that this group also experienced the greatest *absolute* growth from 2006 to 2013 (8,758 added jobs). Despite its prominence in Union County, the Management, Business, Science, and Arts group is underrepresented when compared to the state (35.4% in Union County vs. 40.3% in New Jersey). Not surprisingly, the County has a smaller share of Natural resources, construction and maintenance occupations than nationwide (7.7% in Union County vs. 7.1% in New Jersey vs. 8.9% in the U.S.).

Table 4.4: Disaggregated Distribution of all Occupations, Union County, New Jersey, United States, 2013

Occupation	Union County Share	NJ Share	U.S. Share
Management, business, science, and arts	**35.48%**	**40.39%**	**36.35%**
Management	9.90%	10.83%	9.82%
Business and financial operations	5.51%	5.96%	4.78%
Computer and mathematical	2.54%	3.68%	2.67%
Architecture and engineering	1.30%	1.63%	1.83%
Life, physical, and social science	0.92%	0.96%	0.86%
Community and social services	1.61%	1.55%	1.63%
Legal	1.66%*	1.40%	1.16%
Education, training, and library	5.67%	6.81%	6.06%
Arts, design, entertainment, sports, and media	1.67%	1.96%	1.93%
Health diagnosing and treating practitioners and other technical	3.22%	4.08%	3.88%
Health technologists and technicians	1.49%	1.54%	1.72%
Service	**18.38%***	**17.28%**	**18.37%**
Healthcare support	3.08%*	2.53%	2.59%
Firefighting and prevention, and other protective service workers including supervisors	1.37%	1.40%	1.24%
Law enforcement workers including supervisors	0.97%	1.09%	0.96%
Food preparation and serving related	3.82%	4.72%	5.83%
Building and grounds cleaning and maintenance	5.43%*	3.86%	4.03%
Personal care and service	3.71%	3.67%	3.72%
Sales and office	**24.66%**	**24.74%**	**24.19%**
Sales and related	11.31%*	11.24%	10.81%
Office and administrative support	13.35%	13.50%	13.38%
Natural resources, construction, and maintenance	**7.71%**	**7.18%**	**8.91%**
Farming, fishing, and forestry	0.04%	0.16%	0.72%
Construction and extraction	4.50%	4.33%	4.99%
Installation, maintenance, and repair	3.17%	2.69%	3.20%
Production, transportation, and material moving	**13.77%***	**10.42%**	**12.19%**
Production	5.57%	3.93%	6.00%
Transportation occupations	4.96%*	4.04%	3.60%
Material moving workers	3.29%*	2.45%	2.58%

*Indicates that Union County's share is greater than the state and national shares.

See Table A.16 in Appendix A for full list of occupation totals and shares for all occupational sectors.

Source: ACS 2006, 2010, and 2013, 1-year estimates

Table 4.4 displays the decomposition of every major occupation and compares the County shares to nation and state shares. The asterisk (*) next to certain values indicates the particular sectors that were more dominant in Union County (percentagewise) than in the nation or state. Under the first category on Table 4.4—Management, Business, Science, and Arts—observe that legal occupations represent a larger share in the County than nation- or state-wide (1.66% vs. 1.40% in New Jersey and 1.16% in the U.S.). Although this occupation represents only 1.66% of

Union County´s residents, it deserves more scrutiny since from 2010 to 2013 it grew by 10.96% (see Table 4.2) and the dynamic shift-share analysis (presented in Section III) corroborates that it has a robust regional component. The next group, Service occupations, has two sectors with County shares that surpass those of the nation and the state (Health Care Support and Building and Grounds Cleaning/Maintenance). Health Care Support's share is just mildly superior to the state and the nation, but Building and Grounds Cleaning/Maintenance represents 5.43% in the County, compared to 3.86% in New Jersey and 4.03% countrywide. As discussed in the previous section, the Sales and Related subgroup, which falls under the Sales and Office group, continues to be rather dominant in Union County, with a larger share of local residents than at the state and national levels. Two additional occupational subgroups worth mentioning are Transportation and Material Moving Workers. The first comprises 4.96% of the economically active residents of Union County, compared to 4.04% in New Jersey and 3.60% in the U.S. Similarly, the share of material moving workers is 3.29% in Union County, 2.48% statewide and 2.58% nationwide.

Location Quotient

As discussed in Chapter 3, we employ a location quotient (LQ) analysis to identify the County's occupational concentrations relative to New Jersey and the U.S. In this case, an LQ compares the concentration of an occupation group in the County to that of other geographical area. Similar to the analysis done in Table 4.4, Table 4.5 presents a comparison of Union County's occupation shares to New Jersey and the U.S.; the main difference between the two figures lies in that the LQ shows the relative concentration of each occupation. In that vein, the LQ for an occupation shows the degree to which the County specializes in that occupation:[17] a LQ greater than 1.00 denotes that a particular occupational group is more concentrated in Union County than it is in the state or nation.[18]

Table 4.5 presents the results of the LQ analysis. An asterisk (*) next to certain coefficients denotes that the sector grew in predominance from 2006 to 2013 in Union County. Table 4.5 is broken down into four different sections: the first section presents those occupation groups that have a 2013 LQ larger than 1.00 for both geographic bases (New Jersey and the U.S.). The next section is followed by a list of other occupation subgroups with an LQ larger than 1.00 only when compared to the state. Similarly, the third section presents the occupation subgroups with an LQ

[17] Hustedde, R. (2005). *Community Economic Analysis: A How to Manual.* Iowa State University Printing: Ames, IA.
[18] Ibid

higher than 1.00 only when compared to the nation. Finally, the fourth section of Table 4.5 reports those subsectors with an LQ smaller than 1.00 compared to both New Jersey and the U.S.

Table 4.5: Location Quotients for Occupational Subgroups, Union County, 2013

Occupations	NJ	U.S.
LQ 2013 > 1.0 at both bases		
Healthcare support	1.24*	1.19*
Building and grounds cleaning/maintenance	1.42	1.34
Transportation occupations	1.24	1.37*
Material moving occupations	1.34	1.25
Legal	1.20*	1.43
Sales and related	1.02*	1.04*
LQ 2013 > 1.0 base NJ alone		
Community and social services	1.05	0.98
Personal care and service	1.02*	0.99*
Office and administrative support	1.00	0.99
Construction and extraction	1.05*	0.90*
Installation, maintenance, and repair	1.20*	0.99*
Production	1.44	0.92
LQ 2013 > 1.0 base USA alone		
Management	0.93*	1.00
Business and financial operations	0.94*	1.15*
Life, physical, and social science	0.97	1.06
Protective service occupations:	0.95	1.06
LQ 2013 < 1.0 at both bases		
Computer and mathematical	0.70*	0.95*
Architecture and engineering	0.81*	0.71*
Education, training, and library	0.84*	0.93
Arts, design, entertainment, sports, and media	0.86	0.86
Health diagnosing and treating practitioners and other technical	0.80*	0.83*
Health technologists and technicians	0.98*	0.86*
Food preparation and serving related	0.82	0.65
Farming, fishing, and forestry	0.25	0.05

* indicates that the sector's LQ coefficient increased from 2006 to 2013

See Table A.17 in Appendix A for list of LQ coefficients for all occupational sectors.

Source: Self-calculated with 1-year estimates from the ACS for 2006, 2010, and 2013.

The occupations with the highest LQs, when compared to the nation, include: Legal (1.43); Transportation occupations (1.37); Building and Grounds Cleaning and Maintenance (1.34); Material Moving Occupations (1.25); and Health Care Support (1.19). Therefore, Union County has proportionately more workers than the U.S. employed in the aforementioned occupations (as well as the other occupations with LQs higher than 1.0 listed on the last column of Table 4.5). When using New Jersey as the base geographic unit, the top-five occupation groups coincide, for the most part, with the top-five groups when compared to the nation. The occupation groups with

the highest LQs, when compared to the state, include: Production (1.44); Building and Grounds Cleaning and Maintenance (1.42); Material Moving Occupations (1.34); Health Care Support (1.24); and Transportation Occupations (1.24).

Among the abovementioned sectors, Sales and Related Occupations demonstrate the greatest potential for economic growth based on the magnitude of the group, its growth trend, and its LQ. The LQ analysis indicates that the sector has been gaining in concentration since 2006, and, as of 2013, has LQs greater than 1.0 relative to both the nation and the state. Moreover, in terms of absolute value, the Sales and Related group is the second largest subgroup in the County. Another sector increasing in predominance and exceeding the 1.0 LQ mark for both New Jersey and the U.S. bases is Health Care Support, which had an LQ of 1.24 (NJ base) and 1.19 (U.S. base) in 2013. The subgroup with the largest LQ is Building and Grounds Cleaning/Maintenance with a 2013 LQ of 1.44 (NJ base) and 1.34 (U.S. base); however, its level of concentration did not grow substantially since 2006.

Dynamic Shift-Share

Following the same approach applied to Union County's industrial sectors in Chapter 3, we constructed a dynamic shift-share model to analyze in greater detail the potential for economic development of each occupation group. This approach allowed us to break down the 2006-2013 absolute change of each occupational sector in Union County into three different factors: (1) the influence of the *overall* national and state employment trends in stimulating local growth or decline (see "Nation" and "State" columns on Table 4.6); (2) the influence that the trends of *each* particular occupation group at the state and national levels have on local growth or decline (see "National Mix" and "State Mix" columns on Table 4.6); (3) and the change in each occupation that can be strictly attributed to *unique characteristics* of Union County (see "Regional Component" column on Table 4.6). The sum of all these three factors is the actual change of each occupation group in Union County (see column "Union County 2006-2013" on Table 4.6). Note that while the results provide insight into the magnitude of these factors and highlight which occupations grew strongly, the "regional dynamics" value is not a precise estimate of the number by which the occupation group grew or should have grown (nor does it indicate why employment changed); rather, it provides an approximation of the strength of the group at the local level, in isolation from state and national trends.

A regional component value greater or, in some instances, less negative, than the actual change experienced between 2006 and 2013 indicates that growth in the local industry is strong, but constrained by external factors. Conversely, if the regional component is smaller (or more negative) than the actual change, this reflects a weaker local growth relative to national, state and industry trends. Moreover, if an occupational group's actual change is positive but the regional component is negative, it can be said that its growth is due to characteristics external to Union County. Table 4.6 presents the results of the shift-share analysis of occupations in Union County from 2006 to 2013, ranked by the strength of the regional component of their growth.

The strongest occupation groups, based on the regional dynamics values, are Construction and Extraction; Sales and Related; and Installation, Maintenance, and Repair: note that these three sectors comprised 4.5%, 11.3%, and 3.17%, respectively, of the total number of economically active Union County residents in 2013 (see Table 4.2 for more detail). For these three sectors, the regional component appears strong (5,541, 4,096, and 2,095, respectively), while the overall national and state trends imposed considerable drag on local growth. Hence, the actual growth from 2006 to 2013 was 616 (or 5.4% increase) for the Construction and Extraction occupations, 1,715 (or 6.1% increase) for the Sales and Related occupations, and 1,047 (or a 14.2% increase) for the Installation, Maintenance, and Repair occupations. The same occurs for the Health Technologist/Technicians and Architecture/Engineering occupations, which grew by 1,961 and 1,091 from 2006 to 2013, respectively. Note, Architecture/Engineering occupations regional component exceed the actual change; this implies that the national and state trends likely dampened local growth.

Table 4.6: Disaggregated Dynamic Shift-Share, Union County, 2006-2013

Occupation	Union County Change 2006-13 (Absolute Value)	Nation	National Mix	State	State Mix	Regional Component
Construction and extraction	616	318	-3,252	-333	-1,658	5,541
Sales and related	1,715	782	-1,594	-748	-822	4,096
Installation, maintenance, & repair	1,047	210	-627	-208	-422	2,095
Office and administrative support	-6,814	1,033	-2,909	-1,064	-5,568	1,693
Health technologists & technicians	1,961	20	331	-99	398	1,312
Architecture and engineering	1,091	85	-116	-65	-93	1,280
Production	-2,988	373	-2,094	-440	-2,065	1,238
Personal care and service	3,144	119	1,097	-214	1,116	1,026
Legal	132	104	126	-117	-40	59
Computer and mathematical	1,835	169	952	-164	866	12
Farming, fishing, and forestry	-61	10	-1	-7	92	-156
Material moving workers	-306	144	-261	-281	493	-401
Healthcare support	2,434	240	1,234	-170	1,627	-498
Community and social services	-360	51	228	-156	49	-531
Law enforcement workers including supervisors	-592	133	32	-79	-146	-533
Transportation occupations	1,199	353	186	-334	1,705	-711
Building and grounds cleaning & maintenance	1,108	293	676	-333	1,199	-726
Life, physical, and social science	-1,400	41	-195	-76	-393	-777
Health diagnosing and treating practitioners and other technical	1,357	204	1,064	-210	1,095	-796
Business and financial operations	2,497	345	1,402	-378	2,236	-1,109
Firefighting and prevention, and other protective service workers including supervisors	-528	105	246	-102	333	-1,109
Arts, design, entertainment, sports, & media	-841	127	208	-126	72	-1,123
Management	1,287	666	1,000	-685	1,745	-1,439
Education, training, and library	1,199	403	1,197	-391	1,749	-1,759
Food preparation & serving related	406	221	1,100	-300	1,206	-1,821

Source: ACS 2006-2013, 1 year estimates

Conversely, the following occupations display a significant negative regional component but have an actual 2006-2013 positive change due to the strong upward trends at the national and/or state level: Health Support; Transportation; Building and Ground Cleaning/Maintenance; Health Diagnosing/Treating Practitioners and Other Technical; Business and Financial Operations; Management; Education, Training, and Library; and Food Preparation and Serving Related occupations.

Some sectors that grew faster than expected include the Personal Care and Service, Legal, and Computer and Mathematical groups. For instance, the Personal Care and Service sector in Union County grew by 3,144 people from 2006 to 2013. Given that the sector's regional component was only about one third of the actual change, its outstanding expansion can be attributed to positive national and state trends, which are estimated to have contributed 1,097 and 1,116 jobs, respectively.

Despite displaying a relatively strong local performance (a regional component of 1,693), growth by the Office and Administrative Support group was heavily dampened by state and national trends, declining by 6,814 people (16%) from 2006 to 2013. This suggests that while the Office and Administrative Support occupations remain relevant in Union County, this is no longer the case at the overall state and national level. The fairly unique concentration of national and regional corporate headquarters in Union County (as reflected in the size and growth of the Administrative and Support industry) undoubtedly boosted growth of related occupations. Production occupations followed a similar trajectory, with an actual loss of approximately 2,988 workers (17%) despite a strong regional component. As Union County lost more manufacturing jobs percentagewise than did the nation, it seems the nation may be "catching up."

Other occupational sectors that experienced strong declines at the County level from 2006 to 2013 and display detrimental growth rates include: Farm, Fishing, and Forestry (61 decline, -156 regional component); Material Moving Workers (306 decline, -401 regional component); Community and Social Services (360 decline, -531 regional component); Law Enforcement Workers Including Supervisors (592 decline, -533 regional component); Life, Physical, and Social Science (1,400 decline, -777 regional component); Firefighting and Prevention, and Other Protective Service Workers Including Supervisors (538 decline, -1,109 regional component); and Arts, Design, Entertainment, Sports, and Media (841 decline, -1,123 regional component).

Industry Creativity Index

In a working paper titled "Creativity and Prosperity: An Occupational Based Approach to Modeling Metropolitan Growth," Cory Yemen[19] ranks occupations based on their capacity to enable economic development to a particular region. Yemen derived this measure using literature from the field of psychology and a series of scores on 21 characteristics pertaining to each occupational sector as available via O*NET database,[20] which has been developed by the U.S. Department of Labor. The list of 21 characteristics include:

- Oral Comprehension: The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Written Comprehension: The ability to read and understand information and ideas presented in writing.
- Oral Expression: The ability to communicate information and ideas in speaking so others will understand.
- Written Expression: The ability to communicate information and ideas in writing so others will understand.
- Fluency of Ideas: The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Originality: The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Problem Sensitivity: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Deductive Reasoning: The ability to apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Information Ordering: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Category Flexibility: The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Mathematical Reasoning: The ability to choose the right mathematical methods or formulas to solve a problem.
- Number Facility: The ability to add, subtract, multiply, or divide quickly and correctly.
- Memorization: The ability to remember information such as words, numbers, pictures, and procedures.

[19] Cory R. Yemen is a Ph.D. student at Rutgers University's Edward J. Bloustein School of Planning and Public Policy.
[20] Available online at https://www.onetonline.org/.

- Speed of Closure: The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- Flexibility of Closure: The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Perceptual Speed: The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Spatial Orientation: The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Visualization: The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Selective Attention: The ability to concentrate on a task over a period of time without being distracted.
- Time Sharing: The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

As opposed to Richard Florida's Creative Class,[21] Yemen shows that occupations that score higher on his index create wage spillovers to other workers in U.S. metropolitan areas. He calls the measure that he uses to rank occupations the "creativity index."

Table 4.7 presents Yemen's creativity index by occupation. The table is divided into three columns: The first two present the occupation codes and titles, and the third column indicates the score on the creativity index. This table only presents the top and bottom 15 occupations arranged by their creativity index score (refer to Table A.18 in Appendix A for a comprehensive list of all the occupation groups and their respective scores). Based on the results displayed on Table 4.7, the occupations with the greatest likelihood of generating wage spillovers include: Physicists, Psychologists, Biochemists, and Biophysicists. The index scores show that the aforementioned occupations are 2.03 to 2.46 standard deviations above the national average in terms of their capacity to innovate, as indicated by their creativity index.

[21] See: Florida, Richard L. *The rise of the creative class: and how it's transforming work, leisure, community and everyday life*. Basic books, 2002 or www.creativeclass.com

Table 4.7 Top and Bottom Occupations as Scored by Yemen's Creativity Index

Code	Occupation	Creativity Index
19-2012	Physicists	2.46
19-3039	Psychologists, All Other	2.19
19-1021	Biochemists and Biophysicists	2.03
23-1023	Judges, Magistrate Judges, and Magistrates	1.89
25-1112	Law Teachers, Postsecondary	1.84
29-1067	Surgeons	1.83
25-1054	Physics Teachers, Postsecondary	1.77
21-1014	Mental Health Counselors	1.76
29-1065	Pediatricians, General	1.75
29-1066	Psychiatrists	1.74
25-1123	English Language and Literature Teachers, Postsecondary	1.69
29-1062	Family and General Practitioners	1.67
29-1069	Physicians and Surgeons, All Other	1.66
19-1029	Biological Scientists, All Other	1.66
23-1011	Lawyers	1.65
⋮	⋮	⋮
41-9012	Models	-2.05
53-7111	Mine Shuttle Car Operators	-2.06
45-4021	Fallers	-2.07
35-2021	Food Preparation Workers	-2.08
51-6031	Sewing Machine Operators	-2.08
49-9093	Fabric Menders, Except Garment	-2.13
51-4071	Foundry Mold and Coremakers	-2.14
47-2053	Terrazzo Workers and Finishers	-2.17
47-3014	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	-2.18
51-3023	Slaughterers and Meat Packers	-2.24
53-7061	Cleaners of Vehicles and Equipment	-2.36
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	-2.39
35-9021	Dishwashers	-2.44
45-2041	Graders and Sorters, Agricultural Products	-2.52
51-6021	Pressers, Textile, Garment, and Related Materials	-2.83

While the creativity index is produced by occupation, any policy supporting creativity or innovation would likely need to be effected on businesses. Thus, the next step in this analysis involves transforming the index's scores to form a measure of the capacity for innovation by industry specifically in Union County. In order to calculate this, our team retrieved occupation

counts in Union County by industry as reported in the 2009-2013 American Community Survey's (ACS) Public Use Micro-data Sample. We then reduced the set of occupations to those that are common to both O*NET and the ACS. After post-multiplying this matrix by the estimated creative index scores, and dividing the resulting vector by the count of occupations in each industry, we obtain the industry's average score shown in Table 4.8.

Table 4.8 Top and Bottom Industries by Creativity Score in Union County

NAICSP	Industry	Obs #	Average Score	Std Score
611M2	Business, Technical, Trade Schools & Training	101	1.32	2.67
6213ZM	Offices of Other Health Practitioners	347	0.98	2.11
5122	Sound Recording Industries	9	0.80	1.80
5411	Legal Services	1,840	0.78	1.77
52M2	Securities, Commodities, Funds, Trusts, & Other	2,304	0.69	1.62
6243	Vocational Rehabilitation Services	59	0.68	1.60
3255	Paint, Coating, & Adhesives Mfg	11	0.61	1.49
3241M	Misc Petroleum & Coal Products Mfg	14	0.61	1.49
22S	Utilities not specified elsewhere	19	0.61	1.49
3272	Glass & Glass Products Mfg	15	0.56	1.39
5416	Management, Scientific, & Technical Consulting	1,237	0.55	1.38
5415	Computer Systems Design & Related Services	1,948	0.55	1.38
813M	Civic, Soc, Advoc Orgs, & Grantmaking/giving Services	560	0.54	1.37
6241	Individual & Family Services	1,652	0.53	1.35
4247	Petroleum & Related Products Wholesalers	79	0.52	1.33
⋮	⋮	⋮	⋮	⋮
3115	Dairy Products Mfg	38	-1.20	-1.55
493	Warehousing and Storage	990	-1.20	-1.56
8114	Personal & Household Goods Repair & Maintenance	73	-1.24	-1.62
5617Z	Services to Building & Dwellings	1,915	-1.24	-1.62
4243	Apparel, Piece Goods, & Notions Wholesalers	498	-1.26	-1.64
3221	Pulp, Paper, & Paperboard Mills Mfg	203	-1.27	-1.66
4542	Retail Vending Machine Operators	32	-1.34	-1.78
331M	Iron & Steel Mills & Steel Products Mfg	92	-1.40	-1.88
3114	Fruit & Vegetable Preservation & Specialty Foods Mfg	208	-1.40	-1.89
8123	Drycleaning & Laundry Services	302	-1.42	-1.91
3152	Cut and Sew Apparel Mfg	371	-1.45	-1.98
3211	Sawmills & Wood Preservation Mfg	159	-1.52	-2.08
3159	Apparel Accessories & Other Apparel Mfg	33	-1.92	-2.75
3132Z	Fabric Mills, Except Knitting Mills Mfg	71	-2.08	-3.03
811192	Car Washes	223	-2.22	-3.26

Table 4.8 displays a sample of the most and least creative industries in Union County according to Yemen's creativity score. Note that the table is organized by industry from highest to lowest standardized creativity score. Recall that those industries with the highest scores have the

greatest capacity to generate wage spillovers to other firms and organizations in the County. According to the results presented on Table 4.8, Business, Technical, Trade Schools and Training is the industrial sector in Union County with greatest likelihood to generate positive wage spillover effects. Moreover, with a raw creativity score of 1.32, this industry has a higher than average capacity to generate wage spillovers compared to the average occupation nationwide. Its standardized creativity score indicates that the potential for generating such wage spillovers is 2.67 standard deviations above the mean of all industries in the County; while this is a large and statistically significant difference, with solely 101 reported workers, it is not substantial enough on its own to provide much of an effect.

Other industries ranking on top include: Medical Offices and Other Health Practitioners, Legal Services, and Securities, Commodities, Funds, Trusts, & Other. Ranging from 0.69-0.98, their raw creative scores are quite a bit lower than that for Business and Technical Schools (1.32), still they could have more a wage spillover effect due to their sheer magnitudes. In this vein, Management, Scientific, & Technical Consulting; Computer Systems Design & Related Services; and Individual & Family Services (with raw creative scores ranging from 0.53 to 0.55) also likely have a positive effect on County wage rates.

Conclusion

Most economic development efforts necessarily focus on firms within industries, as they are sources of job creation. However, from an outside perspective, the primary resource almost any region has to offer is the quality of its labor force. One way of evaluating the quality of the labor force in Union County is to examine the educational level of its residents—which was briefly covered in Chapter 2. A complementary approach to this measure is to analyze the occupational composition of its citizens— the principal focus of the present chapter.

In a nutshell, Union County's occupational structure is almost a microcosm of New Jersey's. One noticeable difference is that Union County has a lower share of high-education, high-paying occupations, and a greater share of blue collar and relatively low-paying service occupations. For instance, Union County has large shares of residents in Health Care Support; Building and Grounds Management; Transportation; and Materials Moving Occupations— the last two are undoubtedly connected to the nearby port and airport facilities.

In the current chapter we find that the overall size of Union County's employed labor force remained unaltered from the beginning to the end of the Great Recession. The overall size of Union

County's employed labor force in 2007 was 298,787 and by 2013 the size of the labor force had recovered and returned to nearly the same level at 297,623. Still, the preceding detailed analysis shows that some residents in both blue- and white- collar jobs were forced to change the nature of their occupations due to the economic turmoil. Those residents holding Office and Administrative Support, and Production line occupations faced the most instability. Additionally, residents with public service occupations also suffered heavily, as the state and the local governments cut expenditures while the nation's economic woes continued. Once housing prices plummeted and new residential construction halted, it forced construction workers to look for new types of jobs. Moreover, as philanthropic funds dried up over the economic downturn, non-governmental occupations followed the same trend.

On the other hand, some occupation groups in Union County were immune, or at least more resilient, to the woes precipitated by the Great Recession. Many of those occupation groups require fairly high levels of education, including Business and Financial Operations, Architecture and Engineering, and Health Diagnosing and Treating Practitioners. Other skilled occupations, such as Sales and Related Service occupations; Other Healthcare Occupations as well as Installation, Maintenance, and Repair occupations also maintained positive trends throughout the recession. While many lower-skilled occupations tended to suffer losses, some occupations, such as Personal care, did remarkably well in the wake of the downturn.

A dynamic shift-share analysis, presented on the third section of the current chapter, sheds light on the forces that led to the success of many growing occupations mentioned above (whether it is due to local idiosyncrasies or external pressures). From such analysis, we gathered that Sales and Related; Installation, Maintenance, and Repair; Health Technologists; and Architecture and Engineering occupation groups experienced growth as a result of local factors (in fact, national and state trends dampened local growth). Remarkably, a few other occupations that suffered losses in Union County during the study period—particularly Production and Office and Administrative Support occupations— managed to do better than would be expected from their severely stifled development nationwide.

Workforce development and adult learning are ways to retool the labor force for the future. This leads to the following questions: How should such efforts best directed by governments? More particularly, what occupations might most benefit local-area economic development? Clearly those occupations that raise the earnings capacity of other occupations in an area are among

the most desirable in this regard. Research at Rutgers University's Bloustein School has examined this issue. In general, occupations requiring high levels of education, as well as abilities to articulate work in oral and written form, received higher scores. Occupations requiring no or little formal education, as well as low levels of interpersonal interaction, received lower scores. Recent changes in the County's occupation mix suggest that residents' occupations are adjusting toward those that are likely to generate more wage spillovers.

We use the aforementioned measure in concert with an occupation-by-industry matrix to produce a ranked list of industries in Union County with high wage spillover potential. As expected, industries that have high overall education requirements tend to show up high on that ranked list. Three representative industries are: Medical Offices; Legal Services; and Securities, Commodities and Related. The Business and Technical Schools industry (which is a significantly smaller sector than the abovementioned) also ranks high. Still, compared to the nation as a whole, it seems evident that Union County residents generally hold occupations that do not tend to facilitate wage spillovers.

Chapter 5: Union County Economic Model and Forecast

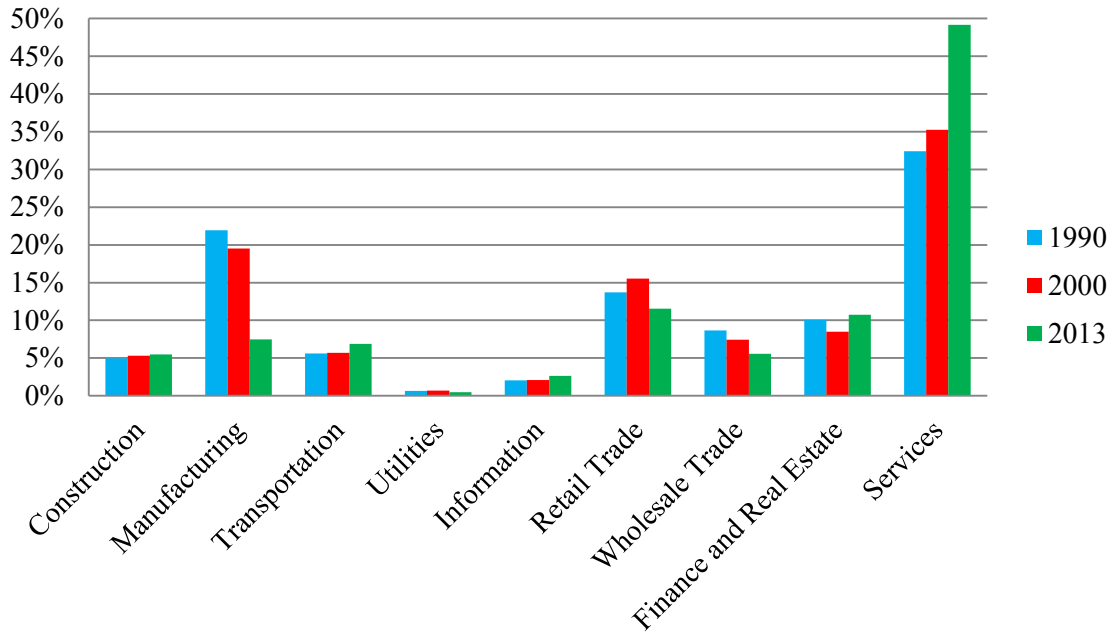
Union County's Economic Trends

As mentioned in Chapter 2, Union County's total job count between 1990 and 1995 fell from 295,000 to 273,000. It reached a new peak of 299,000 in 2007 before faltering to 289,000 during the Great Recession. By 2013, the last year for which we have historical data from the BEA, employment almost reached 298,000. Over the historical period, the share of government jobs has risen very slightly from 10% in 1990 to 11% in 1993, and to 12% since 2002.

To obtain historical time series for private industry employment for the period before 2001, the existing SIC coded employment information (which dates back to 1990) was adjusted, whenever possible, to conform to the NAICS industry definitions. For example, we combined the current (2001-2013) NAICS-based transportation, information, and utilities sectors, which roughly approximates the earlier transportation and public utilities SIC division (1990-2000); however, the results obtained from this procedure are rough estimates, given some SIC-based manufacturing sectors also form part of the current Information sector.

Over the historical period (1990-2013), the Manufacturing and Retail/Wholesale Trade sectors experienced substantial losses in their shares of jobs. Meanwhile, when combined, the full set of services sectors compensated for these losses, jumping from 32% of private employment in 1990 to 49% in 2013 (See Figure 5.1).

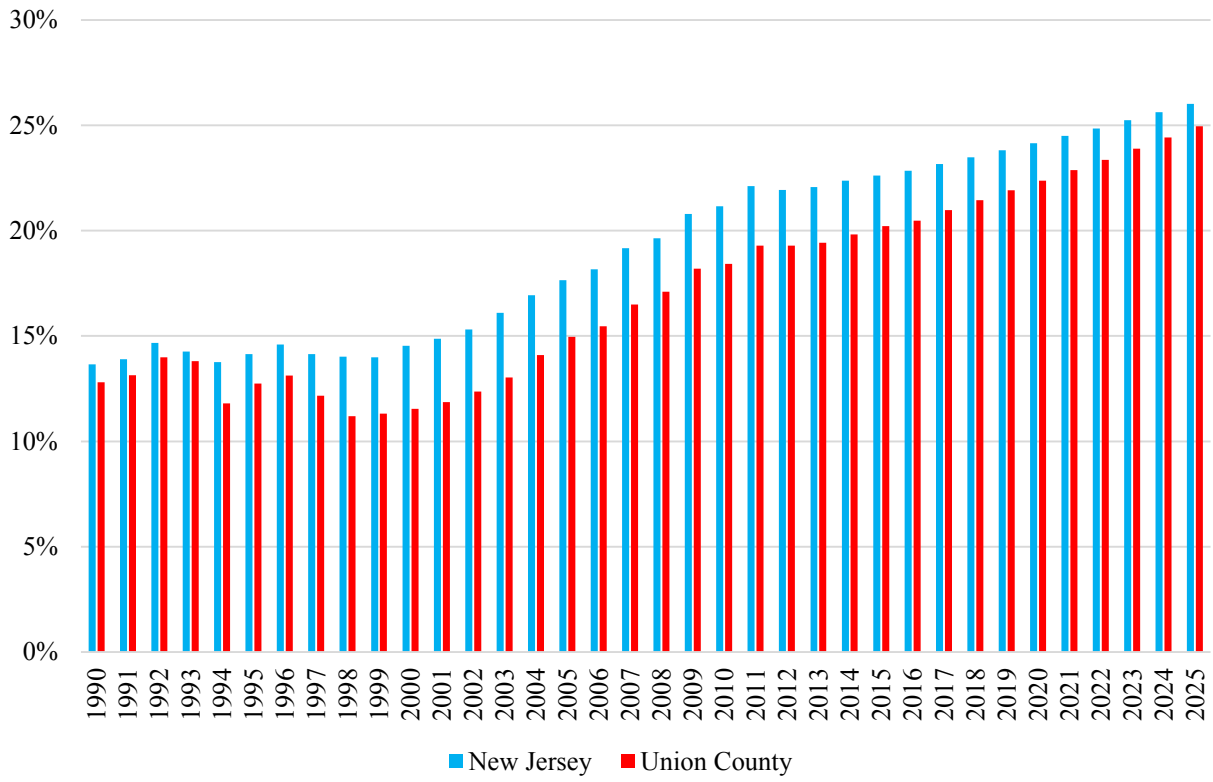
Figure 5.1: Distribution of Private Sector Employment in Union County for 1990, 2000, and 2013



The type of worker has also changed considerably from 1990 to 2013. In 1990, proprietors[22] comprised 13% of all jobs (or 31,000 workers). Proprietors' share of all workers fell to a low of 11% in 1998 and 1999, before rising rapidly over the next several years. By 2013 proprietors made up nearly 20%, or 58,000, of all workers in Union County (See Figure 5.2). For comparison's sake, in 1998 14% of all workers in New Jersey and 16% nationwide were proprietors; by 2013 those shares had risen to 22% in both New Jersey and the U.S. Thus, while the share of proprietors in Union County remains smaller than at the national and state levels, the growth of this body of workers has been stronger than in either of the larger areas.

[22] Proprietors are people who work and run their own business. They also include other business owners, like partners in partnerships.

Figure 5.2: Percentage of Proprietors in Union County and New Jersey- Historical Trends and Projections for the Future, 1990-2025



Combining job data from the BEA and the BLS (QCEW series) enables the identification of industries that have relatively high concentrations of proprietors. Understand that BEA data accounts for all job types (including proprietors), while the BLS data only accounts for jobs covered by unemployment insurance (UI). Thus, BLS data exclude proprietors, workers in nonprofit organizations, students employed by public colleges, many railroad workers, and all other workers not receiving UI coverage.

Table 5.1 presents the 2013 BEA and BLS employment counts for New Jersey and Union County. Due to the difference in the sources and methods that the BEA and BLS use to develop their job counts, the columns on Table 5.1 titled "share of salaried jobs" provide a rough estimate of the proportion of salaried and waged employees in each industry. If an industry has a high share of wage and salary employees, its share of proprietors is necessarily low, since by definition proprietors are not employees—they are business owners. For example, Table 5.1 shows that the BLS count for manufacturing jobs in New Jersey comprises 93.1% of the BEA count; the 6.9% difference tells us that the Manufacturing sector has a low share of workers who are also

proprietors. Similarly, the state's high shares of wage and salary workers in Utilities; Wholesale Trade; and Accommodation and Food Services industries, among others, indicate that these sectors have low shares of proprietors. On the other hand, state's shares of wage and salary workers below 70% in Real Estate and Leasing; Other Services; Finance and Insurance; Arts, Entertainment, and Recreation; Construction; and Professional, Scientific, and Technical Services suggest these sectors likely have fairly high shares of workers who are proprietors.

Table 5.1: Concentration of Proprietors by Industry, Union County and New Jersey, 2013

	New Jersey			Union County		
Industry	**BEA Count**	**BLS Count**	**Share of Salaried Jobs***	**BEA Count**	**BLS Count**	**Share of Salaried Jobs***
Forestry, fishing, and related activities	5,655	2,001	35.4%	N	N	-
Mining	4,941	1,406	28.5%	N	N	-
Utilities	14,540	13,564	93.3%	1,257	1,199	95.4%
Construction	226,290	140,688	62.2%	14,425	9,110	63.2%
Manufacturing	258,123	240,257	93.1%	19,650	19,086	97.1%
Wholesale trade	234,931	212,868	90.6%	14,630	12,201	83.4%
Retail trade	530,309	451,522	85.1%	30,337	26,215	86.4%
Transportation and warehousing	199,231	148,064	74.3%	18,062	13,655	75.6%
Information	92,410	74,962	81.1%	6,900	4,418	64.0%
Finance and insurance	342,233	174,810	51.1%	15,390	6,735	43.8%
Real estate and rental and leasing	258,677	54,376	21.0%	12,832	2,814	21.9%
Professional, scientific, and technical services	434,223	285,914	65.8%	21,721	12,803	58.9%
Management of companies and enterprises	88,819	78,372	88.2%	4,979	2,966	59.6%
Administrative and waste management services	329,231	270,637	82.2%	25,183	19,974	79.3%
Educational services	124,198	72,377	58.3%	4,418	2,301	52.1%
Health care and social assistance	605,480	526,251	86.9%	34,634	29,774	86.0%
Arts, entertainment, and recreation	114,352	59,108	51.7%	4,425	2,139	48.3%
Accommodation and food services	322,679	296,048	91.7%	14,664	12,997	88.6%
Other services, except public administration	278,959	130,536	46.8%	19,070	9,951	52.2%
Government (Federal, State, and Local)	594,995	577,284	97.0%	33,616	11,198	33.3%

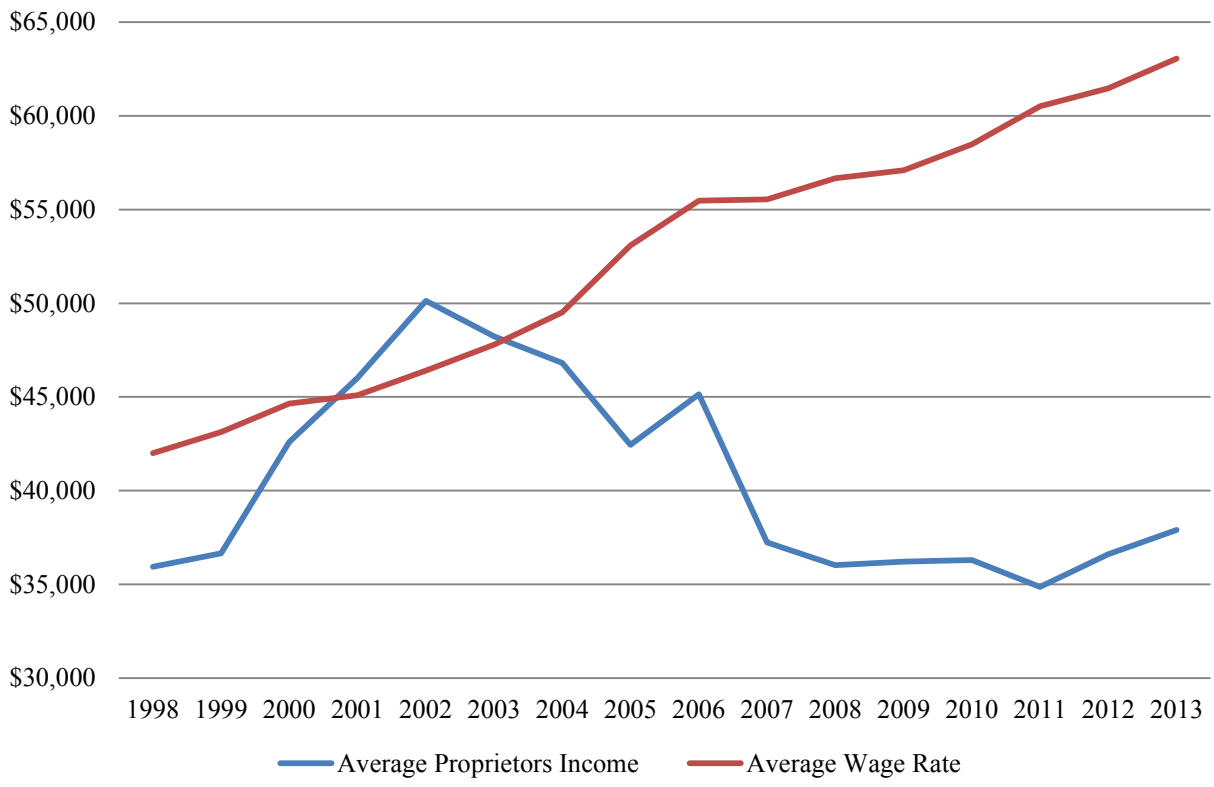
Sources: Bureau of Economic Analysis and Bureau of Labor Statistics QCEW
N- Non-disclosed data
* Note that due to differences in data collection methods, these shares are approximations

According to the estimates displayed in Table 5.1, the Union County sectors with low shares of proprietors (as indicated by a high share of salaried workers) include: Utilities; Manufacturing; Retail Trade; Wholesale Trade; Accommodation and Food Services; and Health Care and Social Assistance. The list of Union County sectors with high shares of proprietors (as indicated by a low share of salaried workers) is largely the same to those we reviewed for the state, including: Real Estate and Rental and Leasing; Other Services; Finance and Insurance; Arts,

Entertainment, and Recreation; Professional, Scientific, and Technical Services; Management of Companies and Enterprises; Construction; and Information.[23]

The onsets of recessions lead to rises in self-employment as households seek alternative/additional sources of income during difficult economic times. Thus, an increase in both the count and share of proprietors in the county's employment base is not surprising. Since such self-employment is often used to gain supplemental income, the average incomes of proprietors coming out of recessions also are often lower than the average wage of workers (see Figure 5.3).

Figure 5.3: Average Proprietors and Employees Wage Rates in Union County, 1998-2013



[23] Note we have eliminated Education services from both the state and county lists since it is unlikely that the establishments in this sector are run by proprietors. We suspect instead that the education workers are working largely part-time and are not covered by UI.

Union County's Economic Forecast

The economic forecast for Union County is based on those of the U.S. and New Jersey. A summary of the U.S. forecast, gathered from the Global Insight U.S. forecast of March 2015, is shown in Table 5.2 (a general description of the approach and data used to develop the forecast is detailed in Appendix B).

The national forecast calls for relatively strong growth in 2015 and 2016, followed by slow and steady annual growth through 2025. Non-agricultural employment is expected to rise by an average rate of about 1% per year over the full forecast period (2016-2025). Real GDP and real personal income should rise at average annual increments of 2.6% and 4.8%, respectively. Inflation is expected to remain under control, and the unemployment rate should decline to about 5.3% after this year (2015).

Table 5.2: Summary of the U.S. Economic Forecast, 2013-2025

	2013	2014	2015	2016	2016-2025 (annual average growth)
Annual Percentage Change					
Non-agricultural Employment*	1.7%	1.9%	2.3%	1.8%	**0.8%**
Real Gross Product	2.2%	2.4%	3.0%	2.7%	**2.6%**
Personal Income	2.0%	4.0%	3.9%	4.6%	**4.8%**
Population	0.7%	0.7%	0.8%	0.8%	**0.8%**
Consumer Prices	1.5%	1.6%	-0.7%	2.1%	**2.3%**
Percentage					
Unemployment Rate (Average)	7.4%	6.2%	5.5%	5.3%	**5.3%**

*Non-agricultural Employment does not include proprietors
Source: Global Insight U.S. Forecast March 2015

Table 5.3 summarizes the economic forecast for New Jersey. It too reveals relatively strong growth for 2015 and 2016, followed by slow and steady annual growth through 2025. The state's job growth is anticipated to average about 1% annually over the full forecast period (2016-2025). When contrasting the forecast values of Table 5.2 and Table 5.3, it can be noted that the state's economy is expected to improve at a slower rate than that of the U.S.—this has been the case since the beginning of the Great Recession. For example, the state's real GDP growth is expected to be considerably slower than the nation's, although it should still rise at an annual rate of 1.9%. This slower GDP growth is partly due to lagging rises in real personal income (4.4% in New Jersey versus 4.7% in the U.S.). The state's unemployment rate should decline to about 5.4% after this year.

Table 5.3: Summary of New Jersey's Economic Forecast, 2013-2025

	2013	2014	2015	2016	2016-2025 (annual average growth)
Annual Percentage Change					
Non-agricultural Employment*	1.2%	0.7%	1.4%	1.5%	**0.9%**
Real Gross State Product	1.1%	1.0%	3.2%	3.0%	**1.9%**
Personal Income	1.2%	3.0%	5.4%	4.9%	**4.4%**
Population	0.4%	0.3%	0.3%	0.6%	**0.6%**
Consumer Prices	1.4%	1.3%	-0.7%	2.1%	**2.4%**
Percentage					
Unemployment Rate (Average)	8.0%	6.6%	6.0%	5.7%	**5.4%**

*Non-agricultural Employment does not include proprietors
Source: R/ECON Forecast, April 2015

Table 5.4 displays a summary of the Union County's historical trends and forecast. The forecast shows that from 2013 to 2025 growth in household employment remains strong (0.8% annual average growth). Growth in wage and salaried jobs within Union County, however, will be quite sluggish (0.3% annually). For the purpose of contrasting Union County's economic forecast to the nation's and state's, we calculated the 2016-2025 annual average growth at the county level (see Tables A.19 and A.20 in Appendix A for more detail). Although the results obtained from this procedure are rough estimates (because the Union County forecast includes proprietors' data), it serves as a point of comparison. Union County's wage and salary job growth is anticipated to average about 2% annually over the 2016-2025 forecast period; compare this to 0.9% in the state and 0.8% nationally. On the other hand, the County will experience an annual growth in personal income slightly greater than the state's (4.6% in Union County vs. 4.4% in New Jersey and 4.8% in the U.S.).

Table 5.4: Summary of Union County's Economic Trends and Projections for the Future, 1990-2025

	1990 - 2007 (annual average growth)	2007 – 2013 (annual average growth)	2013 – 2025 (annual average growth)
Major Indicators, Growth Rates			
Total Employment (000)*	0.1%	-0.1%	0.9%
Wages and Salaries (000)	-0.2%	-0.7%	0.3%
Proprietors (000)	1.6%	2.8%	2.8%
Population (000)	0.4%	0.7%	0.4%
Labor Force (000)	-0.1%	0.5%	0.5%
Household Employment (000)	0.0%	-0.2%	0.8%
Unemployment Rate	-1.1%	10.7%	-3.1%
Personal Income ($mill)	4.3%	1.9%	4.8%
Labor Income ($mill)**	3.9%	1.7%	4.5%
Other Income ($mill)***	5.2%	2.4%	5.3%
Residential Building Permits	13.1%	-0.2%	-1.0%
Permitted Office and Retail Space (sq. ft.)****	2.1%	0.3%	-1.9%
Employment by Industry, Growth Rates			
Construction	1.6%	-2.8%	0.9%
Manufacturing	-4.5%	-4.7%	-1.2%
Transportation	0.4%	2.2%	1.8%
Utilities	-1.8%	-0.3%	1.8%
Information	0.3%	3.3%	-2.2%
Retail Trade	-0.8%	-0.5%	-0.3%
Wholesale Trade	-2.2%	-1.0%	-0.5%
Finance and Real Estate	0.0%	1.1%	2.1%
Services	2.1%	0.8%	1.2%
Government	1.2%	-0.6%	1.3%

*Total employment and employment by industry includes both wage earners and proprietors

**Labor income is wages and salaries plus proprietors income plus other labor income less social insurance

*** Other income is interest, dividends, and rent plus transfers plus residence adjustment

****First growth rate 1995 to 2007

See Table A.19 in Appendix A for further detail on Union County's economic trends.

See Table A.20 in Appendix A for further detail on Union County's economic forecast.

Table 5.4 also indicated that much of the new jobs will be added by Finance and Real Estate (2.1%), Transportation (1.8%), Utilities (1.8%), Government (1.3%), and Services (1.2%). The Manufacturing and Information industries will suffer further losses (1.2% and 2.2%, respectively);

less substantial rates of jobs loss will be experienced by the Wholesale and Retail Trade sectors (0.5% and 0.3%, respectively). These latter losses are likely attributable to continued growth in trade/purchases carried out over the internet.

Although the Government sector will grow by 1.3% annually over the forecast period, this increment will only be sufficient to sustain its 12% share of total employment in the County. By 2025, the Services sector will sustain more than half of employment in Union County, while 11% will be in Finance and 7% will be in Transportation Services. Growth in Wholesale and Retail Trade sectors will be flat, while Manufacturing will lose about 3,000 jobs, so that it only represents 5% of all of the County's private-sector jobs.

Table 5.5: Summary of New Jersey's Employment Projections, 2013-2025

Industries	Annual Growth 2013 - 2025
Construction	2.8%
Manufacturing	-0.1%
Transportation	2.1%
Utilities	0.5%
Information	-0.4%
Retail Trade	0.3%
Wholesale Trade	0.9%
Finance and Real Estate	0.5%
Services	1.2%
Government	0.7%

See Table A.21 in Appendix A for further detail on Union County's economic forecast.

By comparing the Union County and New Jersey employment projections by industry (Table 5.5 vs. Table 5.4), we can observe many parallels, as well as some significant difference. For instance, from 2013 to 2025, most of the new employment in the state will be in Construction (2.8%), Transportation (2.1%), and Services (1.2%). Union County's expected growth rates in the Transportation and Services sectors are analogous to the state's, but growth in the County's Construction industry will be substantially more modest (0.9% annually). Moreover, both will also experience job losses in the Manufacturing and Information industries, but percentagewise Union County's losses will be more severe.

Chapter 6: Industry Prospects

Business recruitment, retention, and expansion programs in local areas focus on identifying industries that have the potential to enhance the local economy. Tailored industrial policy provides three advantages to the community: it gives a clear insight into the incoming industry requirements and needs, it enables the community to focus its efforts and budget on a few highly valued programs, and it helps the community limit the potential set of financial incentives (e.g., tax rebates or labor training programs) it would need to offer to encourage businesses to locate in the region. In summary, by targeting industrial development programs a region can use its limited economic development resources more efficiently.

A principal shortcoming with the industry targeting approach is the difficulty of "picking winners." As mentioned earlier, a prerequisite is the ability to identify regional competitive advantages of the local labor force, unique regional attributes, and proximity to input and product markets. Business development efforts are supposed to identify industries that best fit the set of identified regional advantages. In addition, they are supposed to assess the prospective industries' future growth potential and the extent to which they are likely to enhance the overall viability of the local economy. In this vein, the ability to "pick winners" is complicated by the vagaries of the market place—industries that grow rapidly today may decline tomorrow. Indeed, Mark Partridge[24] has noted that certain types of economic development efforts (e.g., those focused strictly on the arts or competitive industry clusters) have become quite fad-based and, more often than not, such faddish hype has proven overly optimistic. In essence, such "hot" industries are like equities in the stock market: that is, by the time you recognize they are "hot," it is too late to invest in them. As a result, Partridge's take on industry targeting is (p. 105): "[d]o not try to attract the next 'hot' industry, but try to make the hot industry want to be in your region."

Therefore, when identifying industries toward which business development efforts should be targeted, it is most important to identify the extent to which key business requirements are likely to be fulfilled by the region—in this case Union County. That is, County needs and preferences necessarily take a back seat. Thus, the list of specific target industries that are the outcome of such

[24] Mark D Partridge. (2013) "America's Job Crisis and the Role of Regional Economic Development Policy," *The Review of Regional Studies*, 43, 97–110. http://journal.srsa.org/ojs/index.php/RRS/article/view/43.23.1/pdf

efforts might not meet planned employment and income targets. Nonetheless, industry targeting does enhance the probability that the region will develop an economic base that has as many desirable characteristics as possible, given local resource constraints.

A region's prospects for employment growth are related to its current industrial composition; this is because the existing set of industries influences the region's ability to expand. Also, as we have observed in prior chapters, the County's set of industries has influenced the character of its local labor force (occupational distribution, skills availability, wage structure), the availability of specialized business and professional services, and the presence of supportive institutions (tech schools, public agencies). All of this is, of course, influenced by the set of resources that are at the disposal of industries in the region, as well as the size of the market for each of the region's industries.

The Market Area

In this study, a region with a radius of 350 miles from Union County defines the total potential market area for goods and services produced by Union County employers. In addition to encompassing Union County and the State of New Jersey, the area consists of Connecticut, Delaware, Maryland, Massachusetts, New Hampshire, New York, Rhode Island, Pennsylvania, Vermont, Virginia, Washington, DC, and West Virginia. The radius of 350 miles is partly based on the average distance a tractor trailer can travel during one driver's work shift—eight hours with breaks. It also follows from work by Russell Hillberry and David Hummels,[25] who in examining intra-national trade within the United States found that about 98 percent of all shipments is transported less than 350 miles.

Of course, while a region with a 350-mile radius certainly makes sense for many manufactured goods, it is likely less reasonable for the construction sector and for most services. The case of construction is definitional, as construction necessarily is located where it takes place. That is, the construction sector can only be fostered through economic growth (broadly speaking) and investments in local infrastructure. Most services, on the other hand, must be proximate to end-user (both consumer and business) locations. Due to the advent of the internet, no delivery distance is too far for many other services. In this regard certain industries, like Retail Trade and

[25] Russell Hillberry and David Hummels. (2008) "Trade Responses to Geographic Frictions: A Decomposition using Micro-data," *European Economic Review*, 52, 527–550.

personal services, are flagged from the start as unlikely candidates for business development efforts.

Table 6.1: Ranked List of Top 40 Industries Based on Available Demand in Union County's Market Area

NAICS	Industry Description
523A00	Securities and commodity contracts intermediation and brokerage
522A00	Nondepository credit intermediation and related activities
323120	Support activities for printing
541200	Accounting, tax preparation, bookkeeping, and payroll services
326290	Other rubber product manufacturing
524100	Insurance carriers
525000	Funds, trusts, and other financial vehicles
541700	Scientific research and development services
519130	Internet publishing and broadcasting and Web search portals
523900	Other financial investment activities
517A00	Satellite, telecommunications resellers, and all other telecommunications
336112	Light truck and utility vehicle manufacturing
621900	Other ambulatory health care services
52A000	Monetary authorities and depository credit intermediation
713900	Other amusement and recreation industries
221100	Electric power generation, transmission, and distribution
515200	Cable and other subscription programming
533000	Lessors of nonfinancial intangible assets
561200	Facilities support services
483000	Water transportation
5416A0	Environmental and other technical consulting services
541400	Specialized design services
531ORE	Other real estate
336111	Automobile manufacturing
611B00	Other educational services
221200	Natural gas distribution
486000	Pipeline transportation
54151A	Other computer related services, including facilities management
221300	Water, sewage and other systems
523A00	Securities and commodity contracts intermediation and brokerage
721000	Accommodation
517110	Wired telecommunications carriers
511130	Book publishers
713100	Amusement parks and arcades
311520	Ice cream and frozen dessert manufacturing
336390	Other motor vehicle parts manufacturing
541100	Legal services
324190	Other petroleum and coal products manufacturing
532400	Commercial and industrial machinery and equipment rental and leasing
541512	Computer systems design services

Table 6.1 shows a ranked list of industries that have *excess demands* of substantial size within the broad "market area" surrounding Union County. *Excess demand* is the local demand that is not met by local producers. Note that this list has not been culled to ensure that Union County has the resources needed by these industries. Still, from a strict market-size perspective, each of the top three industries has excess demands in the market area of over $100 billion. Each of the top ten industries has excess demands of over $25 billion. The last of the 40 industries on the list— Computer systems design services—is estimated to have an excess demand in the area that is on the order of $3.8 billion. A summary point here is that all industries in the list have substantial markets— the full list of 380 industries is used in later analyses.[26]

Relative Productivity

One key aspect of any region, from a business perspective, is the relative productivity of labor. Typically, economists use the wage rate to measure the abovementioned concept. However, one issue with applying such a method is that the wage rate is confounded by the cost of living; this is a particularly major issue in metropolitan New York City, where home prices can be among the highest in the nation. In order to retain or attract good workers, many businesses in the greater New York metropolitan area must pay wages that amount to more than what they would pay elsewhere. To avoid this issue, we measure the total wealth that is generated locally per unit production and compared it to the national equivalent; see Table 6.2 for a list of the top 40 industries on this measure (note that the measure is state GDP per unit of output compared to that nationwide, since local GDP figures are not available).

GDP measures the net gain in wealth, and wealth is returned to labor, investors, and/or governments alike. Generally speaking, the lion's share of GDP is returned to labor. It is generally understood that a main purpose of businesses is to maximize return to their shareholders, i.e., to maximize profits. So while productivity itself is a reasonable measure, a more precise focus would be on returns from productivity that are in the form of profits and other property-type income. Since such returns, along with related payments to governments, vary from year to year, the most constant form of wealth per unit of output is labor compensation. To

[26] Some of the 380 industries are excluded from our analysis, as they are construction and service-based industries that are irrelevant to the study's purpose.

Table 6.2: Ranked List of Top 40 Industries Based on Local Productivity Compared to that Nationwide

NAICS	Industry Description
311930	Flavoring syrup and concentrate manufacturing
813A00	Grantmaking, giving, and social advocacy organizations
420000	Wholesale trade
524100	Insurance carriers
325120	Industrial gas manufacturing
311520	Ice cream and frozen dessert manufacturing
312140	Distilleries
335930	Wiring device manufacturing
713100	Amusement parks and arcades
312120	Breweries
336370	Motor vehicle metal stamping
517A00	Satellite, telecom resellers, & all other telecommunications
311225	Fats and oils refining and blending
531000	Real estate
561600	Investigation and security services
336211	Motor vehicle body manufacturing
33391A	Pump and pumping equipment manufacturing
325320	Pesticide and other agricultural chemical manufacturing
561300	Employment services
313200	Fabric mills
611100	Elementary and secondary schools
811100	Automotive repair and maintenance
332500	Hardware manufacturing
511130	Book publishers
325610	Soap and cleaning compound manufacturing
711200	Spectator sports
484000	Truck transportation
33211B	Crown and closure manufacturing and metal stamping
336611	Ship building and repairing
515100	Radio and television broadcasting
314120	Curtain and linen mills
311810	Bread and bakery product manufacturing
561100	Office administrative services
333511	Industrial mold manufacturing
517110	Wired telecommunications carriers
485000	Transit and ground passenger transportation
5191A0	News syndicates, libraries, archives & other information servics
713900	Other amusement and recreation industries
334510	Electromedical and electrotherapeutic apparatus manufacturing
337122	Nonupholstered wood household furniture manufacturing

Table 6.3: Ranked List of Top 40 Industries in New Jersey Based on Non-labor Share of GDP

NAICS	Industry Description
531000	Real estate
532100	Automotive equipment rental and leasing
313100	Fiber, yarn, and thread mills
321100	Sawmills and wood preservation
324121	Asphalt paving mixture and block manufacturing
331419	Primary smelting and refining of nonferrous metal (exc copper & aluminum)
312200	Tobacco product manufacturing
532A00	Consumer goods and general rental centers
325910	Printing ink manufacturing
325620	Toilet preparation manufacturing
325411	Medicinal and botanical manufacturing
5111A0	Directory, mailing list, and other publishers
212230	Copper, nickel, lead, and zinc mining
325110	Petrochemical manufacturing
336999	All other transportation equipment manufacturing
325120	Industrial gas manufacturing
336120	Heavy duty truck manufacturing
517110	Wired telecommunications carriers
812200	Death care services
33211B	Crown and closure manufacturing and metal stamping
517A00	Satellite, telecom resellers, and all other telecommunications
312130	Wineries
325211	Plastics material and resin manufacturing
311300	Sugar and confectionery product manufacturing
221100	Electric power generation, transmission, and distribution
3252A0	Synthetic rubber & artificial and synthetic fibers and filaments manufacturing
325320	Pesticide and other agricultural chemical manufacturing
511200	Software publishers
325510	Paint and coating manufacturing
325190	Other basic organic chemical manufacturing
311940	Seasoning and dressing manufacturing
324122	Asphalt shingle and coating materials manufacturing
532400	Commercial and industrial machinery and equipment rental and leasing
515100	Radio and television broadcasting
221200	Natural gas distribution
311920	Coffee and tea manufacturing
327991	Cut stone and stone product manufacturing
311230	Breakfast cereal manufacturing
327320	Ready-mix concrete manufacturing
327993	Mineral wool manufacturing

better focus on returns in the form of profits and profit-type income, and to gain a better perspective for businesses, we identified the share of state GDP that was ***not*** in the form of labor compensation. Table 6.3 identifies the top 40 industries from the perspective of this measure.

The County's Perspective

The Concept of Import Substitution

The typical approach to industry targeting identifies sectors with potential for future growth. Such assessment is generally conducted by using forecasts of industries already in the region, given the industry's presence indicates that the region has a sufficiently low-cost location and/or large enough local market for some establishments in the industry to maintain a going concern. In this regard, the forecast in Chapter 5 is used in the current analysis to filter industry potential.

An alternative approach is to identify industries that seem to be able to fill "gaps" in the regional economy. That is, industries for which demands by local households and businesses are currently fulfilled largely outside the local economy. Such imports of goods and services into a region exist due to one of more of the following factors:

- The region cannot possibly obtain critical resources required for production (e.g., copper)
- The region lacks a viable location with respect to certain key inputs and markets
- The region is a relatively high cost location for production due to labor
- Regional markets or demand are insufficient to justify a local facility (e.g., soft drink bottling plant)
- Regional public and private infrastructure and services are inadequate

The positive aspect of the alternative approach is that a market for the product is clearly identified by local supplies being insufficient to meet local demands for the industry's products. Moreover, replacing imported inputs with local production reduces economic leakage of money outside the regional economy, enhances local multiplier effects, and provides additional jobs and income for area residents. The downside of the approach is that while the market exists, there may well be some hidden reason why the industry is not already locating in the area beyond those reasons bulleted above—e.g., investment costs are too high for the local market size, labor with proper skills is lacking in the area or the local area's cost of doing business is too high.

Table 6.4: Ranked List of Top 40 Industries Based on State Demand Not Fulfilled by Producers within the State of New Jersey

NAICS	Industry Description
532100	Automotive equipment rental and leasing
324121	Asphalt paving mixture and block manufacturing
211000	Oil and gas extraction
524200	Insurance agencies, brokerages, and related activities
325413	In-vitro diagnostic substance manufacturing
5416A0	Environmental and other technical consulting services
336120	Heavy duty truck manufacturing
316000	Leather and allied product manufacturing
541300	Architectural, engineering, and related services
311615	Poultry processing
522A00	Nondepository credit intermediation and related activities
524100	Insurance carriers
541400	Specialized design services
326210	Tire manufacturing
323120	Support activities for printing
336112	Light truck and utility vehicle manufacturing
325211	Plastics material and resin manufacturing
721000	Accommodation
541920	Photographic services
325120	Industrial gas manufacturing
322130	Paperboard mills
531000	Real estate
3118A0	Cookie, cracker, pasta, and tortilla manufacturing
332320	Ornamental and architectural metal products manufacturing
221200	Natural gas distribution
322220	Paper bag and coated and treated paper manufacturing
811200	Electronic and precision equipment repair and maintenance
525000	Funds, trusts, and other financial vehicles
313100	Fiber, yarn, and thread mills
33441A	Other electronic component manufacturing
325412	Pharmaceutical preparation manufacturing
481000	Air transportation
623A00	Nursing and community care facilities
812200	Death care services
339920	Sporting and athletic goods manufacturing
334210	Telephone apparatus manufacturing
322110	Pulp mills
325510	Paint and coating manufacturing
332410	Power boiler and heat exchanger manufacturing
31151A	Fluid milk and butter manufacturing

Table 6.5: Ranked List of Top 40 Industries Based on County Demand Not Fulfilled by Producers within Union County

NAICS	Industry Description
523900	Other financial investment activities
523A00	Securities and commodity contracts intermediation and brokerage
52A000	Monetary authorities and depository credit intermediation
230301	Nonresidential maintenance and repair
531ORE	Other real estate
541300	Architectural, engineering, and related services
325110	Petrochemical manufacturing
541800	Advertising, public relations, and related services
541610	Management consulting services
541100	Legal services
533000	Lessors of nonfinancial intangible assets
722211	Limited-service restaurants
611A00	Junior colleges, colleges, universities, and professional schools
522A00	Nondepository credit intermediation and related activities
336112	Light truck and utility vehicle manufacturing
481000	Air transportation
221100	Electric power generation, transmission, and distribution
517210	Wireless telecommunications carriers (except satellite)
325411	Medicinal and botanical manufacturing
541200	Accounting, tax preparation, bookkeeping, and payroll services
541511	Custom computer programming services
721000	Accommodation
326190	Other plastics product manufacturing
325412	Pharmaceutical preparation manufacturing
324110	Petroleum refineries
31161A	Animal (except poultry) slaughtering, rendering, and processing
713200	Gambling industries (except casino hotels)
524100	Insurance carriers
325190	Other basic organic chemical manufacturing
325414	Biological product (except diagnostic) manufacturing
512100	Motion picture and video industries
420000	Wholesale trade
322210	Paperboard container manufacturing
336111	Automobile manufacturing
511200	Software publishers
336411	Aircraft manufacturing
31122A	Soybean and other oilseed processing
722110	Full-service restaurants
5419A0	Marketing research and other misc. professional, scientific, & technical services
54151A	Other computer related services, including facilities management

In the case of import substitution, two geographic tacks are taken—one from the perspective of the State of New Jersey and the other from the perspective of Union County. Both are of potential interest, although from the County's developmental viewpoint, an analysis only of import substitution for the County would suffice. Table 6.4 shows the top 40 industry prospects for the state and Table 6.5 displays a similar list for the County. Note that in the case of the state, a few services, like Accommodations, are not automatically dropped, while others remain absent from the list. Even more services are added for Union County (e.g., Limited Service Restaurants and Junior Colleges), since the objective of the analysis is to enhance local interindustry linkages. For this reason, of the two lists, more weight should be placed on the industries presented in Table 6.5.

Earnings per Job and Comparative Multiplier Effects

Earnings per job are another important factor to take into consideration when evaluating local development; that is, all other things equal, higher-paying jobs are better than lower-paying ones. In this vein, we ranked industries by their 2014 annual pay rates per worker within Union County. Note that not all these jobs may be held by County residents, and the number of jobs at the pay rates noted could be quite small. Still, it is an important consideration. The flip side of it, however, is that fewer jobs would be produced in industries with higher-paying jobs, for any given business revenue volume. Table 6.6 displays the top 40 industries in terms of annual earnings per job. The average annual pay rate in Union County in all of the jobs listed in Table 6.6 is over $100,000 per job. With a few exceptions, this list is composed of manufacturers, other goods-producing industries, and medical professionals.

Another valuable metric is examining the impact of $1 million in demand for operations of an industry on Union County's economy; in other words, this measure examines inter-sectoral spillovers—i.e. interindustry linkages. We assess this impact in terms of gross domestic product (GDP), which is a measure of wealth that would be accumulated in the County as a result of such demand change. The measure includes labor income, proprietors' income, profits, dividends, earned interest, rents, government tax revenues, and other property-type income. The list in Table 6.7 suggests that service organizations rank highly on this measure. This result should be no surprise given the rise of the service sector within the County during the past few decades. Moreover, the metric itself is highly influenced by the degree to which the County suppliers are

Table 6.6: Ranked List of Top 40 Industries Based on Annual Earnings per Job

NAICS	Industry Description
339112	Surgical and medical instrument manufacturing
325411	Medicinal and botanical manufacturing
3363A0	Motor vehicle steering, suspension comp. (excl. spring), & brake systems mfg
339114	Dental equipment and supplies manufacturing
339115	Ophthalmic goods manufacturing
325412	Pharmaceutical preparation manufacturing
336310	Motor vehicle gasoline engine and engine parts manufacturing
541700	Scientific research and development services
324110	Petroleum refineries
550000	Management of companies and enterprises
324190	Other petroleum and coal products manufacturing
325120	Industrial gas manufacturing
518200	Data processing, hosting, and related services
325190	Other basic organic chemical manufacturing
522A00	Nondepository credit intermediation and related activities
335110	Electric lamp bulb and part manufacturing
525000	Funds, trusts, and other financial vehicles
334413	Semiconductor and related device manufacturing
325180	Other basic inorganic chemical manufacturing
336212	Truck trailer manufacturing
335313	Switchgear and switchboard apparatus manufacturing
312140	Distilleries
221100	Electric power generation, transmission, and distribution
334513	Industrial process variable instruments manufacturing
325610	Soap and cleaning compound manufacturing
221200	Natural gas distribution
5111A0	Directory, mailing list, and other publishers
325130	Synthetic dye and pigment manufacturing
312110	Soft drink and ice manufacturing
33441A	Other electronic component manufacturing
515200	Cable and other subscription programming
481000	Air transportation
511200	Software publishers
327200	Glass and glass product manufacturing
517110	Wired telecommunications carriers
325620	Toilet preparation manufacturing
333612	Speed changer, industrial high-speed drive, and gear manufacturing
511130	Book publishers
221300	Water, sewage and other systems
311300	Sugar and confectionery product manufacturing

Table 6.7: Ranked List of Top 40 Industries Based on GDP per $ Million of Demand

NAICS	Industry Description
813B00	Civic, social, professional, and similar organizations
550000	Management of companies and enterprises
441000	Motor vehicle and parts dealers
541512	Computer systems design services
420000	Wholesale trade
445000	Food and beverage stores
623A00	Nursing and community care facilities
621200	Offices of dentists
621500	Medical and diagnostic laboratories
4A0000	Other retail
611B00	Other educational services
562000	Waste management and remediation services
812200	Death care services
561300	Employment services
493000	Warehousing and storage
524200	Insurance agencies, brokerages, and related activities
713900	Other amusement and recreation industries
622000	Hospitals
561600	Investigation and security services
621100	Offices of physicians
5111A0	Directory, mailing list, and other publishers
621400	Outpatient care centers
611100	Elementary and secondary schools
812300	Dry-cleaning and laundry services
524100	Insurance carriers
811100	Automotive repair and maintenance
812100	Personal care services
485000	Transit and ground passenger transportation
813A00	Grantmaking, giving, and social advocacy organizations
814000	Private households
541700	Scientific research and development services
561200	Facilities support services
624A00	Community food, housing, and other relief services, incl. rehabilitation services
621600	Home health care services
624400	Child day care services
492000	Couriers and messengers
517110	Wired telecommunications carriers
621300	Offices of other health practitioners
621900	Other ambulatory health care services
48A000	Scenic and sightseeing transportation and support activities for transportation

able to satisfy local demand for the industry's goods and services. This was done to assure it is distinct from the import substitution measure detailed in Table 6.1.

Transportation Services

Besides its proximity to New York City and Philadelphia, a unique economic feature of Union County is the nexus of many modes of freight transportation that are within or adjacent to it. It was therefore deemed important to include a measure of industry use: air, rail, and water transportation per unit of production. Note truck transportation was left out as it is available most everywhere and no clear local advantage appears to exist for Union County. Table 6.8 displays the top 40 industries on this measure as determined from national business surveys.

A Composite Index of Desirable Industries

Using the metrics presented in this chapter, we formed a composite index using factor analysis. Factor analysis develops an index from the pattern of correlation between measureable indicators. In essence, the measures for the variables discussed in this chapter are normalized such that they are in the same units—in this case something statisticians call a *z*-score. A z-score is devised by subtracting the mean value of all scores on the measure from each measure and, subsequently, dividing the result by the standard deviation (from the mean) of all scores. Once all variables are in the form of z-scores, the factor analysis algorithm identifies the degree of correlation among the variables and creates a variable that is inherently most correlated with all of them. Of course, it winds up being more correlated with some of the selected variables than it is with others. In fact, one must be careful in selecting variables since the use of highly correlated variables can easily tilt (bias) values of the index results.

The top 40 results from the composite index are shown in Table 6.9. Many of the industries, like Insurance Carriers, Wholesale Trade, Wired Telecommunications, and Courier services are already quite successful in Union County. But many others have little or no presence in there.

Table 6.8: Ranked List of Top 40 Industries
Based on Use of Air, Rail, and Water Transportation

NAICS	Industry Description
321100	Sawmills and wood preservation
339116	Dental laboratories
323120	Support activities for printing
335999	All other miscellaneous electrical equipment and component manufacturing
311221	Wet corn milling
331200	Steel product manufacturing from purchased steel
325211	Plastics material and resin manufacturing
327910	Abrasive product manufacturing
712000	Museums, historical sites, zoos, and parks
337121	Upholstered household furniture manufacturing
31122A	Soybean and other oilseed processing
311210	Flour milling and malt manufacturing
325120	Industrial gas manufacturing
325910	Printing ink manufacturing
311230	Breakfast cereal manufacturing
485000	Transit and ground passenger transportation
325620	Toilet preparation manufacturing
3252A0	Synthetic rubber and artificial and synthetic fibers and filaments manufacturing
337215	Showcase, partition, shelving, and locker manufacturing
312120	Breweries
811200	Electronic and precision equipment repair and maintenance
33712A	Other household nonupholstered furniture
327310	Cement manufacturing
325180	Other basic inorganic chemical manufacturing
722110	Full-service restaurants
811100	Automotive repair and maintenance
311225	Fats and oils refining and blending
327993	Mineral wool manufacturing
333912	Air and gas compressor manufacturing
322120	Paper mills
325310	Fertilizer manufacturing
327320	Ready-mix concrete manufacturing
337900	Other furniture related product manufacturing
722A00	All other food and drinking places
327330	Concrete pipe, brick, and block manufacturing
3363A0	Motor vehicle steering, suspension component (exc spring), & brake sys mfg
322220	Paper bag and coated and treated paper manufacturing
322210	Paperboard container manufacturing
335912	Primary battery manufacturing
327200	Glass and glass product manufacturing

Table 6.9: Ranked List of Top 40 Industries
Based on Both Market Area and Local Development Attributes

NAICS	Industry Description
524100	Insurance carriers
813A00	Grant-making, giving, and social advocacy organizations
713100	Amusement parks and arcades
311930	Flavoring syrup and concentrate manufacturing
420000	Wholesale trade
561300	Employment services
561600	Investigation and security services
312140	Distilleries
711200	Spectator sports
517A00	Satellite, telecommunications resellers, and all other telecommunications
523900	Other financial investment activities
561100	Office administrative services
511130	Book publishers
5191A0	News syndicates, libraries, archives and all other information services
335930	Wiring device manufacturing
541400	Specialized design services
541200	Accounting, tax preparation, bookkeeping, and payroll services
485000	Transit and ground passenger transportation
621500	Medical and diagnostic laboratories
325120	Industrial gas manufacturing
441000	Motor vehicle and parts dealers
515100	Radio and television broadcasting
623B00	Residential mental retardation, mental health, substance abuse and other facilities
621300	Offices of other health practitioners
517110	Wired telecommunications carriers
221300	Water, sewage and other systems
54151A	Other computer related services, including facilities management
621100	Offices of physicians
492000	Couriers and messengers
541800	Advertising, public relations, and related services
532A00	Consumer goods and general rental centers
515200	Cable and other subscription programming
532400	Commercial and industrial machinery and equipment rental and leasing
621200	Offices of dentists
711500	Independent artists, writers, and performers
312120	Breweries
713900	Other amusement and recreation industries
221100	Electric power generation, transmission, and distribution
5419A0	Marketing research and other misc. professional, scientific, & technical services

See Appendix C, Table C.1, for full Union County index.

Table 6.10 shows how the factors developed in this chapter figure into the composite index displayed in Table 6.9.

Table 6.10: Factor Analysis Results:
Variables' Factor Weights and Factor Loadings

Variable	*Productivity*	*Demand*	*GDP Shares*	*Other Local*
Factor Weight	65.3%	22.3%	10.5%	2.0%
County Excess Demand	0.10023	*0.25697*	0.00020	-0.01411
State Excess Demand	-0.01295	0.02885	-0.00942	*0.10982*
Region Excess Demand	0.06548	*0.30082*	0.03320	-0.01632
Unearned GDP	-0.08269	-0.09759	*0.19528*	-0.01619
GDP NJ/GDP nation	*0.39350*	-0.10398	-0.04455	-0.02026
GDP/$Million	*0.38555*	-0.08182	0.07866	0.02496
Earnings/Job	0.01978	0.04664	*0.18780*	*0.09406*
Transportation services	0.00584	0.01296	*0.15390*	*-0.09385*

Note: Underlined loadings show how the latent factors were named.

The variables had little correlation among one another (i.e., for all intents and purposes, they are orthogonal), which means that they yield very different pieces of information as expected. This assures that there is not overemphasis of any perspective in the final index. The weights suggest that business's ability to generate wealth locally is emphasized heavily within the index. This is certainly a desirable attribute, although it may be slightly overstated since it comprises 65.3% of the final measure. Still, it is important to potential business and the County alike that the businesses succeed and create wealth. Secondarily, composing about 22.3% of the index, a strong regional market and solid candidacy for import substitution weigh in heavily. Such characteristics are certainly desirable from the perspective of a candidate business, and import substitution has important developmental ramification to the local economy as discussed earlier in this chapter. The final two factors together comprise just 12.5% of the composite index. They largely focus on characteristics of benefit to the local economy. Still, the share of GDP that is not earned by labor is included, and it was designed to be a characteristic desired by potential incoming businesses. But it is an imperfect measure since it includes tax payments. Note also that the Transportation services characteristic enters as both a positive and negative manner. This is because many industries heavily loaded with this characteristic (e.g., grain production and coal mining) have a small presence within New Jersey, let alone Union County, if they have any presence at all.

Industries for the Future of Union County

Clearly more data are available by industry that should influence an index as the one above. The data included in Table 6.10 are the industry's recent performance and forecast as detailed in Chapters 3 and 5. In particular, the index was modified by including the industry's regional component from the shift-share analysis as well as the forecasted sectoral annual growth rates. The point of this exercise is to further assure that the set of industries to be uncovered via this target industry analysis would be one most suited to the economic milieu within which Union County exists.

While others certainly are present, just seven industry clusters dominate the ranked listing in Table 6.10. They are: (1) Construction Industries, (2) Medical and Scientific Equipment Manufacturing, (3) Transportation and Warehousing Services, (4) Wholesaling, (5) Financial and Insurance Services, (6) Hospitals and Health Services, (7) Employment and Business Services. According to employment forecasts, Financial and Insurance Services, and Transportation and Warehousing services are likely to be most influential among those industries listed in Table 6.10. Most notably, among all possible manufacturing industries only Medical and Scientific Equipment Manufacturing makes the cut. This is due to the general negative trajectory of the forecasts for most manufacturing industries both nationwide and within the state.

While there is value in considering the forecast of economic conditions, taking them into account could also simply assure the forecasts are fulfilled. That is, there is no clear reason to believe that the top industries listed in Table 6.9 would be any less valuable in pursuing than those listed table 6.10. On the other hand, we opted to use the list in Table 6.10 to examine long-run occupational needs, which are covered in the subsection that follows.

Prime Occupations in Union County's Future

The seven industry clusters identified in the section above (Table 6.10) were processed to ascertain occupations needed in Union County's future. Multiplying rough industry growth rates by the size of the industries suggests that somewhere in the vicinity of 846 new jobs would be created in just the Union County's key industry clusters through 2024. By multiplying the industry totals through the pertinent industries of the U.S. Bureau of Labor Statistics industry-by occupation matrix for 2024, we obtained the distribution of occupations shown in Table 6.11.

Table 6.10: Ranked List of Top 40 Industries for Union County's Future

NAICS	Industry Description
711A00	Promoters of performing arts and sports and agents for public figures
517110	Wired telecommunications carriers
621500	Medical and diagnostic laboratories
339112	Surgical and medical instrument manufacturing
492000	Couriers and messengers
561300	Employment services
550000	Management of companies and enterprises
541700	Scientific research and development services
524100	Insurance carriers
524200	Insurance agencies, brokerages, and related activities
812300	Dry-cleaning and laundry services
561400	Business support services
621300	Offices of other health practitioners
523900	Other financial investment activities
623A00	Nursing and community care facilities
48A000	Scenic and sightseeing transportation and support activities for transportation
621100	Offices of physicians
525000	Funds, trusts, and other financial vehicles
813B00	Civic, social, professional, and similar organizations
562000	Waste management and remediation services
485000	Transit and ground passenger transportation
621200	Offices of dentists
493000	Warehousing and storage
622000	Hospitals
621900	Other ambulatory health care services
812100	Personal care services
561600	Investigation and security services
233230	Manufacturing structures
484000	Truck transportation
813A00	Grantmaking, giving, and social advocacy organizations
611B00	Other educational services
812200	Death care services
561200	Facilities support services
611100	Elementary and secondary schools
541512	Computer systems design services
811100	Automotive repair and maintenance
531ORE	Other real estate
233210	Health care structures
713900	Other amusement and recreation industries

Table 6.11: Likely Workforce Additions via Key Clusters through 2024

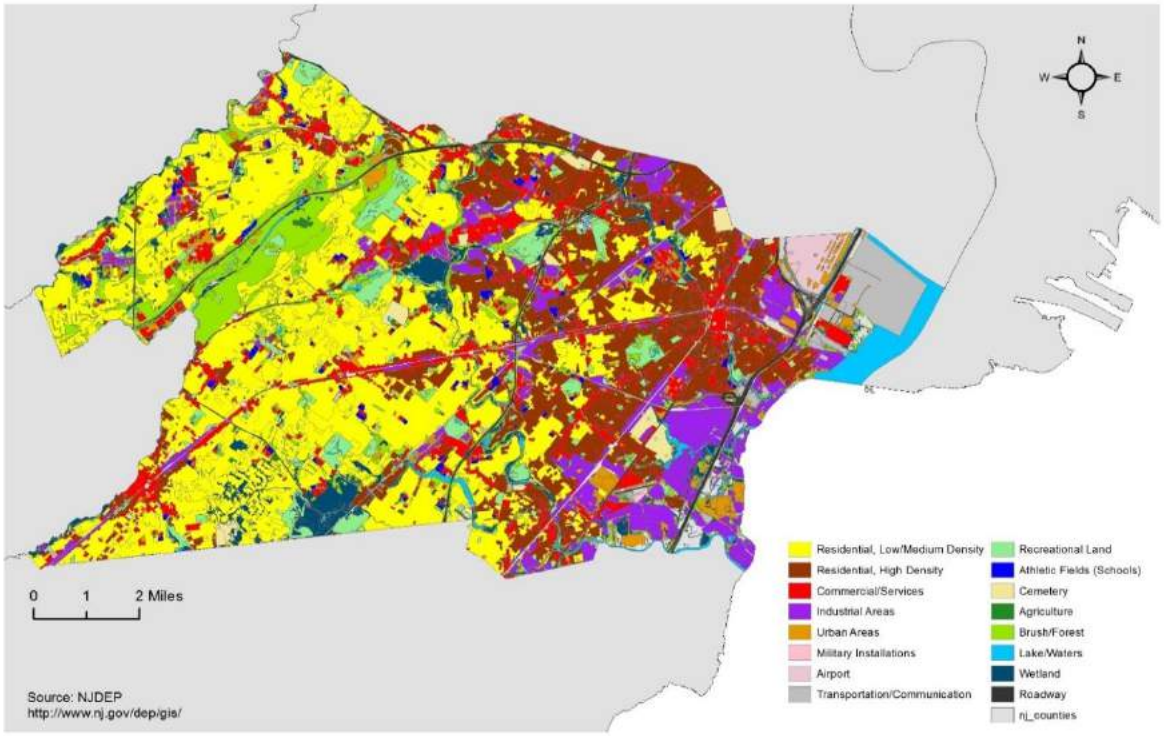
Code	Title	Job Total	Share
00-0000	***Total, all occupations***	***846***	***100.0%***
	Management, business, science, and arts	**190**	22.5%
11-0000	Management occupations	39	4.6%
13-0000	Business and financial operations occupations	46	5.5%
15-0000	Computer and mathematical occupations	20	2.3%
17-0000	Architecture and engineering occupations	8	0.9%
19-0000	Life, physical, and social science occupations	2	0.2%
21-0000	Community and social service occupations	4	0.4%
23-0000	Legal occupations	2	0.2%
25-0000	Education, training, and library occupations	45	5.4%
27-0000	Arts, design, entertainment, sports, and media occupations	10	1.2%
29-0000	Healthcare practitioners and technical occupations	15	1.7%
	Service	**135**	**16.0%**
31-0000	Healthcare support occupations	9	1.0%
33-0000	Protective service occupations	34	4.0%
35-0000	Food preparation and serving related occupations	5	0.5%
37-0000	Building and grounds cleaning and maintenance occupations	78	9.3%
39-0000	Personal care and service occupations	9	1.1%
	Sales and office	**225**	**26.6%**
41-0000	Sales and related occupations	54	6.4%
43-0000	Office and administrative support occupations	171	20.2%
	Natural resources, construction, and maintenance	**93**	**11.0%**
45-0000	Farming, fishing, and forestry occupations	1	0.1%
47-0000	Construction and extraction occupations	61	7.2%
49-0000	Installation, maintenance, and repair occupations	32	3.7%
	Production, transportation, and material moving	**202**	**23.8%**
51-0000	Production occupations	46	5.5%
53-0000	Transportation and material moving occupations	155	18.3%

Compared with the overall 2013 distribution of occupations reported for Union County in 2013 (see Table 4.4), the occupational distribution in Table 6.11 is much more heavily represented in Production, Transportation, and Material Moving occupations and comparatively less well represented in Management, Business, Science, and Arts occupations. In this vein, the seven key clusters perpetuate the working-class tilt of Union County's workforce. This has the fortunate effect assuring that job growth should positively affect the employment status of the County's population. But the identified clusters are unlikely to encourage the workforce to move toward occupations that enable wage spillovers. Thus, it appears Union County will have to make a strong, concerted effort to enable change in direction toward creative occupations.

Chapter 7: Land Use

Land use maps help visualize how economic influences, development patterns, cultural diversities, and transportation trends affect the physical environment. A thorough land use analysis, such as the one that follows, can point out where land is underused and indicate areas for potential development. The latest Land Use Land Cover (LULC) dataset, created by the New Jersey Department of Geographic Information System, is based on remotely sensed photography captured in Spring 2012. Figure 7.1 presents the resulting land use map for Union County. To simplify the land use analysis, we grouped several categories into a single label: *residential low/medium density* is a combination of rural, single unit, low and medium density residential areas; *high-density residential* includes mixed residential, multiple dwelling, and high-density residential area; *industrial areas* includes mining properties as well as industrial and industrial mix areas; *urban areas* includes altered lands and mixed urban and built-up land;[27] *brush and forest* includes all kinds of vegetation covered area.

Figure 7.1: Union County's Land Use Map, 2012



[27]Areas that have a dense, systematic street pattern and/or high concentration of buildings, for which individual uses cannot be separated, are categorized as "mixed urban or build-up."

The 2012 Land Use map indicates that low- and medium-density residential areas (colored yellow) largely prevail in the western part of Union County. Eastern municipalities—such as Union Township, Elizabeth, and Roselle Borough—contain much of the County's high-density residential areas. Municipalities located on east side of Union County also are characterized by higher concentrations of industrial areas. Commercial areas are more evenly distributed across the County, although they tend to be spread along major transportation corridors. Still, in terms of leading municipalities, Elizabeth and Union Township hold the greatest acreage of commercial areas.

For economic assessment purposes, this report focuses on three major categories of land use: residential (including low-, medium-, and high-density), commercial, and industrial. The chapter examines the distribution and concentration of these categories by municipality and, respectively, develops economic implications about them. The chapter also evaluates the County's economic development through land use changes experienced from 2007 to 2012, and provides a broad context for a subsequent exploration of property values and tax rates for each land use category by municipality.

Land Use Patterns in Union County

Acreage Data

Figure 7.2 shows the acreage of each Union County municipality. The County has a total area of 67,374 acres. The largest five municipalities are Elizabeth (8,842 acres or 13.1% of the County), Linden (7,081 acres or 10.5% of the County), Union (5,812 acres or 8.6% of the County), Scotch Plains (5,798 acres or 8.6% of the County), and Westfield (4,313 acres or 6.4% of the County). The five smallest municipalities are Winfield Township (114 acres or 0.2% of the County), Garwood Borough (415 acres or 0.6% of the County), Roselle Park Borough (783 acres or 1.2% of the County), Fanwood Borough (857 acres or 1.3% of the County), and Kenilworth Borough (1,376 acres or 2.0% of the County).

Figure 7.2: Total Acreage by Municipality, Union County, 2012

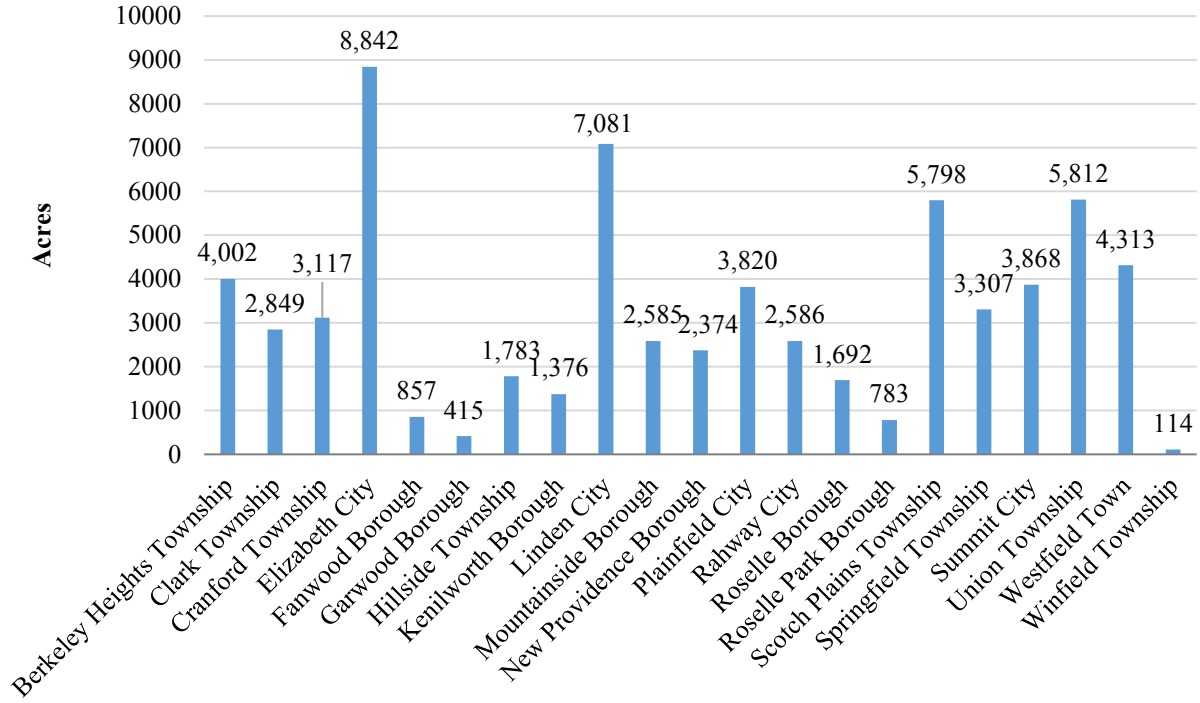


Table 7.1 (below) presents the land use distribution for each Union County municipality. According to the 2012 land use data, the total residential area of Union County amounts to 33,303 acres. Out of the 21 Union County municipalities, Scotch Plains, Westfield, Union, Plainfield, and Elizabeth have the largest residential acreage. Of these five municipalities, Elizabeth is clearly the most densely populated, with 2,180 acres designated as high-density residential area; Elizabeth is followed by Union Township, which contains 2,155 acres of high-density residential areas. On the other hand, the other three municipalities contain a higher concentration of low-density residential areas and lower acreage of high-density: Scotch Plains has 326 acres of high-density residential properties, Westfield has 189 acres, and Plainfield has 114 acres. In some cases, the municipalities with the highest shares of residential area do not coincide with those that have the highest acreage; this is because smaller-sized municipalities, such as Winfield Township and Fanwood Borough, are almost entirely residential. For instance, while 83.6% of Fanwood Borough's area is zoned as residential, this translates to solely 719 acres. However, two exceptions are Plainfield and Westfield, which have both high shares *and* high acreages of residential land.

Table 7.1: Land Use Distribution (Share and Acreage) by Municipality, Union County, 2012

Municipality	Residential Use		Commercial Use		Industrial Use	
	Acreage	Share*	Acreage	Share*	Acreage	Share*
Berkeley Heights Township	1,976	48.9%	323	8.10%	55	1.4
Clark Township	1,516	52.9	245	8.6	69	2.4
Cranford Township	1,815	58.3	310	9.9	104	3.3
Elizabeth City	2,442	27.6	952	10.8	735	8.3
Fanwood Borough	719	83.6	58	6.8	6	0.8
Garwood Borough	257	61.6	84	20.3	32	7.7
Hillside Township	912	51.1	185	10.4	285	16.0
Kenilworth Borough	486	35.4	123	8.9	292	21.2
Linden City	1,744	24.5	483	6.8	2,191	30.9
Mountainside Borough	1,167	45.1	131	5.1	83	3.2
New Providence Borough	1,483	61.7	199	8.4	61	2.6
Plainfield City	2,657	69.4	462	12.1	167	4.4
Rahway City	1,428	54.2	315	12.2	270	10.4
Roselle Borough	1,065	62.7	143	8.4	99	5.9
Roselle Park Borough	585	74.9	83	10.6	28	3.6
Scotch Plains Township	3,209	55.2	283	4.9	27	0.5
Springfield Township	1,403	41.6	340	10.3	111	3.3
Summit City	2,314	59.7	365	9.4	25	0.6
Union Township	2,862	49.3	954	16.4	382	6.6
Westfield Town	3,173	73.6	286	6.6	8	0.2
Winfield Township	90	78.4	5	4.7	-	0.0
Total**	**33,303**	**49.4**	**6,329**	**9.4**	**5,030**	**7.5**

* The share is calculated by dividing the acreage of each category by the total acreage of its respective municipality.
**Note that the total land area of Union County is 67,374 acres.

Commercial land in Union County is concentrated along three corridors: Route 28, US 1, and US 22. The areas zoned for commercial uses cover about 6,329 acres of Union County—about 9.4% of the County's total land area. Given commercial areas are distributed along the abovementioned corridors, it should be no surprise that the municipalities with the greatest shares of land in commercial uses include Garwood Borough, Union Township, Rahway, Plainfield, and Elizabeth. However, Union Township, Elizabeth, Linden, Plainfield, and Summit contain the greatest acreages of commercial area. The heavy use of commercial land in the first three municipalities is fairly readily explained by their proximity to New York City, the port, and their location on the traditional industrial corridor that runs from New York City to Philadelphia. The commercial activity in Summit results from the steady stream of people traveling on the

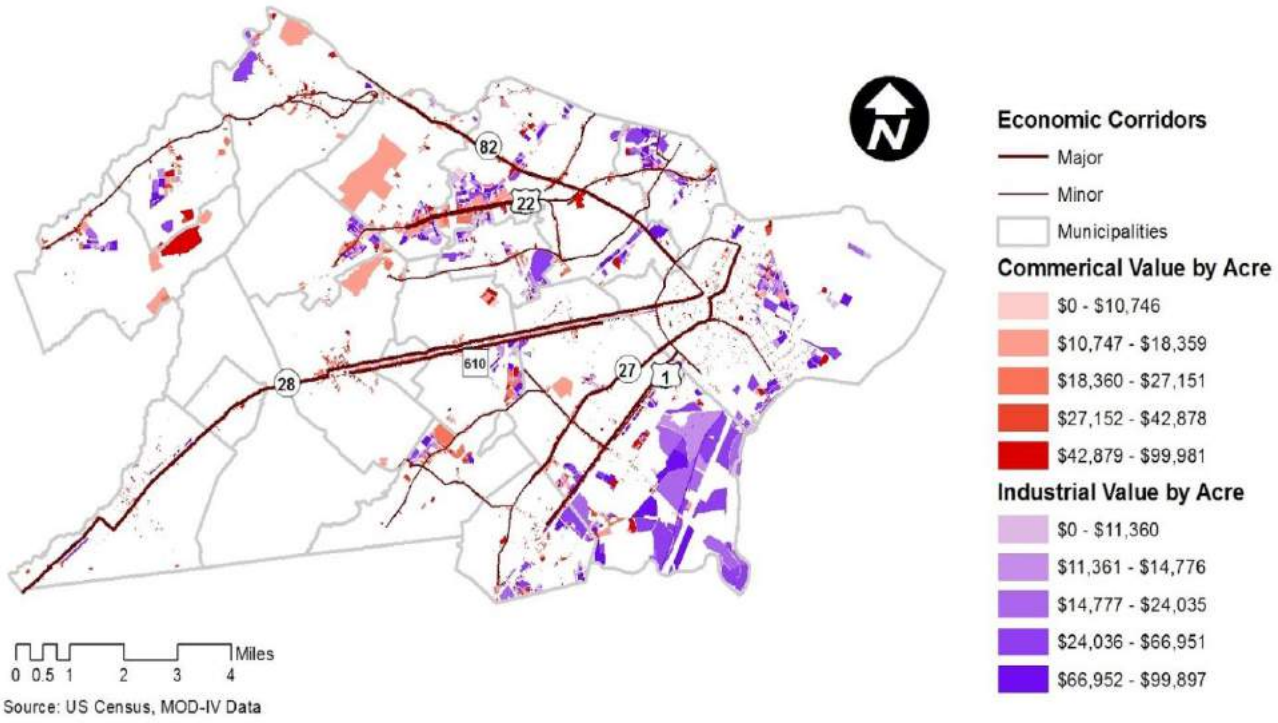
Morristown and Gladstone commuter rail lines of NJ Transit. Both lines connect north and western Union County to New York City's Penn Station.

While the total industrial area of Union County is only about 20% smaller than its commercial area (5,029 vs. 6,329 acres), industrial land uses are largely concentrated in the northeastern region of the County, particularly in Linden, Elizabeth, Kenilworth, Hillside, and Rahway. Proximity to the port likely explains the industrial sector concentration in Linden and Rahway, with Linden having the highest share and acreage of industrial land (contains 44% of the total industrial land in Union County and 30.2%, or 2,191 acres, of the municipality's land is zoned for industrial use). Elizabeth has the second largest total acreage of industrial use (735 acres), as a result of its port and associated warehousing and related activity.

Parcel Data

Parcel-level data provide a deeper understanding of Union County's economic landscape. Using MOD-IV data,[28] Figure 7.3 displays a Union County map depicting parcel zoning, usage, and pricing by acre for commercial and industrial land.

Figure 7.3: Union County Economic Corridors, Commercial and Industrial Parcels, 2014



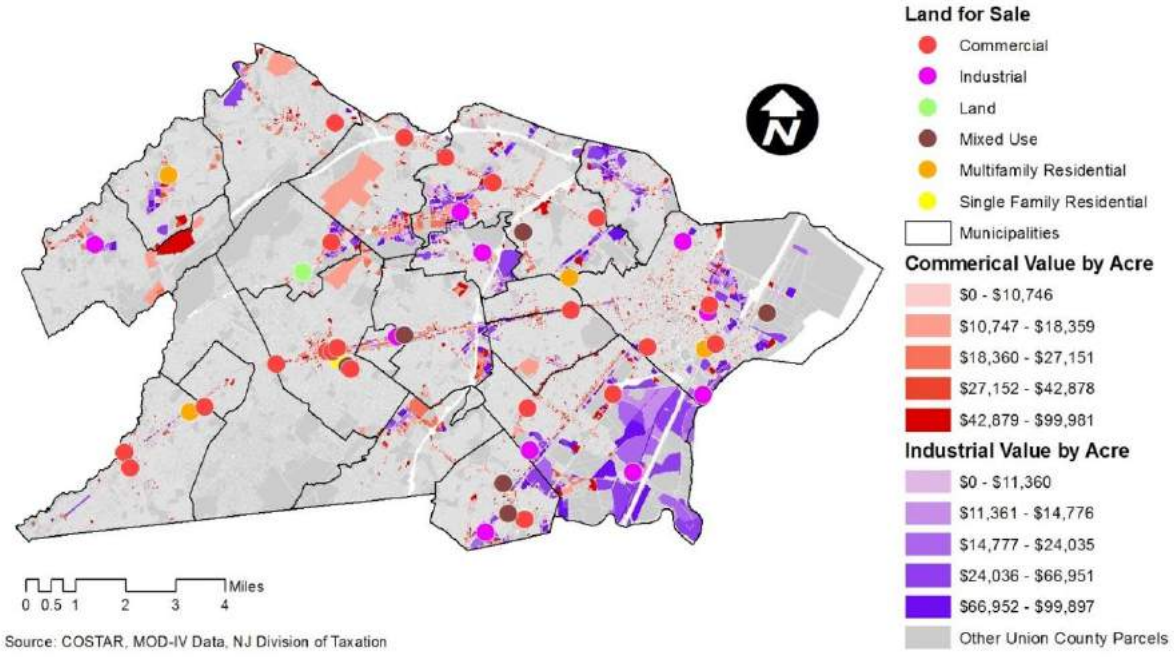
[28] The MOD-IV database, also known as the New Jersey Property Tax System, stores and updates all of New Jersey's property tax information and assessments records. For more information on these data, see the *MOD IV User Manual* available online at http://www.state.nj.us/treasury/taxation/pdf/lpt/modIVmanual.pdf.

As stated in the previous section, Union County's commercial sectors are distributed along major roads and highways, with 60% of commercial parcels located within a tenth of a mile from these key thoroughfares. In contrast, Union County's industrial zones are concentrated in the northeastern section of the County, such that 83% of the land in industrial uses is located in just 6 of the County's 21 municipalities. Thus, Union County has three major industrial agglomerations, which, when combined, represent 70% of the County's industrial land; below is a description of the three clusters, listed in order by size:

1) The largest agglomeration is located in the eastern side of Linden, bordered by Arthur Kill and Rahway River. This industrial cluster covers 2,100 acres or 43% of the County's industrial land.
2) The second agglomeration is located in Elizabeth, adjacent to the Port of Elizabeth; comprised of 735 acres—14% of the County's industrial land.
3) The third cluster borders Route 22, and covers 575 acres (11% of the County's industrial land) across Mountainside, Springfield, and Union.

By combining the MOD-IV and CoStar Property[29] databases, we identified several vacant lots and properties for sale in Union County, as well as their respective land use category (see Figure 7.4).

Figure 7.4: Commercial and Industrial Properties for Sale, Union County, May 2015



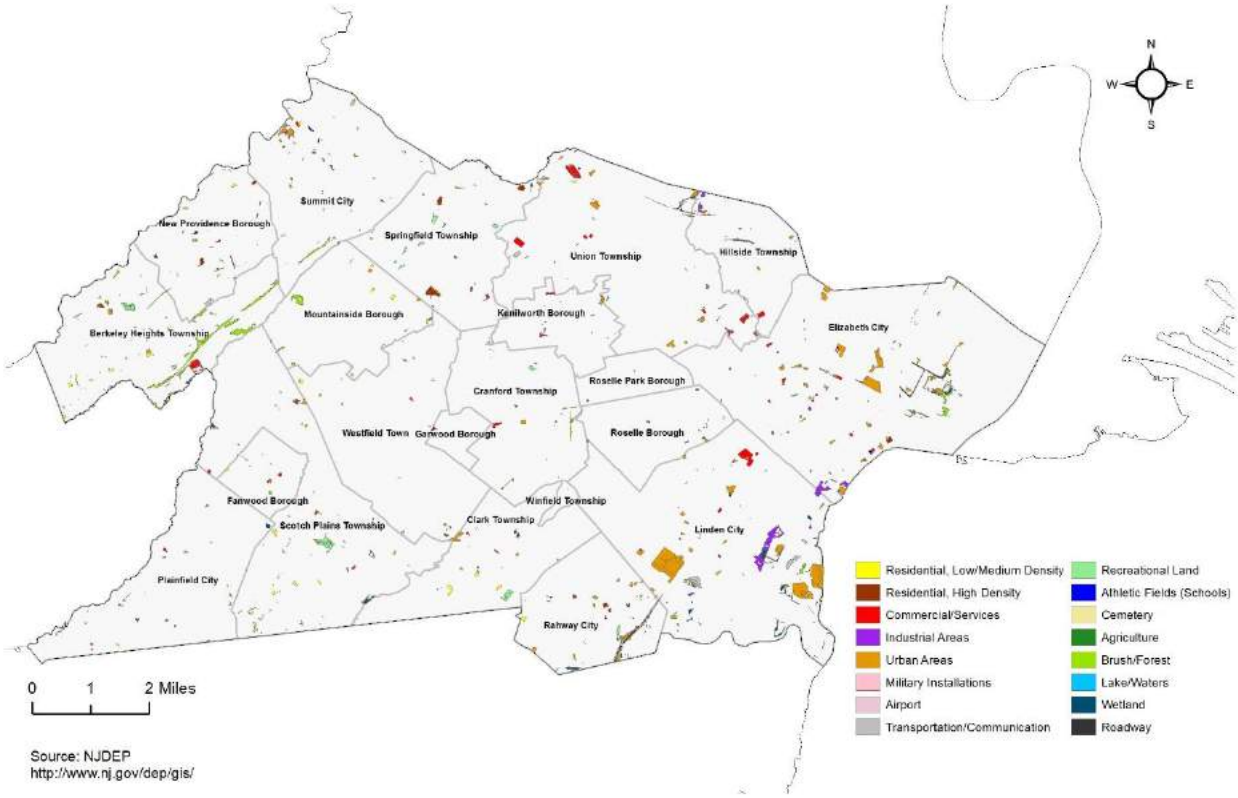
[29] The CoStar Property database is a comprehensive market inventory of properties and space.

Figure 7.4 shows that as of May 2015 there are several vacant commercial properties located throughout Route 28, 82, and US 1. Specifically, the central area of Westfield (along Route 28) land is underused with a cluster of commercial, residential, and mixed-use vacant properties. Note that vacant industrial properties are scattered throughout the three major industrial agglomerations mentioned above.

Land Use Change

The second portion of the land use analysis involves discerning how Union County has changed over time and how these changes are reflected spatially. Figure 7.5 depicts the land use changes that occurred in the County from 2007 to 2012. One can gather from this figure that the County did not experience much change during this period.

Figure 7.5: Land Use Changes, Union County, 2007-2012



From 2007 to 2012 land in residential uses grew by 132.9 acres, while land in commercial uses grew by 110.5 acres. In contrast, industrial land area decreased by 238.1 acres. Continued population growth and recovery from the Great Recession are two important factors that led to the expansion of residential and commercial land area.

Table 7.2: Changes in Acreage by Land Use Type, Union County, 2007-2012

Municipality	Residential	Commercial	Industrial
Rahway City	27.2	-25.2	-7.0
Springfield Township	27.1	-1.6	-1.2
New Providence Borough	19.6	0.7	-3.0
Berkeley Heights Township	19.5	-12.5	-3.1
Scotch Plains Township	9.8	-3.9	5.0
Linden City	9.3	44.6	-46.8
Clark Township	8.5	-6.2	-9.9
Plainfield City	6.5	-16.3	2.6
Roselle Borough	4.5	-2.1	-3.9
Summit City	4.3	17.0	-11.7
Fanwood Borough	2.0	0.3	0.0
Garwood Borough	1.8	-1.6	-0.2
Elizabeth City	1.5	20.1	-63.8
Hillside Township	0.8	1.4	-3.2
Winfield Township	0.8	-0.5	0.0
Mountainside Borough	0.3	1.3	-1.3
Westfield Town	-1.0	-14.1	-3.0
Cranford Township	-1.1	13.9	-18.9
Kenilworth Borough	-1.4	7.0	-3.7
Roselle Park Borough	-1.8	1.8	-0.3
Union Township	-5.3	61.3	-64.6
Total Change	132.9	110.5	-238.1

Table 7.2 summarizes the changes depicted in Figure 7.5 for each Union County municipality. Between 2007 and 2012, Rahway increased its residential land area by 27.2 acres, adding new multi-unit apartment developments near the city's NJ Transit station, and reducing its commercial acreage by a similar amount. Other municipalities that experienced significant increments in residential acreage include Springfield, New Providence, and Berkeley Heights. The first two expanded their residential areas without significantly diminishing their commercial and industrial territory. Berkeley Heights, in contrast, gained 19.5 acres of residential area while reducing its commercial and industrial land by a total of 15.6 acres. Union Township experienced a significant conversion of land from industrial to commercial zoning, with its industrial space reduced by 64.6 acres its commercial area increased by a similar amount. Linden and Elizabeth

had similar changes, as they experienced 46.8 and 63.8 acre reductions in industrial land, respectively, and gained 44.6 and 20.1 of commercial space.

Conclusions

Land uses reflect activities within any local economy. In Union County, municipalities are allowing transformations of former industrial properties into residential and commercial uses, as manufacturing declines from its role as an economic driver. Such re-zoning of land uses is most pronounced along the U.S. Route 1 corridor. Continued declines of manufacturing employment within Union County suggest that more re-zoning is looming. Along this line, the County was awarded two federal grants in 2014 for brownfield assessment, which attests to the efforts made by the County and its municipalities to rehabilitate abandoned sites for economic development.

In a more positive vein, compactness of real estate developments has improved near stations along commuter rail lines to Hoboken, Jersey City, and Manhattan. Recently Rahway has become a poster child of this phenomenon within Union County, although Summit, Westfield, and other towns have benefited from it for years. Undoubtedly some change in Elizabeth, Linden, Union, Roselle Park, and Cranford can be attributed to proximity to commuter rail. Urbanists credit this "new" phenomenon to aesthetic preferences of the so-called "millennial" generation, which is largely comprised of children of the baby boomers. Of course, as boomers find their nests empty, they too are leaving homes in the suburban periphery for more centrally located living quarters. The ever-rising cost of automobile ownership and operation is claimed to be a prime motivating factor behind this apparent change in taste, as is the persistent desire to exploit urban amenities. The safer, bucolic lifestyle offered by suburbia is, at least relatively speaking, being abandoned by both boomers and millennials in deference to the rail towns, like those in Union County.

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Chapter 8: Property Values and Taxes

The report continues covering concepts and methods developed in the land use chapter (Chapter 7). Here, however, we examine trends in both assessed property values and tax revenues by municipality. This chapter is broken down into three sections (one for each major land use category): *residential*, *commercial*, and *industrial*. Each section starts with a descriptive analysis of assessed property values per acre depicting historical trends, geographic patterns, and annual growth rates. Note that the values across municipalities and uses may not always be fully comparable, as they comprise both land and structural values. Thus, the density/concentration of structure(s) on the properties likely varies across municipalities. For instance, a municipality made up mainly of detached single-family homes will likely display lower residential property values (per-acre) than will a municipality comprised mostly of high-rise apartment complexes. Regardless of the variations across municipalities in the proportion and type of structures developed, the average value per acre reflects the relative cost of development across the County's 21 municipalities. That is, to build a new structure, the existing use would need to be purchased *at its current value*, rezoned, and redeveloped. Similarly, these values allow us to estimate the taxes per acre, which give insight into the relative spatial intensity of public service provision by jurisdiction.

The initial analysis of assessed property values per acre is followed by a second part, titled "competitive advantage analysis," in which each municipality is classified as a "robust grower," "future star," "distressed," or "falling star." The purpose of this second subsection is to discern between locations that display positive development trends, require redevelopment, or are in dire need of strategic planning.

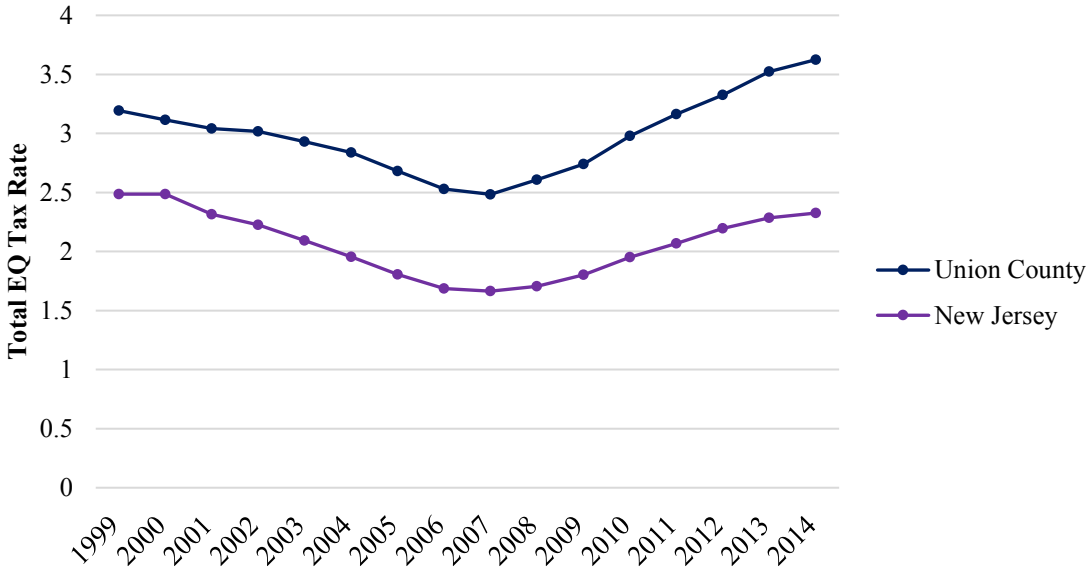
The third and last part in the residential, commercial, and industrial sections is devoted to examine Union County property tax trends from 1999 through 2014. The information used for this analysis was collected from the property tax database available from the State of New Jersey's Department of Community Affairs. In New Jersey, the property tax is a primary revenue source for public goods and services provided by local governments (e.g., counties, municipalities, and school districts). Some prime examples of such goods and services are education, public safety, libraries, and roads.[30] In this regard, altering the structure of property taxes is one of the few tools

[30] Institute on Taxation & Economic Policy (2011). *The Guide to Fair State and Local Taxes*. Retrieved from: Policy http://www.itep.org/pdf/guide.pdf.

that local government officials have at their disposal to influence economic development efforts. Property tax abatements to promote firm relocations, tax increment financing to (re)develop struggling areas, and other property tax-based mechanisms can often play a critical role in local economic development efforts.[31] Even in the absence of specific development incentives, the public services and infrastructure funded by property tax revenues can foster economic development and growth.

For the purpose of making comparisons across municipalities, the assessed property value and tax revenue data in the following three sections is adjusted by the annual Consumer Price Index (to control for inflation) and the annual county equalization ratios for each municipality. The State standardizes assessed property values using so-called "equalization rates" so that taxes are collected equitably: this is particularly critical for counties, as they must levy taxes across properties within the municipalities they comprise. Figure 8.1 presents the equalized tax rate trends from 1999 until 2014 for Union County and New Jersey.

Figure 8.1: Countywide and Statewide Equalized Tax Rate, Union County, 1999-2014



While the state's trend generally parallels Union County's, observe that Union County's rate is about 0.5 to 1.5 percentage points higher. Further note that property values and tax rates are inversely related. This is because localities must raise their property tax rates to compensate for

[31] The State of New Jersey explicitly enables local governments to vary tax rates across properties within their jurisdiction through such legislation as the *Local Redevelopment and Housing* Law (N.J.S.A. 40A:12A-7 Title 40A).

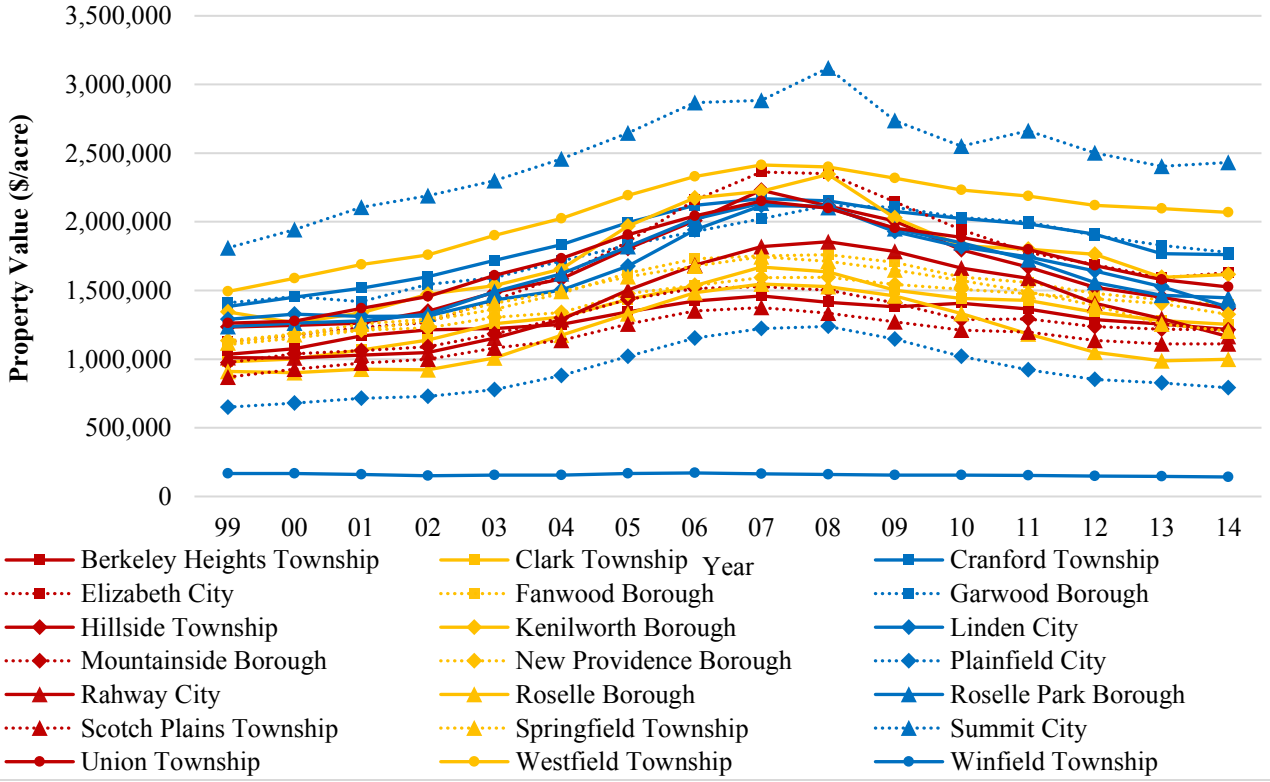
declining property values just to maintain their budgets. Thus, the average tax rates for both New Jersey and Union County reached their nadirs as housing prices peaked in 2006-2007 and quickly escalated thereafter as the Great Recession weakened the economy and lowered incomes for many households. This occurrence, in turn, tightened lending; the subprime lending crisis forced mortgage rates upward to compensate lenders for risk that they were suddenly forced to realize in the specter of bankruptcies. The net result on the ground was that property values fell.

Residential Area

Residential Property Values

In the previous chapter we established that from 2007 to 2012 residential areas in Union County expanded: 16 of the 21 Union County municipalities increased their residential land area. As of 2012, residential areas (including low-, medium-, and high-density) covered about 33,357 acres of Union County—which translates to 49.4% of the County's total land. To further examine the effects of the recent residential land expansion, we measured the shifts in value per acre for each municipality from 1999 to 2014. Residential property values (per-acre) peaked in 2007-2008

Figure 8.2: Average Residential Property Value (Per-Acre), Union County, 1999-2014

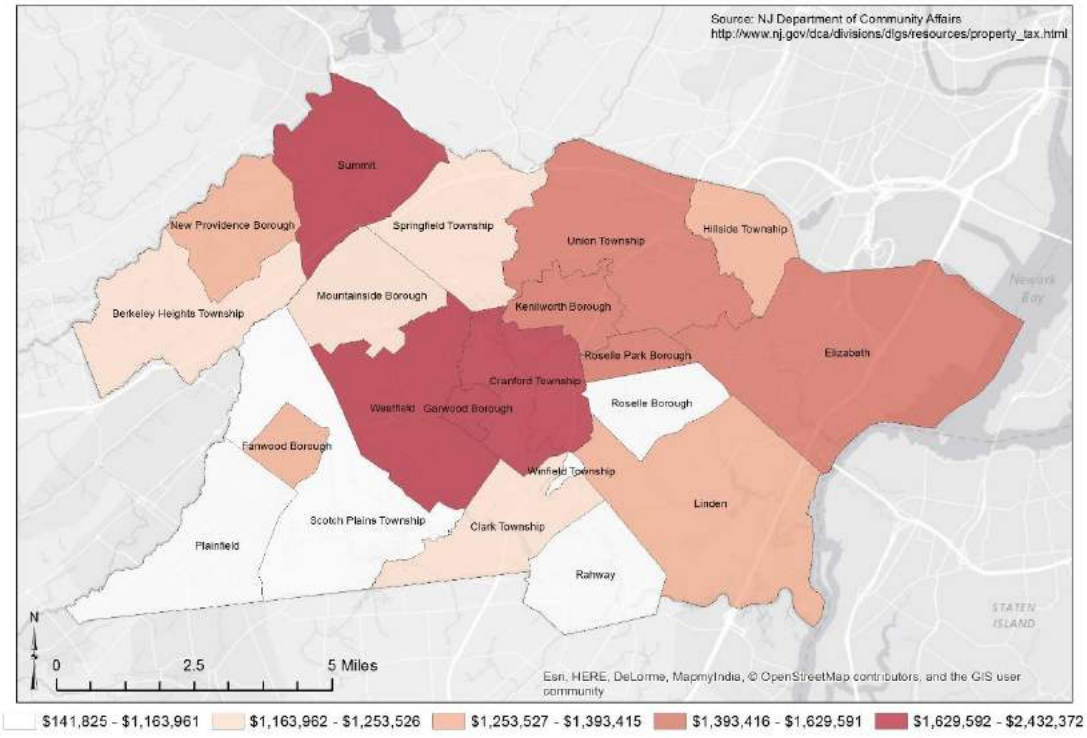


for all but one municipality. The exception is Winfield, which managed to maintain the same value per acre throughout the study period (see the lowest line in Figure 8.2).

In the aftermath of the Great Recession, property values throughout the County experienced decline: the value per acre depreciated steadily from 2008 to 2013. By 2014, a few municipalities had begun to recover, including Summit, Kenilworth, and Berkeley Heights. Still, no Union County municipality (outside of Winfield Township, of course) has yet had a large body of its residential properties return to pre-recession values.

As shown in Figure 8.3, the value per acre of residential properties in Union County is positively correlated with accessibility to Manhattan-bound public transportation: the closer a municipality is to a highway and/or a rail station, the higher is its average residential property value per acre.

Figure 8.3: Average Residential Property Value (per Acre), Union County, 2014



In 2014, the average value for an acre of residential property in Union County was $1.45 million. Table 8.1 lists Union County's municipalities, their respective residential area (in acres), their 2014 value per acre, and the annual growth rate for three periods: 1999-2014, 2008-2010, and 2010-2014 (the selection of these particular periods provides a profile of the municipalities' overall trajectory, as well as the apparent impacts of the Great Recession and the subsequent

recovery). Among all 21 municipalities, Summit has the highest average value per residential acre, with $2.43 million. This can be attributed to various factors, including Summit's proximity to Interstate 78 and Route 24, its ready access to Manhattan-bound public transit, and its high-ranked public schools. The municipality with the second highest average residential value is Westfield, with $2.07 million per acre. Garwood, Cranford, and Elizabeth rank third through fifth, with an average residential acre value of $1.78 million, $1.76 million, and $1.63 million, respectively. Winfield Township—the smallest municipality of Union County—has the lowest valued residential acre ($0.14 million). Winfield is followed by Plainfield and Roselle, which hold average values of $0.79 million and $1.00 million per-acre, respectively.

Table 8.1: Residential Property Value (per Acre) by Municipality, Union County, 1999-2014

Municipality	Residential Area (Acres)	2014 Property Value ($/acre)	Average Annual Growth Rate Period		
			99-14	08-10	10-14
Berkeley Heights Township	1,984	1,215,603	1.08%	-0.24%	-3.61%
Clark Township	1,520	1,253,526	1.65%	-6.11%	-3.45%
Cranford Township	1,815	1,761,571	1.62%	-3.03%	-3.41%
Elizabeth City	2,442	1,629,591	2.50%	-9.07%	-4.30%
Fanwood Borough	719	1,393,415	1.55%	-4.76%	-3.35%
Garwood Borough	258	1,777,781	1.56%	-2.11%	-3.28%
Hillside Township	913	1,366,278	0.68%	-7.89%	-6.60%
Kenilworth Borough	485	1,617,039	1.24%	-11.74%	-3.00%
Linden City	1,747	1,378,685	0.44%	-7.24%	-6.68%
Mountainside Borough	1,167	1,213,640	1.47%	-7.39%	-1.47%
New Providence Borough	1,491	1,324,951	1.04%	-2.72%	-3.22%
Plainfield City	2,660	792,199	1.32%	-9.26%	-6.11%
Rahway City	1,439	1,163,961	0.95%	-5.32%	-8.53%
Roselle Borough	1,067	1,000,096	0.62%	-6.60%	-6.92%
Roselle Park Borough	584	1,446,361	1.05%	-6.30%	-5.92%
Scotch Plains Township	3,213	1,111,532	1.66%	-4.76%	-2.11%
Springfield Township	1,414	1,204,942	0.51%	-4.15%	-6.45%
Summit City	2,316	2,432,372	1.99%	-9.57%	-1.19%
Union Township	2,860	1,525,291	1.27%	-5.20%	-5.18%
Westfield Township	3,173	2,068,739	2.20%	-3.59%	-1.87%
Winfield Township	90	141,825	-1.10%	-1.59%	-2.10%

Refer to Table A.22 on Appendix A for detailed list of residential property values (per-acre) for 1999-2014

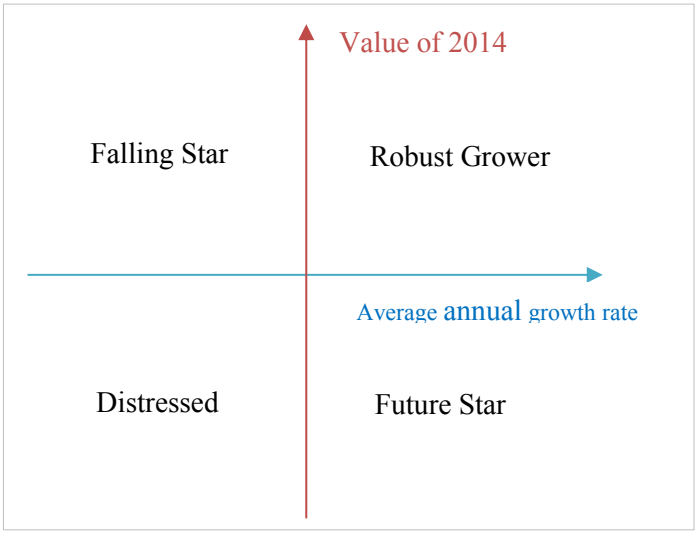
Table 8.1 shows that all Union County municipalities suffered property value declines over the Great Recession (2008-2010 period) and that their average annual growth rates remained negative throughout the "recovery period" (2010-2014). Overall, between 1999 and 2014, the municipalities that experienced the highest average annual growth rates in residential property

values include: Elizabeth City (2.50%), Westfield (2.20%), and Summit (1.99%). The only apparent common thread connecting all three communities, outside of their Union County connection, is their proximity to public commuter rail service to Manhattan, although Westfield and Summit also have premium home prices.

Competitive Advantage Analysis

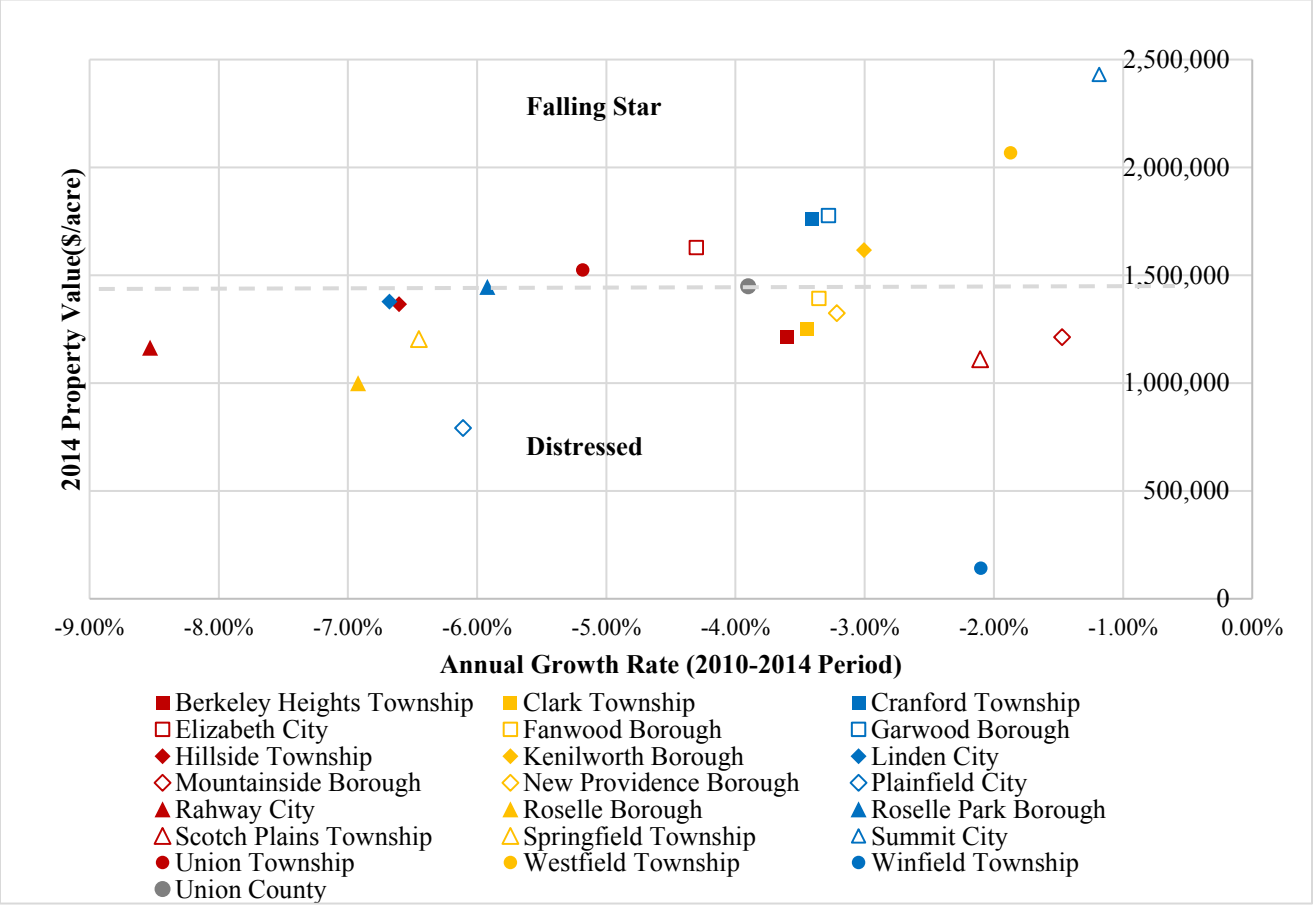
In order to readily identify Union County municipalities that may be solid prospects for residential property investment, we graphed the average annual growth rate for the 2010-2014 period (x-axis) against the 2014 average property values per-acre (y-axis). As illustrated in Figure 8.4, municipalities that fall within the upper-right quadrant are called "robust growers," as they displayed above-average property values per acre in 2014 and experienced positive annual growth rates during the 2010-2014 recovery period. Those municipalities that fall within the lower-right quadrant are termed "future stars," as they too experienced positive annual growth rates during the recovery but are also characterized by average or below-average property values. The quadrant on the upper-left indicates municipalities are "falling stars:" they displayed above-average property values per acre in 2014 but their negative growth rates make them vulnerable to significant property value declines (in absolute values). Last, the municipalities falling within the lower-left quadrant are identified as "distressed." They have below-average property values and negative annual growth rates.

Figure 8.4: Four-Quadrant Analysis



Through 2014 there have been no solid signs of recovery of the real estate market in Union County. Average growth rates from 2010-2014 in every municipality have been negative, ranging from -1.19% (Summit City) to -8.53% (Rahway City). Thus, no Union County municipality can presently be categorized as either a *robust grower* or *future star*. That is, only the left side of Figure 8.4 can be plotted with average annual residential property value growth rates of Union County municipalities, as shown in Figure 8.5.

Figure 8.5: Residential Property Value Tendencies, Union County, 2010-2014



According to Figure 8.5, Summit and Westfield fall on the top of the *falling stars* quadrant, given that in 2014 they ranked first and second in terms of residential property values per acre. As we can see on the far left side, Rahway City falls in the *distressed* quadrant, with, by far, the lowest annual growth rate in the County and just-below-average residential property values. Meanwhile, with the lowest value per acre for residential properties, Winfield Township is also identified as being *distressed*, although its more-moderated negative growth rate is about the fourth least negative in the County (not far below Westfield's).

Residential Property Taxes

As noted earlier, residential zones represent almost half of Union County's total land areas, so the tax revenues collected from the properties therein are a prime source of revenues for local governments. Figure 8.6 depicts the trends of residential property tax revenue per acre for all Union County municipalities; the values presented here have been adjusted for inflation (using 2014 dollars) and by equalization rates. For the majority of municipalities, the amount collected per residential property acre has increased over time, while enduring minor declines between 2008 and 2010. This trend indicates that, in an attempt to sustain tax revenues, tax rates increased as property values declined over the course of the Great Recession. Elizabeth's growth in residential property values per acre is reflected in the steep upward trend of its property tax revenue. Also,

Figure 8.6: Residential Property Tax per Acre, Union County, 1999-2014

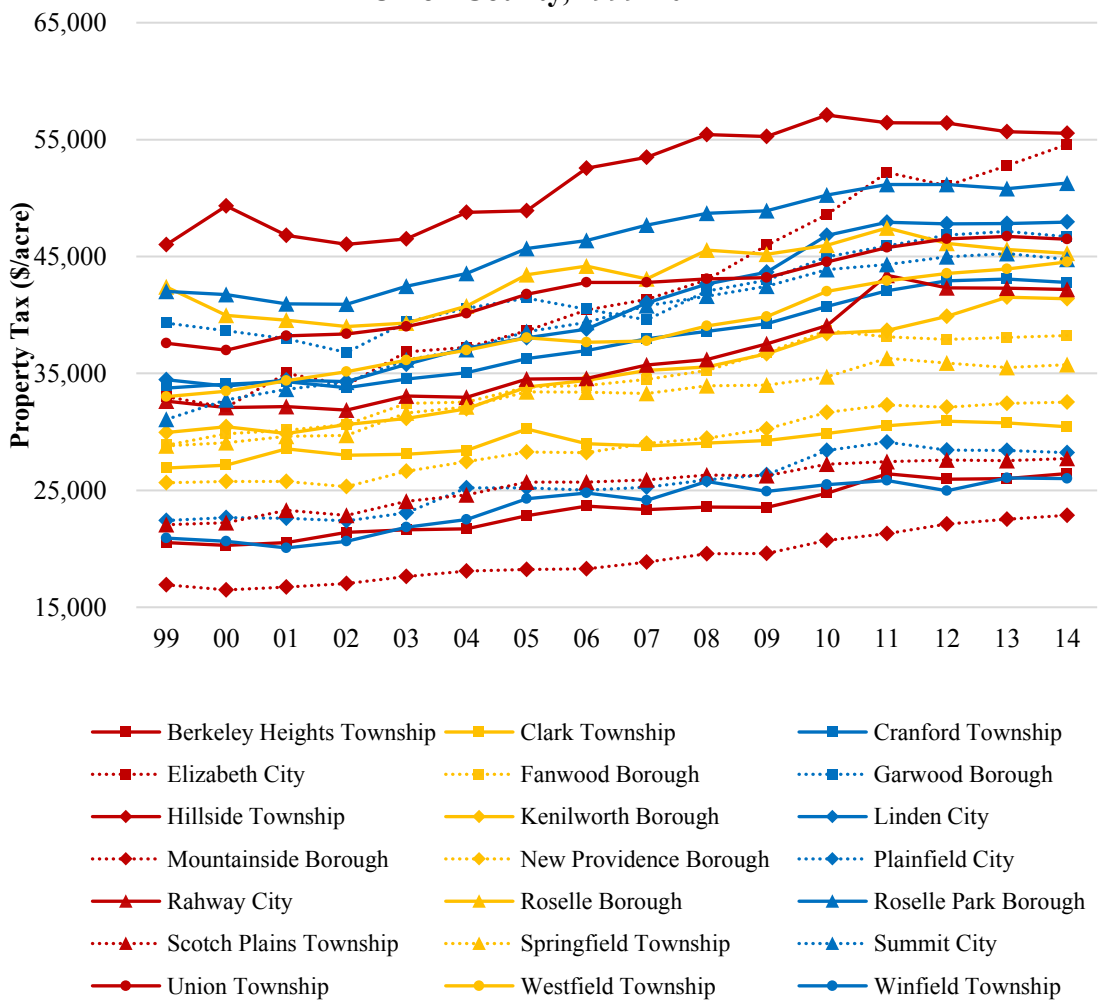
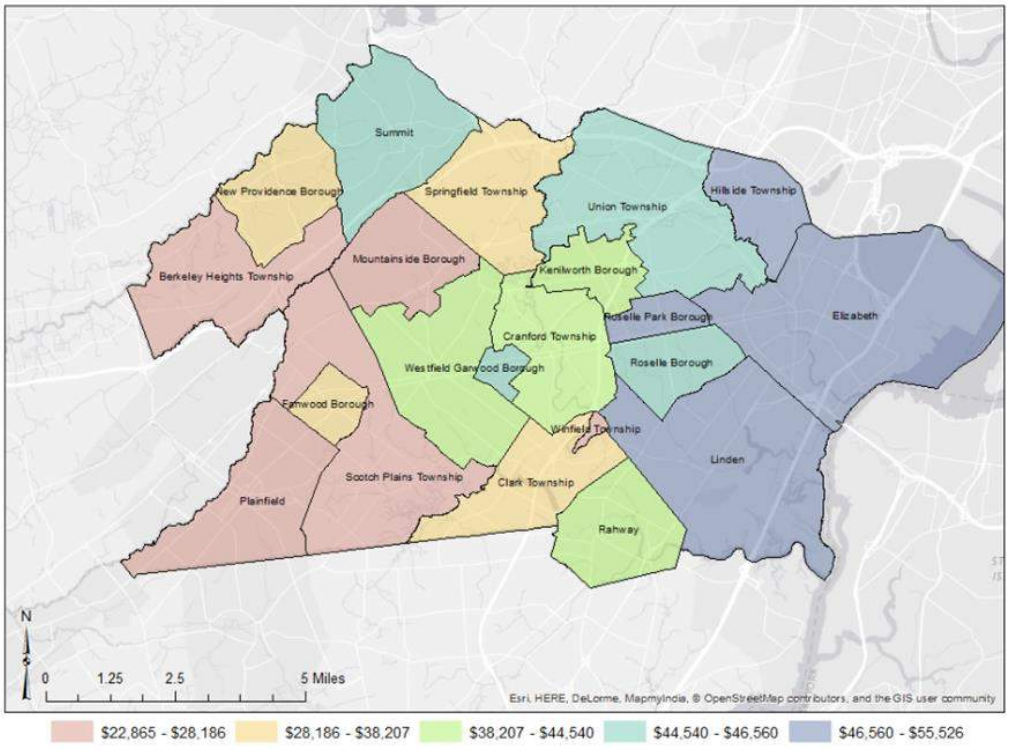


Figure 8.6 demarcates the abrupt rise in residential property tax rate in Rahway; the equalized tax rate jumped from 2.3% in 2010 to 2.7% in 2011.

The map in Figure 8.7 shows that, in terms of residential property tax revenue, the municipalities on the top quintile are Elizabeth, Hillside, Linden, and Roselle Park. These four municipalities collected an average of $46,500 to $55,500 for every acre of residential property. It is important to note that, the municipalities with the high residential property taxes are not necessary those with higher residential property values per acre or with larger shares of residential land use in the County. Only Elizabeth and Linden display both high residential property values and large shares of residential land use in Union County.

Figure 8.7: Average Residential Property Taxes (per-acre), Union County, 2014



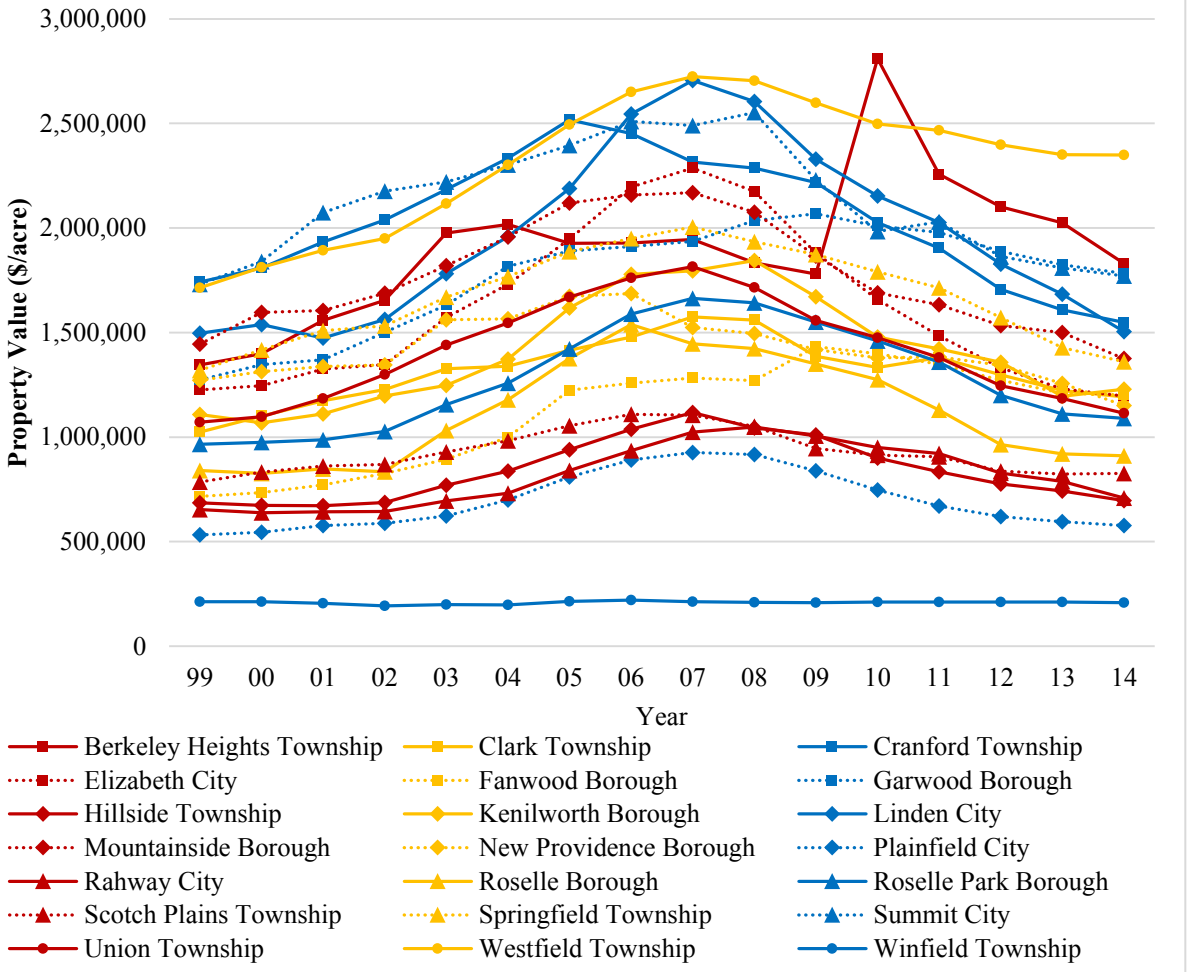
Commercial Area

Commercial Property Values

From 2007 to 2012, Union County's commercial areas expanded by 110.5 acres. Based on the current land use/land cover map, commercial areas comprise 6,377 acres of the County, or about 9% of the County's total land area (NJDEP, 2015). Similar to the residential area analysis, we measured the shifts in average value per commercial acre for each municipality from 1999 to

2014, by adjusting for the annual Consumer Price Index inflation rate and the annual County equalization ratios (see Figure 8.8).

Figure 8.8: Average Commercial Property Value (Per-Acre) , Union County, 1999-2014



As shown in Figure 8.8, by 2007 commercial property values in the majority of Union County's municipalities had peaked. Berkeley Heights stands out for its abrupt increment in value per commercial acre between 2009 and 2010, as the average value for one acre of commercial property increased from $1.8 million to $2.8 million.[32] Analogous to the trends exhibited in Figure 8.2, the economic downturn of 2007-2008 also had a negative effect on commercial property values. Subsequent to the Great Recession's nadir, most Union County municipalities continued to experience declines in their commercial property values. By 2014, a few municipalities,

[32] This abrupt increment in commercial property value party results from the expansion of commercial zones.

including Kenilworth Borough and Scotch Plains Township, began to show signs of recovery. Moreover, compared to residential properties, average commercial property values in Union County illustrate a historic value curve with wider variations and fluctuations.

Figure 8.9 shows the distribution of average commercial property values across municipalities in 2014. The municipalities with the highest commercial property values per acre (Westfield, Berkeley Heights, Garwood, Summit, and Cranford) are located along the County's main transportation corridors. With the exception of Garwood, all train stations in these municipalities offer services northbound to New York Penn Station and/or Newark Penn Station. Not surprisingly, four out of the five municipalities with the highest commercial property values coincide with the top five municipalities with the highest residential property values (Westfield, Garwood, Summit, and Cranford).

In 2014, the average value for one acre of commercial property in Union County was $1.25 million. In order to discern which municipalities rank below and above this average, Table 8.2 presents a list of Union County's municipalities, their respective commercial area (in acres), their 2014 value per acre, and the value growth rate for three time periods: 1999-2014, 2008-2010, and 2010-2014. Westfield Township ranks the highest among all municipalities, with an average cost of $2.35 million per commercial acre, and followed by Berkeley Heights, which averages $1.83 million per acre.

Figure 8.9: Average Commercial Property Value (per acre), Union County, 2014

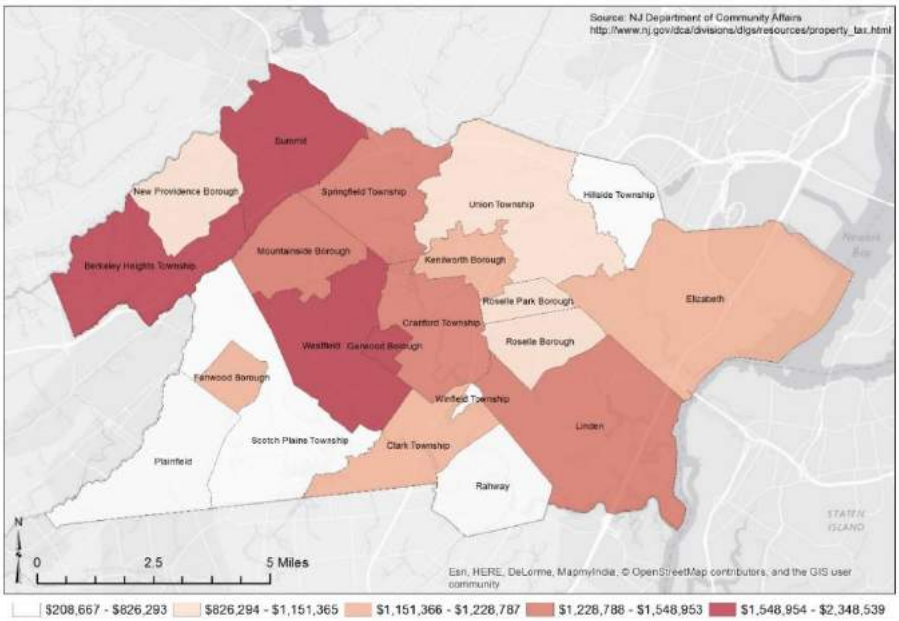


Table 8.2: Commercial Property Value (Per-Acre) by Municipality, Union County, 1999-2014

Municipality	Commercial Area (Acres)	2014 Property Value ($/acre)	Average Annual Growth Rate		
			1999-2014	2008-2010	2010-2014
Berkeley Heights Township	328	1,830,806	2.08%	23.76%	-10.15%
Clark Township	243	1,192,197	1.02%	-7.56%	-2.74%
Cranford Township	316	1,548,953	-0.78%	-5.83%	-6.50%
Elizabeth City	960	1,196,498	-0.16%	-12.70%	-7.82%
Fanwood Borough	58	1,200,671	3.50%	4.93%	-3.76%
Garwood Borough	84	1,782,617	2.27%	-0.65%	-2.95%
Hillside Township	185	695,839	0.09%	-7.15%	-6.23%
Kenilworth Borough	126	1,228,787	0.70%	-10.45%	-4.52%
Linden City	502	1,504,477	0.03%	-9.08%	-8.57%
Mountainside Borough	132	1,375,295	-0.33%	-9.76%	-5.03%
New Providence Borough	199	1,151,365	-0.66%	-3.95%	-4.42%
Plainfield City	456	576,959	0.54%	-9.71%	-6.27%
Rahway City	306	708,540	0.54%	-4.76%	-7.09%
Roselle Borough	142	910,759	0.53%	-5.36%	-8.06%
Roselle Park Borough	84	1,089,450	0.81%	-5.71%	-7.07%
Scotch Plains Township	282	826,293	0.34%	-6.75%	-2.48%
Springfield Township	340	1,361,316	0.21%	-3.78%	-6.62%
Summit City	372	1,770,160	0.15%	-11.85%	-2.80%
Union Township	979	1,113,852	0.26%	-7.27%	-6.78%
Westfield Township	281	2,348,539	2.12%	-3.89%	-1.52%
Winfield Township	5	208,667	-0.16%	0.24%	-0.28%

Refer to Table A.23 on Appendix A for detailed list of commercial property values (per-acre) for 1999-2014

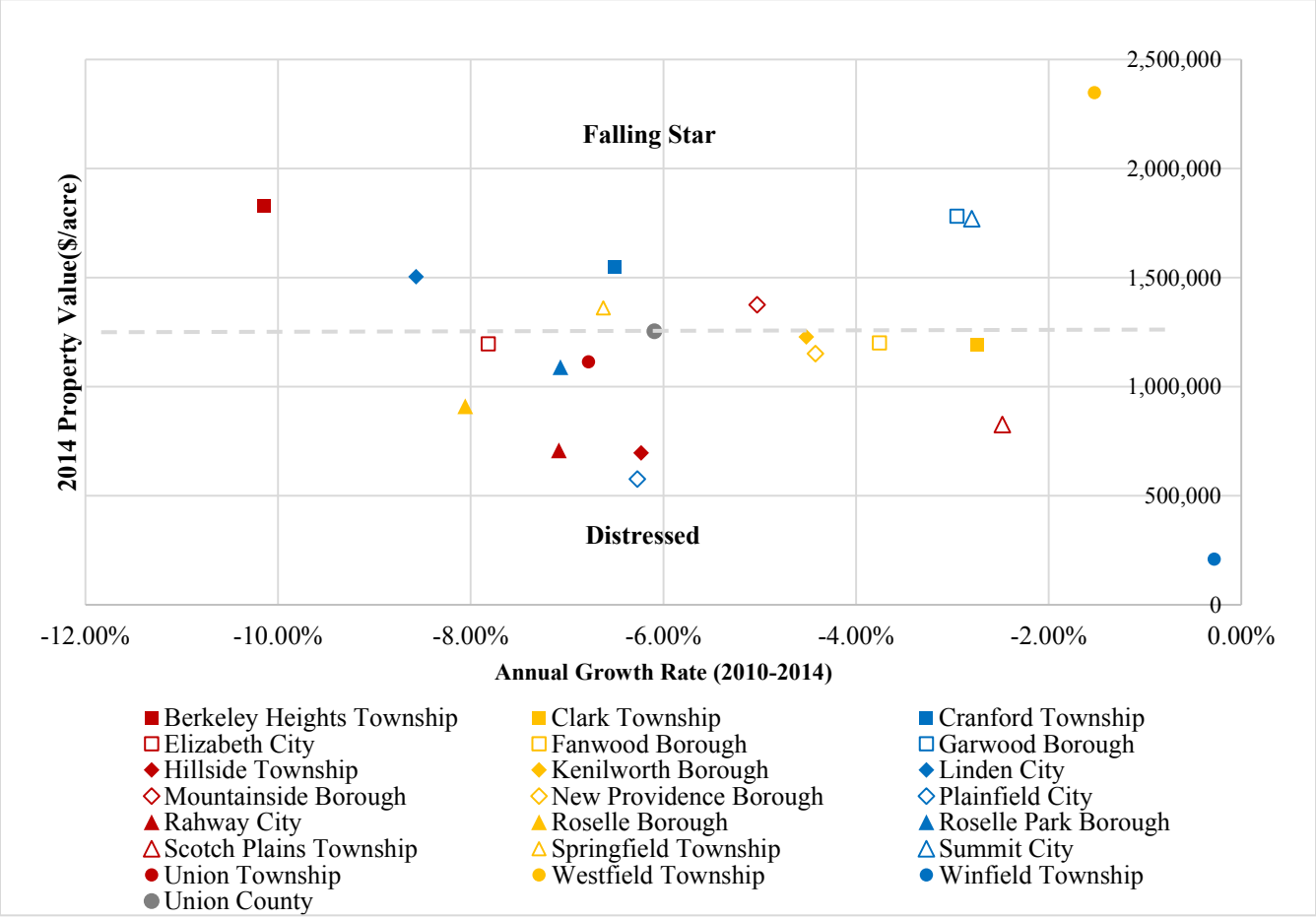
Resembling residential property value trends, Winfield and Plainfield maintain the lowest valued commercial acre at $0.21 million and $0.58 million, respectively. Four out of the five municipalities with the lowest commercial property values coincide with the bottom five municipalities in terms of residential property values (Winfield, Plainfield, Scotch Plains, and Rahway); the only municipality with low commercial property values but average residential property values is Hillside.

Competitive Advantage Analysis

Using the same four-quadrant analysis displayed on Figure 8.4, we determined which Union County municipalities have greater prospects of commercial property value growth. The results of our analysis are shown in Figure 8.10.[33]

[33] Recall that the quadrant labeled "falling stars" indicates that the municipality had above-average property values per acre in 2014, but their negative growth rates make them vulnerable to significant property value declines (in

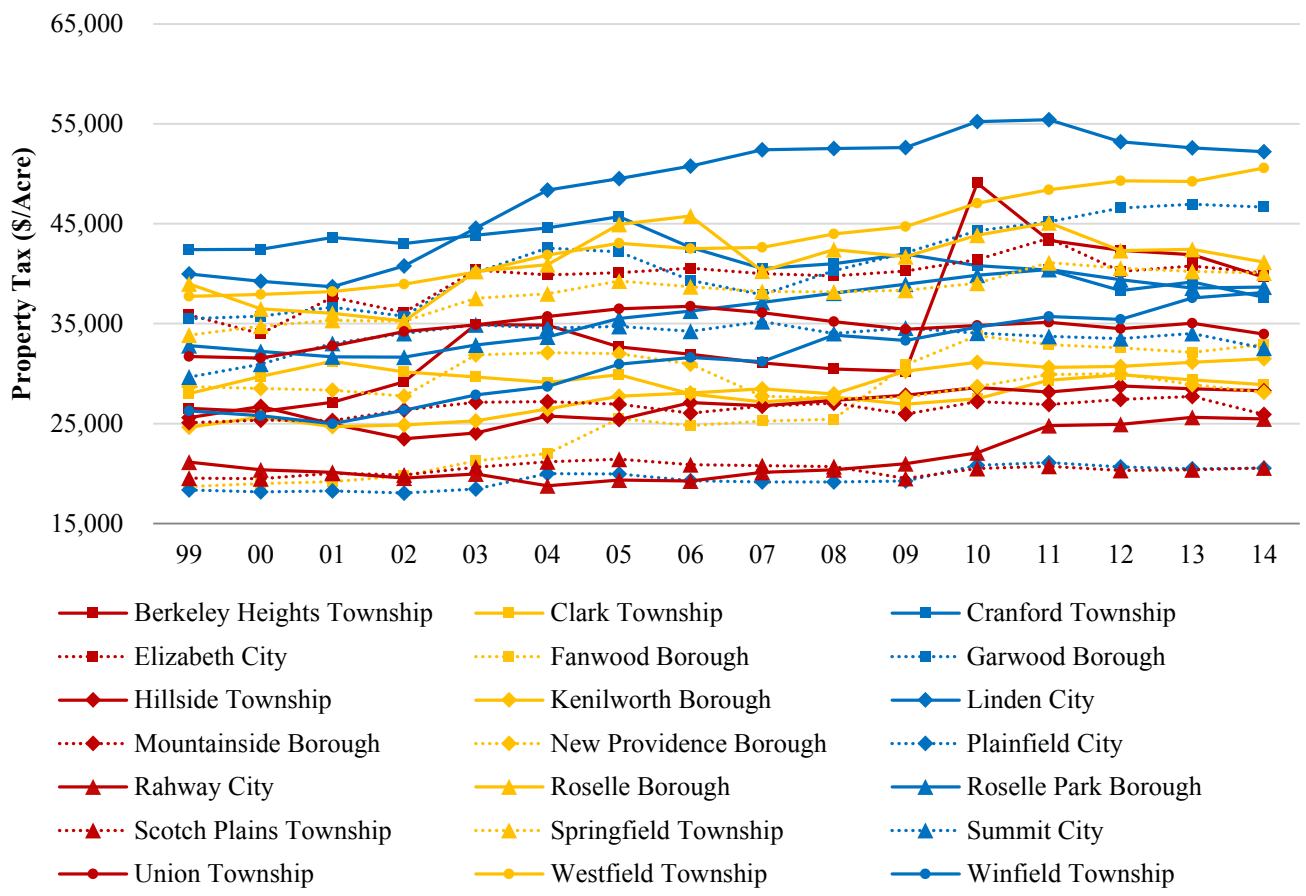
Figure 8.10: Commercial Property Value Tendencies, Union County, 2010-2014



Similar to the pattern observed for residential property values, the 2010-2014 average annual growth rates for commercial property values per acre are negative for all Union County municipalities, ranging from -0.28% (Winfield Township) to -10.15% (Berkeley Heights Township). Thus, again, no municipality can be categorized as a *robust grower* or *future star*. On the contrary, Westfield, Summit, Garwood, and Berkeley Heights Township are designated *falling stars* with regard to commercial real estate investments, while Winfield Township, Scotch Plains, Rahway, and Plainfield are categorized as *distressed*.

absolute values). The municipalities falling within the "distressed" quadrant reflect below-average property values and negative annual growth rates.

Figure 8.11: Commecial Property Tax (Per-Acre), Union County, 1999-2014

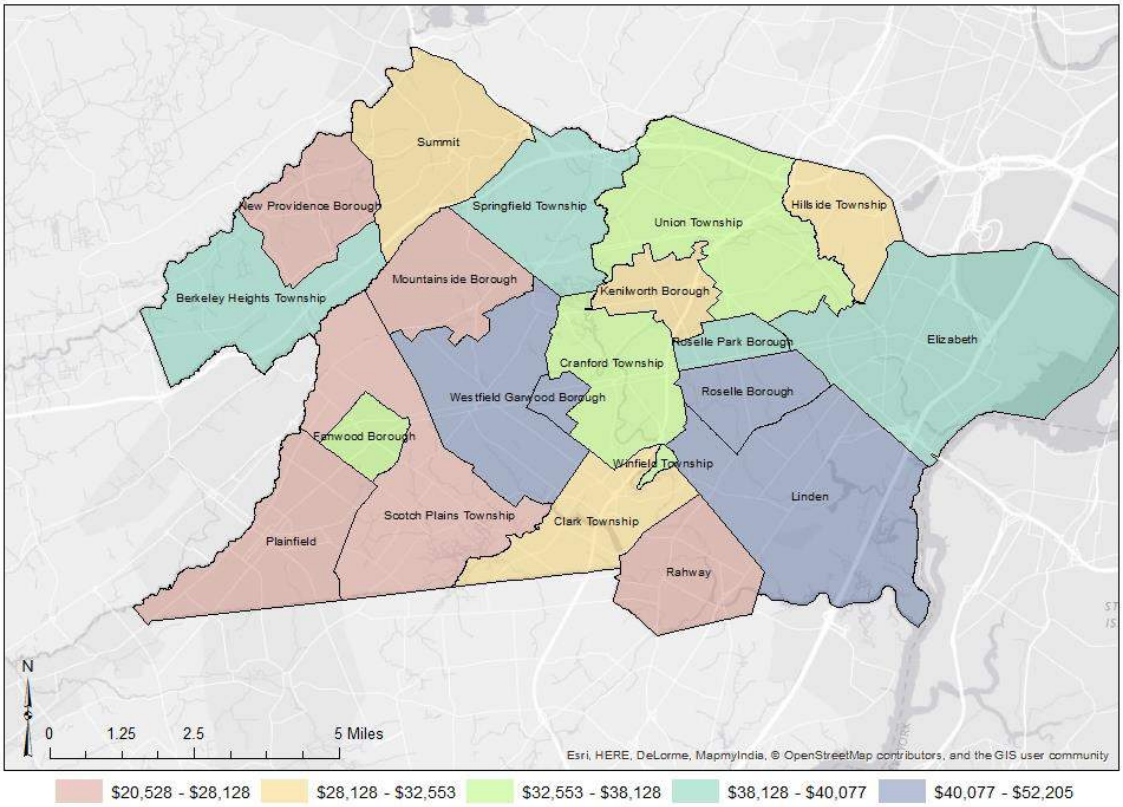


Commercial Property Taxes

While commercial zones represent just 9% of Union County's total area, for some municipalities the tax revenues collected from the properties within them are quite significant. Figure 8.11 depicts the trends of tax revenue per acre for commercial properties in all Union County municipalities; the values presented here have been adjusted for inflation (using 2014 dollars) and by equalization rates. For most municipalities, the amount collected by commercial property acre has risen, despite some fluctuations, over the study period. Note that since commercial property values per acre in Berkeley Heights Township seemed to nearly double from 2009 to 2010, its property tax revenues increased peak in accordance with that trend.

According to Figure 8.12, the top quintile municipalities in 2014 included Garwood, Linden, Roselle, and Westfield. These four municipalities collected an average of $40,000 to $52,000 dollars in taxes per acre of commercial property. Of this group, only Westfield and

Figure 8.12: Average Commercial Property Taxes per Acre, Union County, 2014



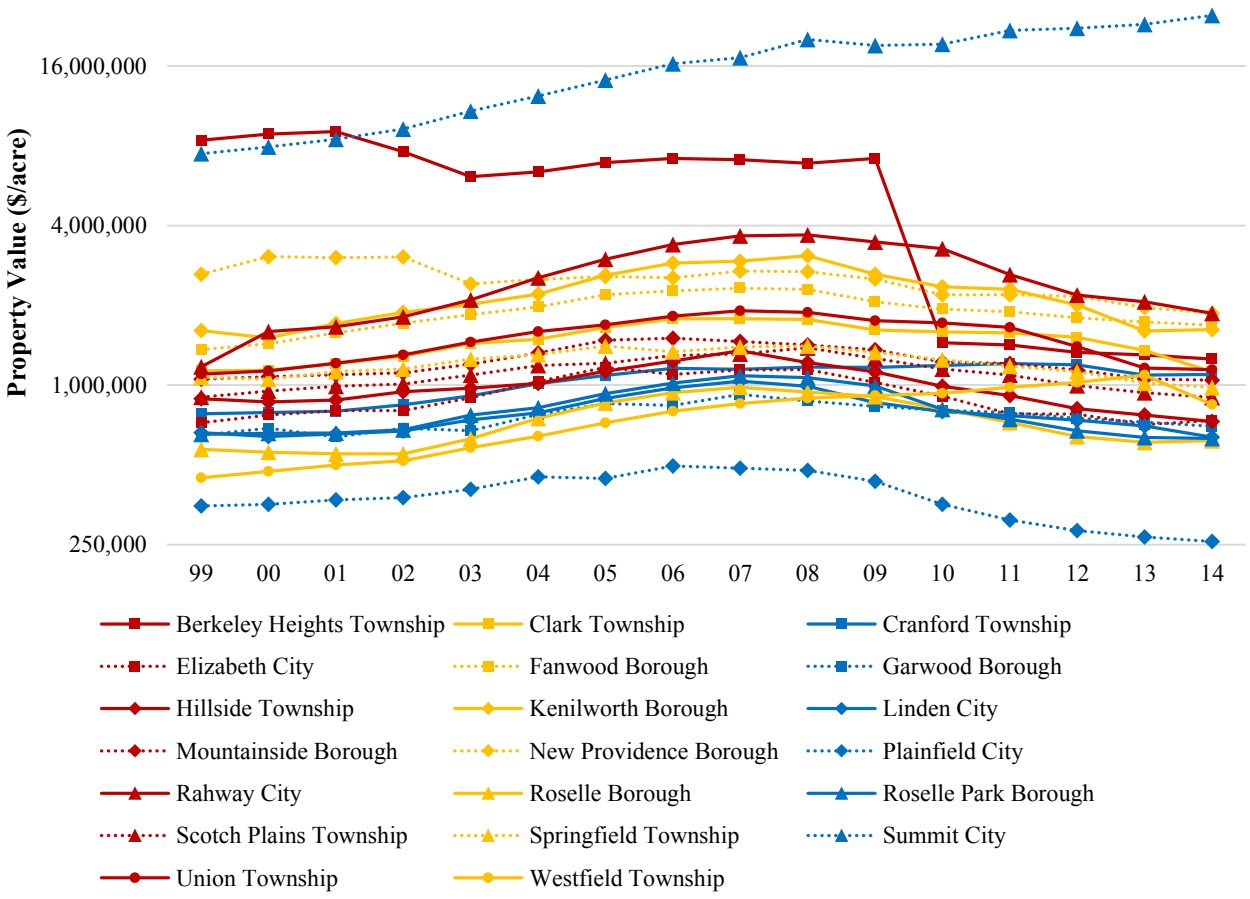
Garwood are in the top quintile of municipalities in commercial property value per acre, suggesting that rather high rates of taxation exist on commercial land in Linden and Roselle.

Industrial Area

Industrial Property Values

Although Union County's industrial land decreased by 238.1 acres from 2007 to 2012, it currently covers about 7% of the County's total land area (4,941 acres). To further examine the effects of this reduction in industrial land, we captured the shifts in value per acre for each municipality, from 1999 to 2014, by adjusting for the annual Consumer Price Index inflation rate and the annual County equalization rates. Unlike residential and commercial properties, which reflect little value variations, the industrial properties values are volatile and vary widely across municipalities. Due to this broad range in values, the *y*-axis of Figure 8.13 is measured at a logarithmic scale. Also, note that Winfield Township has been excluded from this analysis, since it does not host industrial areas.

Figure 8.13: Average Industrial Property Value per Acre, Union County, 1999-2014



According to the trends exhibited in Figure 8.13, most municipalities follow the same curve, in which the value per industrial acre increased steadily up to 2007-2008 and then slowly declined until 2014. Summit stands out for having the highest average industrial property value per acre, as well as for being the sole Union County municipality in which industrial property values grew almost continuously from 1999 to 2014. Westfield experienced a similar trend, except that its industrial property values dropped perceptively in 2014. According to the historic property value graph, few municipalities showed signs of recovery by 2014 (such as Kenilworth and Roselle); however, no municipality, except Summit, reached its 2007-2008 peak in industrial property values by 2014—this occurrence resembles the trends observed for residential and commercial property values.

Figure 8.14: Average Industrial Property Value per Acre, Union County, 2014

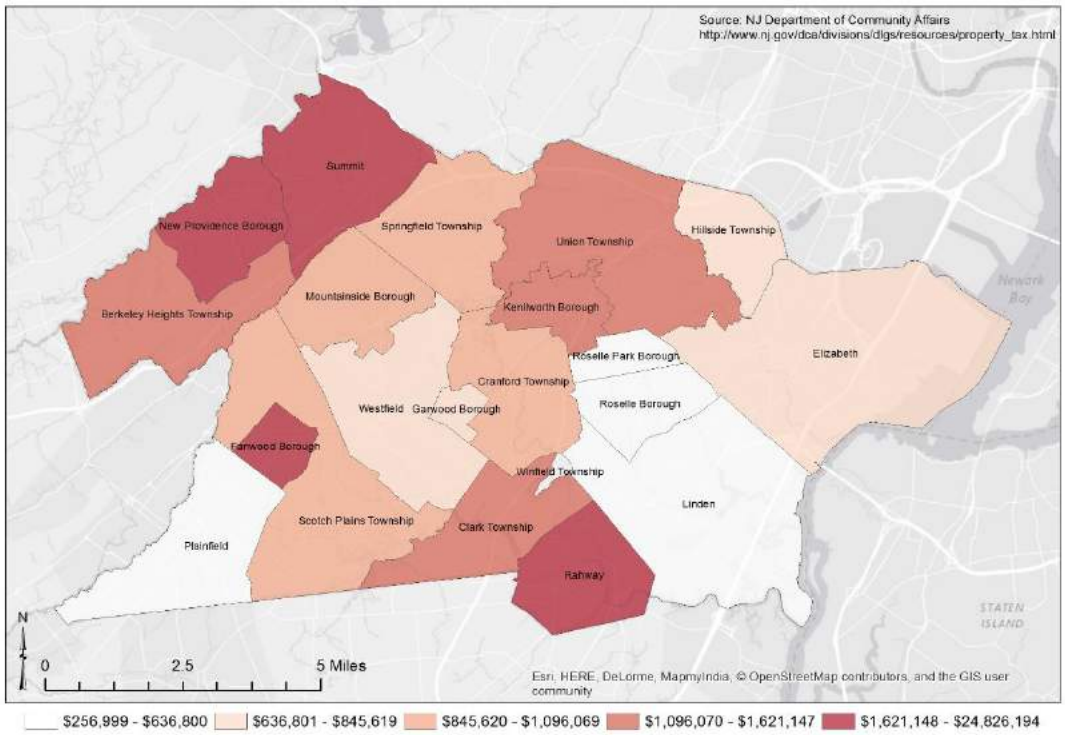


Figure 8.14 depicts the geographic patterns of industrial property values for 2014. Note that the municipalities with the highest valued industrial acres do not coincide with those municipalities that host major industrial agglomerations, such as Elizabeth, Linden, and Union. The municipalities comprising the top quintile include New Providence, Rahway, Fanwood, and Summit. Out of these four locations, Summit is the only one that ranks high (valuewise) in all three major land use categories—residential, commercial, and industrial.

The elevated industrial property values at the four abovementioned municipalities are in part explained by the number of high-employing headquarters they host. For instance, the Merck & Co., Celgene, Overlook Hospital, Whiptail, and Hibernia Atlantic headquarters are located in Summit. Moreover, Rahway is home to dozens of major manufacturing facilities, such as the Regina Music Box Company, Wheatena, Mershon Bros., and Merck & Co.

In 2014, the average value for one acre of industrial property in Union County amounted to $0.96 million. In order to discern which municipalities rank below and above this average, Table 8.3 presents a list of Union County's municipalities, their respective industrial area, the 2014 value per acre, and the value growth rate for three time periods: 1999-2014, 2008-2010, and 2010-2014.

At $24.8 million, Summit vastly exceeds the County's average value per acre with respect to industrial land uses. As stated earlier, the historic value curve (Figure 8.13) indicates that the average industrial property value of Summit City has been, more or less, steadily rising over the past 15 years; the municipality has maintained an annual growth rate of 6.47% from 2010 to 2014. The second and the third highest average municipal industrial property values per acre in 2014 belonged to New Providence and Rahway—both locations have average industrial property values of $1.87 million per-acre. On the other end of the spectrum, Plainfield ranks the lowest, with an average of $0.26 million per industrial acre, followed by Roselle and Roselle Park, with average values of $0.62 million and $0.63 million per-acre, respectively.

Table 8.3: Industrial Property Value per Acre by Municipality, Union County, 1999-2014

Municipality	Industrial Area (Acres)	2014 Property Value ($/acre)	Average Annual Growth Rate Period		
			1999-2014	2008-2010	2010-2014
Berkeley Heights Township	54	1,253,681	-11.90%	-54.14%	-3.49%
Clark Township	65	1,121,266	-0.06%	-5.36%	-8.32%
Cranford Township	97	1,096,069	2.30%	0.63%	-1.93%
Elizabeth City	711	734,244	0.12%	-10.87%	-5.20%
Fanwood Borough	6	1,685,481	1.43%	-8.33%	-3.37%
Garwood Borough	32	700,179	0.54%	-3.98%	-3.36%
Hillside Township	284	728,149	-1.32%	-9.78%	-7.39%
Kenilworth Borough	291	1,621,147	0.06%	-12.62%	-8.88%
Linden City	2,172	636,800	-0.26%	-10.31%	-5.42%
Mountainside Borough	82	1,043,654	-0.06%	-7.09%	-3.91%
New Providence Borough	59	1,868,235	-2.22%	-9.55%	-3.94%
Plainfield City	168	256,989	-2.03%	-13.69%	-7.73%
Rahway City	267	1,864,155	3.13%	-5.87%	-13.11%
Roselle Borough	98	617,468	0.51%	-7.13%	-6.63%
Roselle Park Borough	28	629,504	-0.23%	-12.81%	-6.14%
Scotch Plains Township	29	898,202	-0.02%	-8.75%	-6.03%
Springfield Township	110	980,116	-0.58%	-5.85%	-5.82%
Summit City	21	24,826,194	8.34%	-2.12%	6.47%
Union Township	359	1,145,159	0.26%	-4.40%	-9.65%
Westfield Town	7	845,619	4.35%	2.10%	-2.38%
Winfield Township	-	-	-	-	-

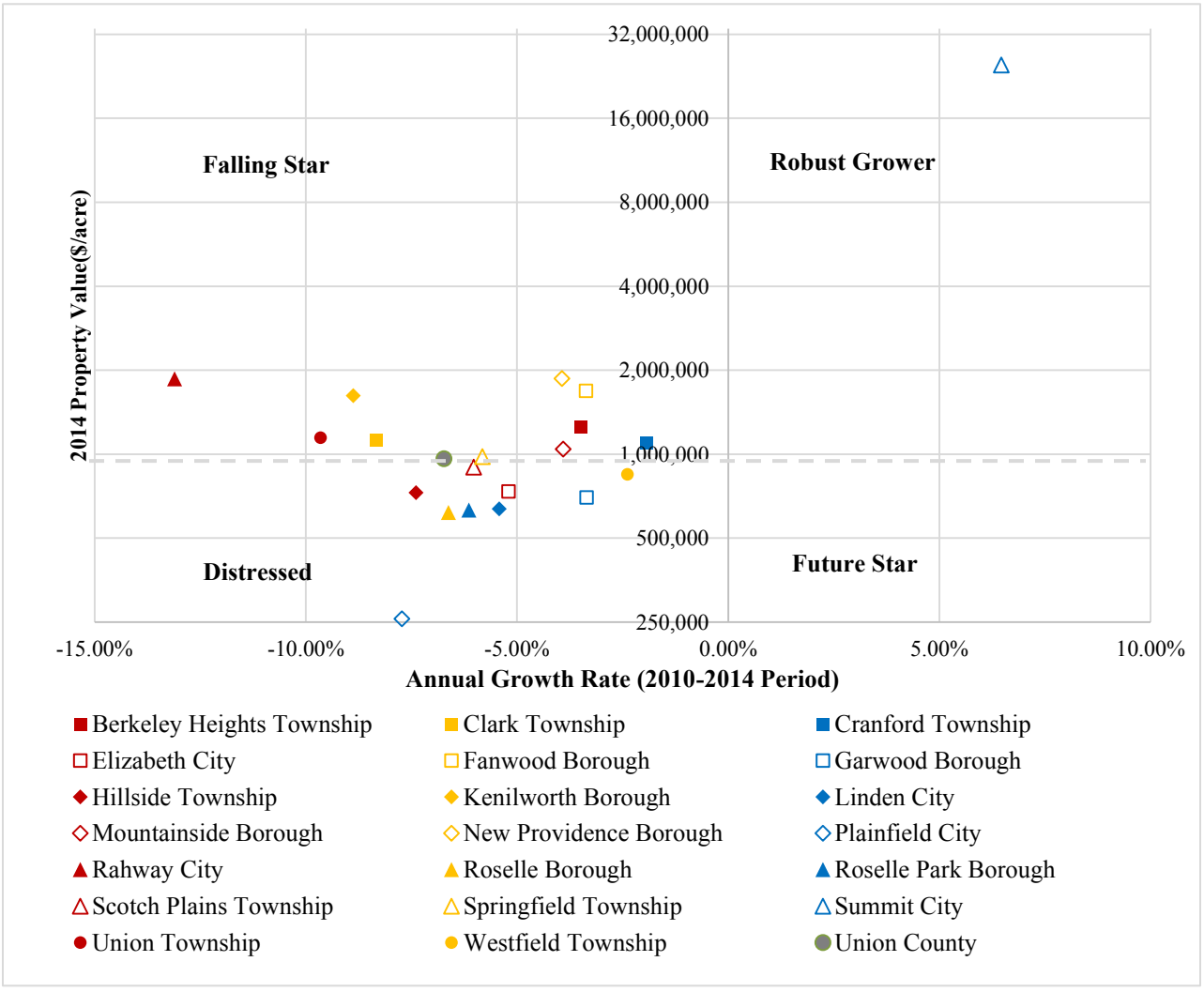
Refer to Table A.24 on Appendix A for detailed list of industrial property values (per-acre) for 1999-2014

The growth rates displayed on Table 8.3 indicate that all but two Union County municipalities (Westfield and Cranford) suffered a decline in industrial property prices over the recession (2008-2010). In addition, all municipalities (except Summit) endured negative annual growth rates throughout the latest period (2010-2014).

Competitive Advantage Analysis

By executing the four-quadrant analysis displayed on Figure 8.15, we compared the 2014 industrial property values and average annual growth rates from 2010 to 2014. This examination allowed us to identify Union County municipalities that may have greater development prospects for industrial property value growth. The results of our analysis are shown in Figure 8.15.

Figure 8.15: Industrial Property Value Tendencies, Union County, 2010-2014



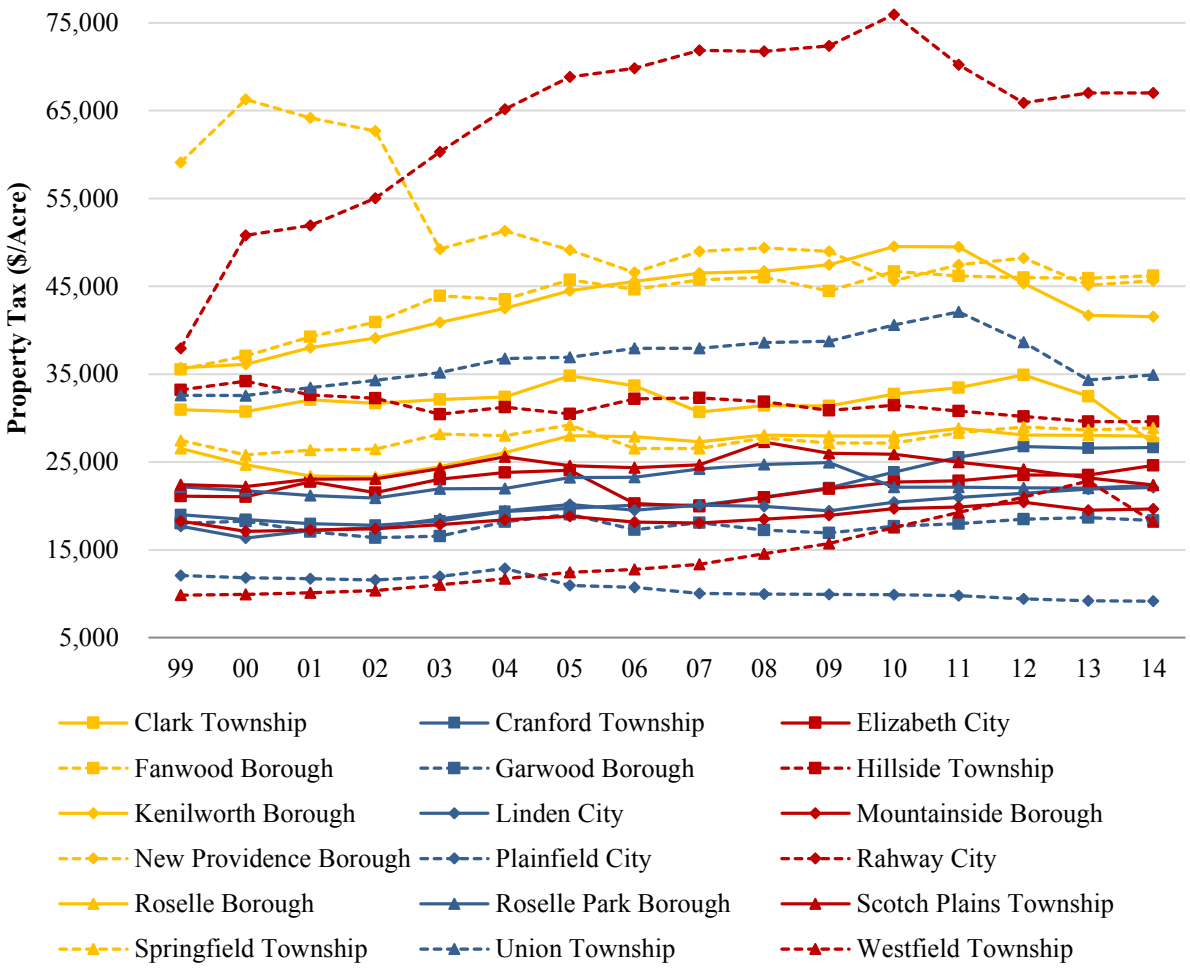
We can gather from Figure 8.15 that Summit is the only Union County municipality that is a *robust grower* with respect to industrial properties— meaning that it displayed above-average property values per acre in 2014 and experienced positive annual growth rates during the recovery period. All other municipalities experienced negative annual growth rates (for 2010-2014), ranging from -1.9% (Cranford) to -13.1% (Rahway). While Rahway faced the lowest annual growth rates, it ranked second in average industrial property values per acre for 2014; therefore, it is considered a "falling star"—meaning that if municipality maintains such low growth rate, it will face significant industrial property value declines (in absolute values). As indicated by Figure 8.15, most municipalities fall on the *distressed* quadrant, as they exhibit both low annual growth rates and below-average industrial property values.

Industrial Property Tax

Unlike residential and commercial property tax values, industrial property tax values heavily deviate across municipalities in Union County. Thus, Figure 8.16 depicts the trends of tax revenue per acre for industrial properties by municipality, but, for depiction purposes, excludes those sites with the highest value per acre: Berkeley Heights Township, which collected an average of $97,425 per commercial property acre between 1999 and 2014, and Summit City, which collected an average of $257,120. Moreover, Winfield Township has been omitted from this analysis, since it does not host industrial areas. The values presented on Figure 8.16 have been adjusted for inflation (using 2014 dollars) and by equalization rates.

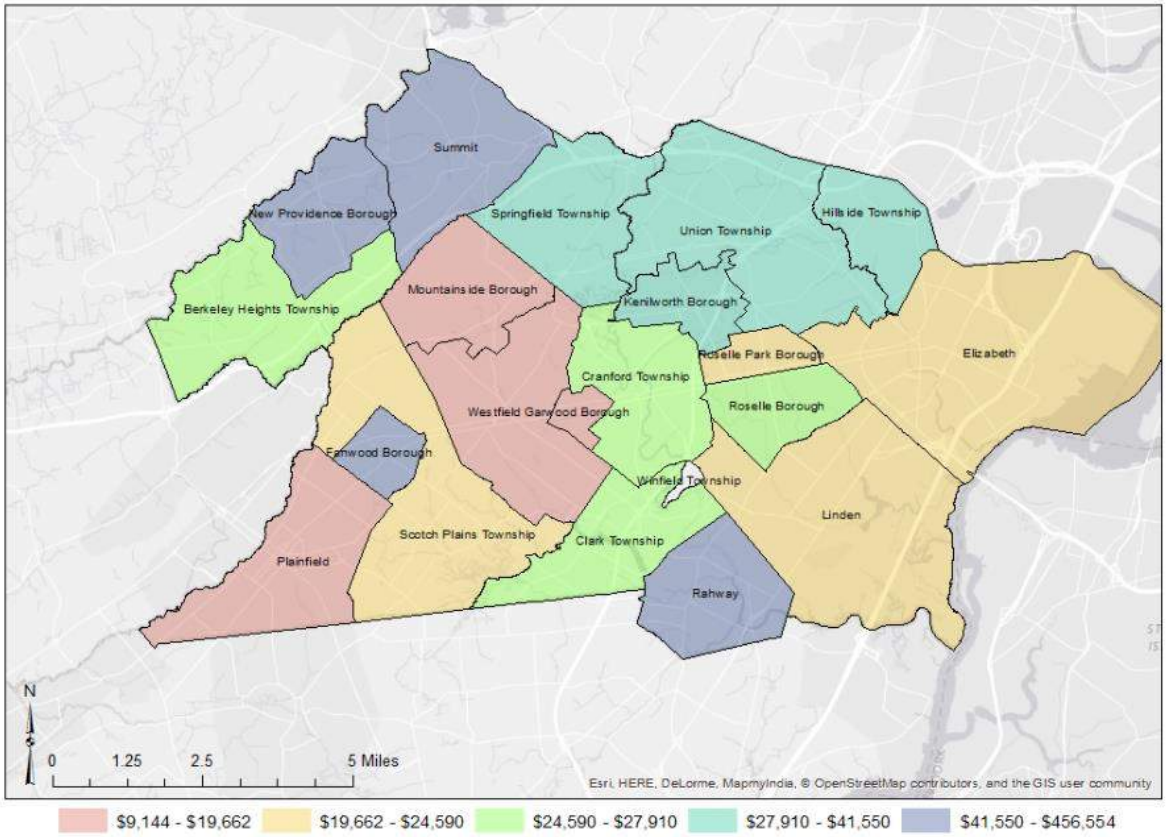
The industrial property tax trends stand out from the residential and commercial tax trends in that there is no general pattern applicable to all, or most, of the municipalities. A handful of municipalities maintained steady tax revenues (per acre) from 1999 to 2014, such as Hillside, Roselle, and Springfield. On the other hand, we can gather from Figure 8.16 that a few municipalities quickly incremented their tax revenue per acre over the study period, while others (such as Fanwood), faced significant declines. Rahway, as one of the major industrial agglomerations, experienced an abrupt rise in tax revenues per acre between 1999 and 2005; after that, the tax revenues stabilized, until 2010, when they experienced a rapid drop.

Figure 8.16: Industrial Property Tax per Acre
Union County, 1999-2014



The map in Figure 8.17 shows that, in terms of industrial property tax revenues per acre, the municipalities in the top quintile in 2014 were Fanwood, New Providence, Rahway, and Summit. These four municipalities collected an average of $42,000 to $456,000 per acre of industrial property (Summit falls at the higher end of that range, with $456,554 in taxes per acre). Berkeley Heights, which was excluded from Figure 8.16 due to its tax revenues surpassing $100,000 per acre in the early 2000's, ended up in the middle quintile by 2014.

Figure 8.17: Average Residential Property Taxes per Acre, Union County, 2014



Conclusion

In the aftermath of the Great Recession, property values throughout the County declined steadily through 2013. By 2014, however, values in a few municipalities started to recover. Still, outside of Winfield Township, no municipality within the County has yet experienced a bulk return of properties to pre-recession values. This all is, however, generally in line with statewide trends. Rahway suffered the lowest annual growth rate in the County, although its value of residential properties per acre was just below the County average. Interestingly, as reported in the last chapter, Rahway has experienced some resurgence due to its location along a rail line to Manhattan. It seems millennials recognize the exceptional value of properties there.

In 2014, the average value of residential property in Union County was $1.45 million per acre. This includes the value of any structures. In the main, the average value of commercial properties, which were also reviewed in this chapter, do not tend to stray far from that residential average, although there are of course exceptions. Summit is the only municipality within the

County that ranks high value-wise in all three major land use categories—residential, commercial, and industrial. Westfield, Garwood, Summit, and Cranford have the highest residential land values per acre. The same basic list rounds out the top four in commercial property value per acre, although Cranford is replaced by Berkeley Heights. The value of industrial properties per acre is on average lower than that for the other two main land uses for any particular municipality. Exceptions are evident in New Providence, Rahway, Fanwood, Kenilworth, and Summit.

Tax rates increased as property values declined over the course of the Great Recession to assure that municipal budgets were fully funded. Through residential and commercial land uses, some Union County municipalities reap as much as $40,000-$55,000 per acre in property tax revenues in 2014. But tax rates per acre on residential properties average lower than $20,000 in Mountainside and are even lower on commercial properties in both Scotch Plains and Plainfield. About half of the County's municipalities tax industrial properties at rates that are effectively less than $25,000 per acre. Presumably such low property tax rates are due to the lack of activity on some industrial properties or to abatements enabled through official redevelopment efforts to retain industries that the municipalities still have. Regardless, such low rates are unsustainable in light of the higher tax revenue potential of alternative land uses.

Chapter 9: Policy Recommendations

In comparison to other New Jersey counties, the demographic and industrial composition of Union County is quite heterogeneous. Although cultural and knowledge diversity can be beneficial in terms of spurring innovation, it can pose a challenge in terms of communications and socio-economic equity when presented in overabundance. In the aftermath of the nationwide employment decline in manufacturing, Union County seeks an easy transition for its latent and future workforce. In this vein, it intends to focus its economic development efforts on organizations that show solid growth potential and that could provide jobs that reasonably match the occupations and skills of the County's current and future population.

The present study identified the local industries that may offer Union County a competitive advantage, while taking into consideration its local labor force and skill diversity. Based on the study's findings, the R/ECON™ team developed the following recommendations for long-range planning and strategic initiatives— we naturally offer some caveats to these findings as well.

Human Capital Development

Union County's occupational structure generally parallels New Jersey's. One difference includes that Union County lacks a "fair share" of high-education, high-paying occupations. Additionally, the County also has a higher share of workers lacking English fluency (21.1% in Union County vs. 13% in New Jersey). The lack of English fluency or lower educational attainment can limit residents' job opportunities. Moreover, continued net positive in-migration of foreign nationals and permanent residents will likely maintain the fluency gap.

Adult language-learning centers and workforce training are crucial components for integrating immigrants into the local economy. The most effective workforce training implementation involves structuring the programs around the industrial needs and competitive advantages of the County. Specialized skills that take many weeks to learn are often effectively provided by community colleges using instructors whose salaries are at least partly underwritten by local employers that have demand for workers with those skills. Given growth prospects, we foresee rising demand for training of Health Aids and Technicians; Telecommunication Technicians; and both Material Handlers and Stock Clerks (major occupations in the Wholesale Trade sector).

Although Union County has a disproportionate share of workers in lower-skilled jobs, a substantial number of high-skilled workers reside in the County as well. Therefore, a long-run strategy should be to find ways to encourage these high-skilled residents to create or land jobs within the County. Not only do people who earn more spend more, thus providing support for additional jobs, but jobs with overall high education requirements tend to also have greater potential to generate wage-spillovers. In this vein, each high-skilled resident, whose job is retained within the County, could yield a broader set of impacts on other residents.

Transit-oriented development

A transit-oriented development (TOD) is a residential and commercial community that is accessed primarily by public transit and active transportation (e.g., bicycling and walking). Typically TODs are centered on a rail or bus station, surrounded by high- to medium-density structures, and often comprised of various mixes of residential and commercial uses.

TOD is a long-established smart growth strategy. It fulfills two important roles: (1) a shift away from automobile dependency and (2) improved accessibility through land use clustering and public-private investments that enable active transportation. In Union County, compact communities created by TODs are likely to be attractive to middle- to high-income households that work in Hudson County and Manhattan.

Summit, Westfield, and other towns have benefited from this type of development for decades. Moreover, Rahway is a "poster child" of TOD revival within Union County. Various other Union County municipalities offer potential as TODs as they too are aligned with commuter rail stations: Elizabeth, Linden, Union, Roselle Park, and Cranford. Some recent land-use changes in these communities undoubtedly reflect their move to become TODs. Still, these changes are just a beginning, and more can be done to exploit commuter-rail towns so that they can realize their TOD potential more quickly.

People who work outside of Union County are likely to be most attracted to the County's TODs. Generally speaking, households that use commuter rail tend to have incomes that are higher than the County's median. In this vein, TODs tend to induce discretionary income of these out-of-area workers to be spent on after-work activities, such as dining, shopping, entertainment, and other personal services. Moreover, as the households tend to be smaller, they

also do not pose much of a burden on local public finances (i.e., through requirements on school spending).

In summary, it is important that Union County do what it can to revive its rail-commuter towns. As a component of an overall development strategy, this set of actions should increment the number of local-area jobs by increasing both the home-based spending of the commuting households, but also their out-of-home spending. They should also enhance property values near rail stations. Another critical point is that TODs tend to be fiscally beneficial to local economies over their life cycles.

Moreover, commuting patterns suggest that, despite the fact that the County's job scene is bouncing back from the Great Recession, a disproportionate share of the County's workplace recovery is benefitting non-county residents (particularly in the service and manufacturing sectors). The County might wish to deploy strategies to secure some wage taxes from these jobs. One way of doing so would, of course, be to make sure that appealing residential options are available to these workers. A survey of such workers, particularly those in the most creative occupations, could uncover alterations in the County's milieu that might encourage these workers find a home in Union County.

Historic Preservation

Union County has the potential of growing and benefitting from its long and rich history. The role of historic preservation can be a key component of economic growth because of its potential to invigorate less-active areas. Historic preservation engages a number of industries. First there is the historic rehabilitation activity, which is characterized by the construction industry. Of course, construction requires the use of business services and manufactured goods. The rehabilitation of properties, in turn, increases the value not only of the rehabilitated property but also the values of some of the properties that surround them. Collectively, rehabilitated historic properties embrace heritage tourism by attracting people who enjoy historic architecture and cultural events. As more tourists arrive to enjoy the area's local heritage, activity rises in Hospitality and Retail Trade industries. A late 1990s study documenting the economic contribution of preservation in New Jersey indicates that each dollar invested in historic rehabilitation generates four dollars in tourism spending. Additionally, evidence suggests that historic rehabilitation has

higher multiplier effects within regional economies than new construction, largely because it engages more artisans and more labor-intensive construction work.

Currently, Union County has 68 sites on the National Register of Historic Places. These include museums, historic districts, churches, and stations. An overwhelming number of the sites are in Plainfield and Elizabeth.

Two federal programs can be applied to help expand and solidify Union County's historical preservation efforts: the Certified Local Government (CLG) Program and the Main Street Program. The CLG program, sponsored by the National Park Services, is designed to promote the participation of local governments in identifying, evaluating, and protecting their historic resources. At this point, Fanwood Borough and Plainfield City are the only two Certified Local Governments in Union County. The Main Street Program, sponsored by the National Trust for Historic Preservation, is a comprehensive revitalization program that promotes the historic and economic redevelopment of traditional business districts in New Jersey. Communities participating in the Main Street program receive valuable technical support and training to assist in improving their downtown areas. Union County currently has four active Main Street Programs, located in Linden, Plainfield, Summit, and Westfield.

Clearly, these two programs could and should be expanded within Union County. The County itself could counsel municipalities on why and how to join these programs, as well as lead or enable heritage-related efforts that run across municipalities. County-based efforts could, for example, expand upon the Washington-Rochambeau Revolutionary Route National Historic Trail that runs from Scotch Plains to Summit. Alternatively, the County could develop a program that encourages visitation to key local historical sites, such as a passport program where members collect site stamps representing visited location. Local preservation efforts, combined with county- and state-wide marketing of heritage areas as tourism destinations, would definitely increase visitation to the County by non-county residents. This would bring outside dollars into Union County communities and also showcase Union County as a place to live, work, and play.

Port Newark-Elizabeth Marine Terminal

The giant cranes that are used to unload container ships are among the most familiar of all Union County sites. In fact, along with Newark Liberty International Airport, the Port Newark-Elizabeth Marine Terminal has long been an economic growth pole. While somewhat physically

isolated from the rest of the County, the area surrounding this transportation node continues to be a source of economic growth and redevelopment. Furthermore, the area could be developed further as a prime location for value-added distribution activities.

The area boasts two advantages: (1) investments by the Port Authority of New York and New Jersey—as well as by private concerns that improve the port's accessibility and productivity—and (2) a share in the City of Elizabeth's status as an Urban Enterprise Zone (UEZ). A fairly recent improvement at the port is ExpressRail service—a dockside track that enables faster intermodal transfers.[34] State-certified businesses in UEZs are eligible to enjoy the numerous benefits, including state-agency financial assistance, tax credits, tax-free equipment and facility expansion, subsidized unemployment insurance, and energy sales tax exemptions.

Naturally some businesses have greater need and, hence, are willing to pay more to locate near this area of the County. Given the uniqueness of the port, Union County and the City of Elizabeth should seek ways to channel effort toward businesses that would benefit most from proximity to the docks, that could enable even speedier intermodal transfers, and that would otherwise reduce truck traffic on Kapkowski Road as well as Corbin and McLester Streets.

[34] The oldest and largest ExpressRail facility, opened in 2004, and is operated and managed by Millennium Marine Rail. A joint venture of Maher Terminals and APM Terminals. The terminal consists of 18 tracks, and originates from two to four trains each day of the week. Improvements to Corbin Street Lead Rail service should extend the Express Rail Intermodal Transfer Facility at the port in Elizabeth.

Appendix A

Table A.1: Age Breakdown of New Jersey and Union County, 2013

Age Group	New Jersey	Union County
Total Population	**8,899,339**	**548,256**
Under 5 years	6.00%	6.50%
5 to 9 years	6.20%	6.50%
10 to 14 years	6.60%	7.10%
15 to 19 years	6.50%	6.40%
20 to 24 years	6.40%	6.40%
25 to 29 years	6.40%	6.30%
30 to 34 years	6.40%	6.70%
35 to 39 years	6.30%	6.80%
40 to 44 years	7.00%	7.30%
45 to 49 years	7.50%	7.60%
50 to 54 years	7.70%	7.60%
55 to 59 years	7.00%	7.20%
60 to 64 years	5.70%	4.90%
65 to 69 years	4.50%	4.10%
70 to 74 years	3.40%	2.80%
75 to 79 years	2.40%	1.80%
80 to 84 years	2.00%	1.90%
85 years and over	2.00%	2.10%

Source: U.S. Census Bureau, 2013

Table A.2: Educational Attainment, Union County versus New Jersey and United States, 2013

Educational Level	Union County	Share (%)	New Jersey	Share (%)	United States	Share (%)
No schooling completed	5,779	1.57%	78,576	1.29%	2,999,238	1.42%
Nursery to 4th grade	6,055	1.64%	52,129	0.86%	1,705,436	0.81%
5th and 6th grade	9,018	2.45%	94,330	1.55%	3,437,032	1.63%
7th and 8th grade	7,376	2.00%	106,985	1.76%	3,992,662	1.89%
9th grade	4,767	1.29%	69,252	1.14%	3,507,629	1.66%
10th grade	6,719	1.82%	90,881	1.49%	4,090,547	1.94%
11th grade	5,335	1.45%	102,485	1.68%	4,687,556	2.22%
12th grade, no diploma	7,417	2.01%	104,427	1.72%	3,848,126	1.82%
Less than a High School Graduate	52,466	14.24%	699,065	11.49%	28,268,226	13.40%
Regular high school diploma	101,097	27.44%	1,588,693	26.10%	50,176,922	23.79%
GED or alternative credential	6,716	1.82%	162,643	2.67%	8,482,551	4.02%
High School Graduate	107,813	29.26%	1,751,336	28.77%	58,659,473	27.81%
Some college, less than 1 year	14,940	4.05%	304,286	5.00%	13,113,016	6.22%
Some college, 1 or more years, no degree	49,954	13.56%	715,243	11.75%	31,397,145	14.89%
Associate's degree	23,948	6.50%	390,906	6.42%	17,006,372	8.06%
Some College	88,842	24.11%	1,410,435	23.17%	61,516,533	29.17%
Bachelor's degree	71,590	19.43%	1,374,616	22.58%	38,881,973	18.44%
College Graduate	95,538	25.93%	1,765,522	29.01%	55,888,345	26.50%
Master's degree	31,608	8.58%	615,250	10.11%	16,695,879	7.92%
Professional school degree	9,730	2.64%	146,050	2.40%	4,089,164	1.94%
Doctorate degree	6,386	1.73%	89,953	1.48%	2,799,367	1.33%
Total	**368,435**	**100%**	**6,086,705**	**100%**	**210,910,615**	**100%**

Source: U.S. Census Bureau, 2013

Table A.3: Union County Residents by County of Work: Goods-Producing Industries, 2003, 2006 and 2011

	2003		2006		2011		Change	
	Count	Share	Count	Share	Count	Share	Absolute	Share
Total All Jobs	**38,487**	**100.00%**	**38,616**	**100.0%**	**24,603**	**100.00%**	**-13,884**	**-**
Union County, NJ	18,883	49.1%	18,633	48.3%	9,035	36.7%	-9,848	-12.3%
Middlesex County, NJ	6,612	17.2%	5,866	15.2%	4,028	16.4%	-2,584	-0.8%
Essex County, NJ	3,038	7.9%	3,431	8.9%	2,545	10.3%	-493	2.5%
Morris County, NJ	1,875	4.9%	2,174	5.6%	1,735	7.1%	-140	2.2%
Somerset County, NJ	1,751	4.5%	1,872	4.8%	1,264	5.1%	-487	0.6%
Bergen County, NJ	1,313	3.4%	1,372	3.6%	1,183	4.8%	-130	1.4%
Passaic County, NJ	757	2.0%	644	1.7%	710	2.9%	-47	0.9%
Hudson County, NJ	836	2.2%	740	1.9%	514	2.1%	-322	-0.1%
New York County, NY	489	1.3%	478	1.2%	474	1.9%	-15	0.7%
Monmouth County, NJ	505	1.3%	643	1.7%	410	1.7%	-95	0.4%
All Other Locations	2,428	6.3%	2,763	7.2%	2,705	11.0%	277	4.7%

Source: U.S. Census Bureau, On The Map.

Table A.4: Union County Workers by County of Residence: Goods-Producing Industries, 2003, 2006 and 2011

	2003		2006		2011		Change	
	Count	Share	Count	Share	Count	Share	Absolute	Share
Total All Jobs	**56,410**	**100.0%**	**54,389**	**100.0%**	**29,378**	**100.0%**	**-27,032**	**-**
Union County, NJ	18,883	33.5%	18,633	34.3%	9,035	30.8%	-9,848	-2.7%
Middlesex County, NJ	8,705	15.4%	6,956	12.8%	4,506	15.3%	-4,199	-0.1%
Essex County, NJ	5,206	9.2%	5,282	9.7%	2,784	9.5%	-2,422	0.2%
Somerset County, NJ	3,865	6.9%	2,991	5.5%	1,792	6.1%	-2,073	-0.8%
Monmouth County, NJ	2,461	4.4%	2,887	5.3%	1,472	5.0%	-989	0.6%
Morris County, NJ	2,826	5.0%	2,881	5.3%	1,374	4.7%	-1,452	-0.3%
Hudson County, NJ	1,778	3.2%	1,918	3.5%	1,088	3.7%	-690	0.6%
Bergen County, NJ	1,533	2.7%	1,506	2.8%	835	2.8%	-698	0.1%
Ocean County, NJ	1,591	2.8%	1,148	2.1%	722	2.5%	-869	-0.4%
Passaic County, NJ	939	1.7%	1,119	2.1%	617	2.1%	-322	0.4%
All Other Locations	8,623	15.3%	3,239	6.0%	5,153	17.5%	-3,470	2.3%

Source: U.S. Census Bureau, On The Map.

Table A.5: Union County Residents by County of Work: Trade, Transportation and Utilities, 2003, 2006 and 2011

	2003		2006		2011		Change	
	Count	Share	Count	Share	Count	Share	Absolute	Share
Total All Jobs	**57,846**	**100.0%**	**59,793**	**100.0%**	**55,064**	**100.0%**	**-2,782**	**-**
Union County, NJ	18,235	31.5%	18,182	30.4%	15,931	28.9%	-2,304	-2.6%
Middlesex County, NJ	8,753	15.1%	9,637	16.1%	8,891	16.1%	138	1.0%
Essex County, NJ	8,635	14.9%	9,182	15.4%	8,098	14.7%	-537	-0.2%
Hudson County, NJ	3,294	5.7%	3,517	5.9%	3,394	6.2%	100	0.5%
Bergen County, NJ	3,317	5.7%	3,291	5.5%	3,117	5.7%	-200	-0.1%
Morris County, NJ	3,243	5.6%	3,315	5.5%	3,047	5.5%	-196	-0.1%
Somerset County, NJ	2,739	4.7%	2,636	4.4%	2,379	4.3%	-360	-0.4%
New York County, NY	1,311	2.3%	1,465	2.5%	1,421	2.6%	110	0.3%
Monmouth County, NJ	1,596	2.8%	1,628	2.7%	1,357	2.5%	-239	-0.3%
Passaic County, NJ	1,360	2.4%	1,396	2.3%	1,269	2.3%	-91	0.0%
All Other Locations	5,363	9.3%	5,544	9.3%	6,160	11.2%	797	1.9%

Source: U.S. Census Bureau, On The Map.

Table A.6: Union County Workers by County of Residence: Trade, Transportation and Utilities, 2003, 2006 and 2011

	2003		2006		2011		Change	
	Count	Share	Count	Share	Count	Share	Absolute	Share
Total All Jobs	**59,288**	**100.0%**	**57,827**	**100.0%**	**60,923**	**100.0%**	**1,635**	**-**
Union County, NJ	18,235	30.8%	18,182	31.4%	15,931	26.1%	-2,304	-4.6%
Essex County, NJ	7,487	12.6%	7,643	13.2%	8,122	13.3%	635	0.7%
Middlesex County, NJ	7,646	12.9%	6,231	10.8%	7,916	13.0%	270	0.1%
Hudson County, NJ	3,350	5.7%	3,132	5.4%	3,691	6.1%	341	0.4%
Monmouth County, NJ	2,721	4.6%	3,055	5.3%	3,035	5.0%	314	0.4%
Bergen County, NJ	2,945	5.0%	3,030	5.2%	2,946	4.8%	1	-0.1%
Morris County, NJ	2,436	4.1%	2,172	3.8%	2,629	4.3%	193	0.2%
Somerset County, NJ	2,619	4.4%	1,799	3.1%	2,568	4.2%	-51	-0.2%
Passaic County, NJ	1,893	3.2%	2,000	3.5%	1,884	3.1%	-9	-0.1%
Ocean County, NJ	1,883	3.2%	1,375	2.4%	1,830	3.0%	-53	-0.2%
All Other Locations	8,073	13.6%	9,208	15.9%	10,371	17.0%	2,298	3.4%

Source: U.S. Census Bureau, On The Map.

Table A.7: Union County Residents by County of Work: All Other Services, 2003, 2006 and 2011

	2003		2006		2011		Change	
	Count	Share	Count	Share	Count	Share	Absolute	Share
Total All Jobs	**146,859**	**100.0%**	**163,213**	**100.0%**	**162,051**	**100.0%**	**15,192**	**-**
Union County, NJ	54,250	36.9%	59,574	36.5%	53,524	33.0%	-726	-3.9%
Essex County, NJ	22,220	15.1%	22,295	13.7%	24,774	15.3%	2,554	0.2%
Middlesex County, NJ	15,089	10.3%	18,884	11.6%	16,974	10.5%	1,885	0.2%
New York County, NY	11,831	8.1%	12,604	7.7%	15,645	9.7%	3,814	1.6%
Morris County, NJ	8,995	6.1%	10,217	6.3%	10,152	6.3%	1,157	0.1%
Somerset County, NJ	7,620	5.2%	9,189	5.6%	7,866	4.9%	246	-0.3%
Hudson County, NJ	5,445	3.7%	5,952	3.6%	6,978	4.3%	1,533	0.6%
Bergen County, NJ	5,723	3.9%	6,594	4.0%	5,969	3.7%	246	-0.2%
Mercer County, NJ	2,392	1.6%	2,704	1.7%	3,101	1.9%	709	0.3%
Monmouth County, NJ	2,428	1.7%	2,691	1.6%	2,688	1.7%	260	0.0%
All Other Locations	10,866	7.4%	12,509	7.7%	14,380	8.9%	3,514	1.5%

Source: U.S. Census Bureau, On The Map.

Table A.8: Union County Workers by County of Residence: All Other Services, 2003, 2006 and 2011

	2003		2006		2011		Change	
	Count	Share	Count	Share	Count	Share	Absolute	Share
Total All Jobs	**128,957**	**100.0%**	**136,260**	**100.0%**	**144,341**	**100.0%**	**15,384**	**-**
Union County, NJ	54,250	42.1%	59,574	43.7%	53,524	37.1%	-726	-5.0%
Middlesex County, NJ	15,374	11.9%	13,095	9.6%	17,238	11.9%	1,864	0.0%
Essex County, NJ	14,524	11.3%	15,953	11.7%	16,323	11.3%	1,799	0.0%
Morris County, NJ	7,029	5.5%	6,396	4.7%	8,845	6.1%	1,816	0.7%
Somerset County, NJ	7,041	5.5%	5,559	4.1%	8,511	5.9%	1,470	0.4%
Monmouth County, NJ	4,048	3.1%	5,282	3.9%	5,306	3.7%	1,258	0.5%
Hudson County, NJ	3,977	3.1%	4,822	3.5%	5,244	3.6%	1,267	0.5%
Bergen County, NJ	3,469	2.7%	3,861	2.8%	4,057	2.8%	588	0.1%
Passaic County, NJ	2,720	2.1%	3,243	2.4%	3,170	2.2%	450	0.1%
Ocean County, NJ	2,898	2.2%	2,445	1.8%	3,053	2.1%	155	-0.1%
All Other Locations	13,627	10.6%	16,030	11.8%	19,070	13.2%	5,443	2.6%

Source: U.S. Census Bureau, On The Map.

Table A.9: Union County Average Annual Migration Inflow by County, 2008-2012

Essex County, New Jersey	3,910	Tioga County, Pennsylvania	62	Orange County, California	23	Lee County, Florida	12
Middlesex County, New Jersey	2,391	Cameron County, Texas	62	Horry County, South Carolina	22	Washoe County, Nevada	11
Hudson County, New Jersey	1,610	Harris County, Texas	61	Fairbanks North Star Borough, Alaska	22	Herkimer County, New York	11
Somerset County, New Jersey	1,088	Rockdale County, Georgia	60	Honolulu County, Hawaii	22	Otsego County, New York	11
New York County, New York	889	Fairfax County, Virginia	60	Chautauqua County, New York	21	Los Angeles County, California	10
Queens County, New York	811	Jefferson County, Kentucky	59	Lyon County, Nevada	21	Baltimore County, Maryland	10
Morris County, New Jersey	696	Hillsborough County, Florida	58	Monroe County, New York	20	Santa Clara County, California	9
Bergen County, New Jersey	581	Norfolk County, Massachusetts	55	Cumberland County, New Jersey	20	Jefferson County, Alabama	8
Monmouth County, New Jersey	408	Providence County, Rhode Island	55	Union County, Pennsylvania	20	Placer County, California	8
Kings County, New York	390	Monroe County, Pennsylvania	54	Montgomery County, Maryland	19	Dougherty County, Georgia	8
Passaic County, New Jersey	307	Broward County, Florida	46	Bexar County, Texas	19	Buncombe County, North Carolina	8
Nassau County, New York	267	Westchester County, New York	46	Susquehanna County, Pennsylvania	17	Lexington County, South Carolina	8
Ocean County, New Jersey	236	Delaware County, Pennsylvania	45	Pasco County, Florida	17	New Castle County, Delaware	7
Orange County, Florida	217	Bell County, Texas	43	Luzerne County, Pennsylvania	17	Hall County, Georgia	7
Bronx County, New York	210	Arlington County, Virginia	43	Collin County, Texas	16	Allegheny County, Pennsylvania	6
Burlington County, New Jersey	202	Lehigh County, Pennsylvania	42	King County, Washington	16	Erie County, Pennsylvania	6
Warren County, New Jersey	188	DuPage County, Illinois	41	Champaign County, Illinois	16	Hidalgo County, Texas	6
Richmond County,	175	Centre County,	41	Portsmouth city,	16	Northampton County,	6

New York		Pennsylvania		Virginia		Pennsylvania	
DeKalb County, Georgia	171	Sussex County, New Jersey	40	San Francisco County, California	16	Pike County, Pennsylvania	5
Palm Beach County, Florida	162	Kane County, Illinois	39	Sussex County, Delaware	15	Delaware County, Ohio	4
Fulton County, Georgia	138	Pima County, Arizona	39	Montgomery County, Pennsylvania	15	Liberty County, Georgia	4
Northumberland County, Pennsylvania	127	Cumberland County, North Carolina	36	Marion County, Florida	15	Bay County, Florida	4
Prince William County, Virginia	125	Cook County, Illinois	36	Marion County, Indiana	15	Guilford County, North Carolina	3
Chester County, Pennsylvania	122	Orleans County, New York	32	Sumter County, South Carolina	15	Atlantic County, New Jersey	3
Fairfield County, Connecticut	109	York County, Virginia	32	Benton County, Minnesota	14	Wake County, North Carolina	3
Salem County, New Jersey	107	Miami-Dade County, Florida	31	Harrisonburg city, Virginia	14	Pittsylvania County, Virginia	3
New London County, Connecticut	99	Union County, North Carolina	29	Clark County, Nevada	14	District of Columbia, District of Columbia	2
Suffolk County, Massachusetts	95	El Paso County, Colorado	29	Osceola County, Florida	13	Bucks County, Pennsylvania	2
Gloucester County, New Jersey	94	Prince George's County, Maryland	29	Hampden County, Massachusetts	13	Brevard County, Florida	2
Robertson County, Tennessee	93	Outagamie County, Wisconsin	28	Hampshire County, Massachusetts	13	Jefferson Parish, Louisiana	1
Mercer County, New Jersey	91	Oneida County, New York	28	Charles County, Maryland	13		
Collier County, Florida	86	Norfolk city, Virginia	28	Wood County, Ohio	13		
Philadelphia County, Pennsylvania	86	San Diego County, California	28	Lackawanna County, Pennsylvania	13		
Camden County, New Jersey	75	Hartford County, Connecticut	27	Washington County, Rhode Island	12		
Pinellas County, Florida	73	McKean County, Pennsylvania	27	Calhoun County, Michigan	12		
Jackson County, Missouri	72	Flagler County, Florida	26	Rockland County, New York	12		

Weld County, Colorado	71	Macon County, Illinois	26	Tuscaloosa County, Alabama	12		
Hunterdon County, New Jersey	68	Essex County, Massachusetts	25	New Haven County, Connecticut	12		
Mecklenburg County, North Carolina	67	Onondaga County, New York	25	Broome County, New York	12		
Washington County, Maryland	64	Maricopa County, Arizona	25	Polk County, Florida	12		

Source: U.S. Census Bureau.

Table A.10: Union County Average Annual Migration Outflow by County, 2008-2012

Middlesex County, New Jersey	2,915	DeKalb County, Georgia	65	St. Lucie County, Florida	24	Cortland County, New York	10
Essex County, New Jersey	2,492	King County, Washington	65	Kent County, Michigan	24	Orleans Parish, Louisiana	10
Somerset County, New Jersey	1,810	Travis County, Texas	65	Lycoming County, Pennsylvania	23	Androscoggin County, Maine	10
Morris County, New Jersey	1,432	Multnomah County, Oregon	65	Campbell County, Virginia	23	Warren County, Virginia	9
Hudson County, New Jersey	996	Orange County, Florida	64	Richmond city, Virginia	22	Jefferson County, Colorado	9
Ocean County, New Jersey	786	Knox County, Tennessee	64	Collier County, Florida	21	Montgomery County, Pennsylvania	9
Mercer County, New Jersey	552	Monroe County, Pennsylvania	63	Clarion County, Pennsylvania	21	Kalamazoo County, Michigan	9
Bergen County, New Jersey	525	Hillsborough County, Florida	63	Beaufort County, South Carolina	21	Manatee County, Florida	9
New York County, New York	515	Cuyahoga County, Ohio	63	Orangeburg County, South Carolina	21	Dallas County, Texas	9
Burlington County, New Jersey	482	Richmond County, New York	61	Lenoir County, North Carolina	21	Berkeley County, South Carolina	9
Hunterdon County, New Jersey	330	Boulder County, Colorado	57	Prince George's County, Maryland	20	Gwinnett County, Georgia	9
Philadelphia County, Pennsylvania	323	Bucks County, Pennsylvania	56	Indian River County, Florida	20	Wood County, West Virginia	8
New Castle County, Delaware	323	Tompkins County, New York	56	Albemarle County, Virginia	20	Stafford County, Virginia	8
Suffolk County, Massachusetts	286	Richland County, South Carolina	52	Licking County, Ohio	20	Dinwiddie County, Virginia	8
San Bernardino County, California	276	Cumberland County, NC	51	Solano County, California	20	Lynchburg city, Virginia	8
Monmouth County, New Jersey	274	Henrico County, Virginia	51	Kings County, California	19	Nash County, North Carolina	8
Allegheny County, Pennsylvania	237	Westchester County, New York	50	Harris County, Texas	19	Dutchess County, New York	8

Fulton County, Georgia	221	Lee County, Florida	50	Merrimack County, New Hampshire	19	Will County, Illinois	8
Cumberland County, New Jersey	213	Chittenden County, Vermont	50	Scotland County, North Carolina	18	Laurens County, South Carolina	8
Passaic County, New Jersey	195	Hartford County, Connecticut	48	Chesterfield County, Virginia	18	Lorain County, Ohio	8
Brunswick County, North Carolina	193	Dauphin County, Pennsylvania	47	Hennepin County, Minnesota	18	Broome County, New York	7
Palm Beach County, Florida	176	Hamilton County, Ohio	47	Sonoma County, California	18	Buncombe County, North Carolina	7
Middlesex County, Massachusetts	175	Fairfield County, Connecticut	46	San Francisco County, California	17	Lubbock County, Texas	7
Queens County, New York	165	Clinton County, Pennsylvania	46	Anne Arundel County, Maryland	17	Indiana County, Pennsylvania	7
Luzerne County, Pennsylvania	165	Worcester County, Massachusetts	45	Bartholomew County, Indiana	17	Vigo County, Indiana	7
Cape May County, New Jersey	163	Okaloosa County, Florida	45	Oconee County, South Carolina	17	Hancock County, Maine	7
Lehigh County, Pennsylvania	154	Monongalia County, West Virginia	44	Contra Costa County, California	17	Allegany County, Maryland	7
Kent County, Delaware	154	Santa Clara County, California	43	Cecil County, Maryland	17	Northumberland County, Pennsylvania	6
Northampton County, Pennsylvania	147	Berks County, Pennsylvania	43	Centre County, Pennsylvania	16	Guilford County, North Carolina	6
Smith County, Texas	139	Collin County, Texas	42	York County, South Carolina	16	Riverside County, California	6
Warren County, New Jersey	134	Clark County, Nevada	42	Clay County, Missouri	16	Forsyth County, North Carolina	6
Miami-Dade County, Florida	133	Sussex County, New Jersey	41	Washington County, Rhode Island	15	Wyoming County, Pennsylvania	6
Bronx County, New York	132	York County, Pennsylvania	41	Union County, Pennsylvania	15	Coffee County, Alabama	6
Lancaster County, Pennsylvania	131	Broomfield County, Colorado	40	DuPage County, Illinois	15	Union County, North Carolina	5
Sarasota County, Florida	127	Los Angeles County, California	39	Snyder County, Pennsylvania	15	Northampton County, Virginia	5

Chester County, Pennsylvania	121	Ventura County, California	39	Denver County, Colorado	15	Colquitt County, Georgia	5
Jackson County, Missouri	119	Johnston County, North Carolina	39	Muscogee County, Georgia	15	Hampton city, Virginia	5
Gaston County, North Carolina	118	Flagler County, Florida	38	Newport County, Rhode Island	15	Suffolk County, New York	4
Kings County, New York	113	Santa Cruz County, California	38	Wilson County, North Carolina	15	Susquehanna County, Pennsylvania	4
Gloucester County, New Jersey	112	Alamance County, North Carolina	38	Putnam County, New York	15	Hampden County, Massachusetts	4
Montgomery County, Maryland	108	Washington County, Maryland	36	Warren County, New York	14	Davie County, North Carolina	4
Providence County, Rhode Island	100	Marion County, Indiana	36	Monroe County, Indiana	14	Windsor County, Vermont	4
Delaware County, Pennsylvania	100	Atlantic County, New Jersey	36	Rusk County, Texas	14	Sioux County, Iowa	4
Pima County, Arizona	100	Baltimore County, Maryland	35	Wapello County, Iowa	14	Niagara County, New York	4
Shelby County, Tennessee	100	Norfolk County, Massachusetts	34	Milwaukee County, Wisconsin	13	Genesee County, New York	4
Pasco County, Florida	99	Berkshire County, Massachusetts	34	Lowndes County, Georgia	13	Stark County, Ohio	4
Lackawanna County, Pennsylvania	92	Dorchester County, South Carolina	34	Schuylkill County, Pennsylvania	13	Allegany County, New York	4
Ulster County, New York	92	Schenectady County, New York	34	Orange County, New York	12	Cayuga County, New York	4
Wake County, North Carolina	83	Lake County, Florida	34	New London County, Connecticut	12	Sussex County, Delaware	3
Bexar County, Texas	81	Dallas County, Iowa	33	Mercer County, Pennsylvania	12	Cabell County, West Virginia	3
District of Columbia, District of Columbia	81	New Haven County, Connecticut	32	Marion County, Florida	12	Harnett County, North Carolina	3
Honolulu County, Hawaii	80	Greenwood County, South	31	Rensselaer County, New York	12	Somerset County, Maryland	2

Washtenaw County, Michigan	79	Carolina Middlesex County, Connecticut	30	St. Joseph County, Indiana	12	Cumberland County, Maine	2
Broward County, Florida	78	Monroe County, New York	30	Henderson County, North Carolina	12	Osceola County, Florida	2
Greenville County, South Carolina	78	Ontario County, New York	30	Rowan County, North Carolina	12	Kennebec County, Maine	2
Pike County, Pennsylvania	76	Oneida County, New York	28	Cheshire County, New Hampshire	12	Aleutians East Borough, Alaska	2
Salt Lake County, Utah	76	Jefferson County, New York	27	Beaver County, Pennsylvania	12	Salem County, New Jersey	1
Clayton County, Georgia	76	Howard County, Maryland	27	Wichita County, Texas	12	Pinellas County, Florida	1
San Diego County, California	74	Rockland County, New York	26	McKean County, Pennsylvania	11	Spartanburg County, South Carolina	1
Camden County, New Jersey	73	Lee County, Alabama	25	Meriwether County, Georgia	11	Pierce County, Washington	1
Nassau County, New York	71	Alameda County, California	25	Duplin County, North Carolina	11		
Maricopa County, Arizona	71	Citrus County, Florida	25	Wayne County, Pennsylvania	11		
Onondaga County, New York	67	Polk County, Florida	24	Fairbanks North Star Borough, Alaska	10		
Richmond County, Georgia	66	Hidalgo County, Texas	24	Lexington County, South Carolina	10		
Mecklenburg County, North Carolina	66	Brunswick County, Virginia	24	Spalding County, Georgia	10		

Source: U.S. Census Bureau.

Table A.11: Average Employment for All Industries by 3-digit NAICS Code, Union County for 2006, 2010 and 2013

NAICS Code	Industry	2006	2010	2013	2006-2013 Change	2006-2013 % Change
101	Goods-producing	44,466	29,699	27,657	-16 ,809	-38%
102	Service-providing	152,557	158,080	162,180	9,623	6%
111	Crop production	57	55	39	-18	-32%
115	Agriculture and forestry support activities	0	0	0	0	0%
212	Mining, except oil and gas	0	0	0	0	0%
213	Support activities for mining	N	0	0	N	N
221	Utilities	1,380	1,301	1,219	-161	-12%
236	Construction of buildings	2,669	1,946	1,769	-900	-34%
237	Heavy and civil engineering construction	1,256	1,054	1,246	-10	-1%
238	Specialty trade contractors	7,440	5,904	6,028	-1,412	-19%
311	Food manufacturing	2,269	2,132	2,142	-127	-6%
312	Beverage and tobacco product manufacturing	0	0	0	0	0%
313	Textile mills	139	77	0	-139	-100%
314	Textile product mills	237	98	76	-161	-68%
315	Apparel manufacturing	271	237	261	-10	-4%
321	Wood product manufacturing	476	340	0	-476	-100%
322	Paper manufacturing	1,282	689	683	-599	-47%
323	Printing and related support activities	1,623	1,063	796	-827	-51%
324	Petroleum and coal products manufacturing	0	938	961	961	0%
325	Chemical manufacturing	1,3871	7,298	5,963	-7,908	-57%
326	Plastics and rubber products manufacturing	1,763	996	916	-847	-48%
327	Nonmetallic mineral product manufacturing	167	0	102	-65	-39%
331	Primary metal manufacturing	434	390	465	31	7%
332	Fabricated metal product manufacturing	3,372	2,567	2,539	-833	-25%
333	Machinery manufacturing	1,292	898	819	-473	-37%
334	Computer and electronic product manufacturing	328	382	372	44	13%
335	Electrical equipment and appliance mfg.	866	676	509	-357	-41%
336	Transportation equipment manufacturing	0	338	100	100	0%
337	Furniture and related product manufacturing	805	466	338	-467	-58%
339	Miscellaneous manufacturing	1,367	1,054	1,042	-325	-24%
423	Merchant wholesalers, durable goods	6,932	6,430	5,985	-947	-14%
424	Merchant wholesalers, nondurable goods	4,849	4,655	5,130	281	6%
425	Electronic markets and agents and brokers	1,184	885	1,167	-17	-1%

441	Motor vehicle and parts dealers	2,889	2,707	3,082	193	7%
442	Furniture and home furnishings stores	1,825	1,264	1,115	-710	-39%
443	Electronics and appliance stores	1,157	1,244	850	-307	-27%
444	Building material and garden supply stores	1,887	1,604	1,654	-233	-12%
445	Food and beverage stores	6,080	6,624	6,222	142	2%
446	Health and personal care stores	2,657	2,255	2,173	-484	-18%
447	Gasoline stations	751	732	758	7	1%
448	Clothing and clothing accessories stores	3,537	4,267	4,150	613	17%
451	Sporting goods, hobby, book and music stores	1,369	1,227	1,271	-98	-7%
452	General merchandise stores	2,850	3,027	3,368	518	18%
453	Miscellaneous store retailers	1,148	1,024	971	-177	-15%
454	Nonstore retailers	421	304	450	29	7%
481	Air transportation	57	50	0	-57	-100%
483	Water transportation	313	139	187	-126	-40%
484	Truck transportation	2,595	2,495	2,494	-101	-4%
485	Transit and ground passenger transportation	1,923	1,970	1,693	-230	-12%
486	Pipeline transportation	0	0	77	77	0%
487	Scenic and sightseeing transportation	0	0	0	0	0%
488	Support activities for transportation	3,906	4,076	4,447	541	14%
492	Couriers and messengers	931	837	2,588	1,657	178%
493	Warehousing and storage	1,729	1,840	1,550	-179	-10%
511	Publishing industries, except internet	1,179	1,027	828	-351	-30%
512	Motion picture and sound recording industries	254	253	251	-3	-1%
515	Broadcasting, except internet	0	29	12	12	0%
516	Internet publishing and broadcasting	0	N	N	N	N
517	Telecommunications	2,441	2,100	4,191	1,750	72%
518	Data processing, hosting and related services	131	198	209	78	60%
519	Other information services	256	340	220	-36	-14%
522	Credit intermediation and related activities	4,523	3,295	2,726	-1,797	-40%
523	Securities, commodity contracts, investments	1,072	1,161	1,219	147	14%
524	Insurance carriers and related activities	2,561	3,235	3,031	470	18%
525	Funds, trusts, and other financial vehicles	32	32	4	-28	-88%
531	Real estate	2,238	2,151	1,963	-275	-12%
532	Rental and leasing services	0	0	719	719	0%
533	Lessors of nonfinancial intangible assets	0	0	N	N	N
541	Professional and technical services	15,486	15,627	13,178	-2,308	-15%
551	Management of companies and	2,918	5,568	4,569	1,651	57%

	enterprises					
561	Administrative and support services	12,708	16,680	18,573	5,865	46%
562	Waste management and remediation services	792	1,005	940	148	19%
611	Educational services	2,065	1,936	2,313	248	12%
621	Ambulatory health care services	9,993	12,051	13,165	3,172	32%
622	Hospitals	8,466	7,290	7,636	-830	-10%
623	Nursing and residential care facilities	4,164	3,837	4,744	580	14%
624	Social assistance	3,990	5,068	4,240	250	6%
711	Performing arts and spectator sports	463	441	254	-209	-45%
712	Museums, historical sites, zoos, and parks	26	28	24	-2	-8%
713	Amusements, gambling, and recreation	1,624	1,557	1,708	84	5%
721	Accommodation	1,245	914	1,081	-164	-13%
722	Food services and drinking places	10,914	11,279	12,047	1,133	10%
811	Repair and maintenance	3,060	2,477	2,567	-493	-16%
812	Personal and laundry services	2,905	3,247	3,463	558	19%
813	Membership associations and organizations	2,855	2,913	2,988	133	5%
814	Private households	354	467	457	103	29%
999	Unclassified	370	152	176	-194	-52%

Source: Bureau of Labor Statistics QCEW
N =”Not disclosed data”

Table A.12: Relative Job Shares for All Industries by 3-digit NAICS Code for Union County, New Jersey and U.S., 2013

NAICS Code	Industry	Union County	New Jersey	United States
101	Goods-producing	12.58%	10.22%	14.81%
102	Service-providing	73.77%	74.64%	69.51%
111	Crop production	0.02%	0.20%	0.41%
112	Animal production and aquaculture	N	0.01%	0.18%
113	Forestry and logging	N	0.00%	0.04%
114	Fishing, hunting and trapping	N	0.01%	0.01%
115	Agriculture and forestry support activities	0.00%	0.05%	0.27%
211	Oil and gas extraction	N	0.00%	0.15%
212	Mining, except oil and gas	0.00%	0.03%	0.16%
213	Support activities for mining	0.00%	0.01%	0.30%
221	Utilities	0.55%	0.36%	0.41%
236	Construction of buildings	0.80%	0.81%	0.96%
237	Heavy and civil engineering construction	0.57%	0.48%	0.65%
238	Specialty trade contractors	2.74%	2.30%	2.74%
311	Food manufacturing	0.97%	0.80%	1.10%
312	Beverage and tobacco product manufacturing	0.00%	0.04%	0.15%
313	Textile mills	0.00%	0.04%	0.09%
314	Textile product mills	0.03%	0.07%	0.08%
315	Apparel manufacturing	0.12%	0.12%	0.11%
316	Leather and allied product manufacturing	N	0.01%	0.02%
321	Wood product manufacturing	0.00%	0.06%	0.26%
322	Paper manufacturing	0.31%	0.27%	0.28%
323	Printing and related support activities	0.36%	0.40%	0.34%
324	Petroleum and coal products manufacturing	0.44%	0.08%	0.08%
325	Chemical manufacturing	2.71%	1.28%	0.59%
326	Plastics and rubber products manufacturing	0.42%	0.34%	0.49%
327	Nonmetallic mineral product manufacturing	0.05%	0.26%	0.28%
331	Primary metal manufacturing	0.21%	0.12%	0.30%
332	Fabricated metal product manufacturing	1.15%	0.57%	1.06%
333	Machinery manufacturing	0.37%	0.37%	0.82%
334	Computer and electronic product manufacturing	0.17%	0.62%	0.79%
335	Electrical equipment and appliance mfg.	0.23%	0.17%	0.28%
336	Transportation equipment manufacturing	0.05%	0.12%	1.13%
337	Furniture and related product manufacturing	0.15%	0.14%	0.27%
339	Miscellaneous manufacturing	0.47%	0.47%	0.43%
423	Merchant wholesalers, durable goods	2.72%	2.66%	2.14%
424	Merchant wholesalers, nondurable goods	2.33%	2.26%	1.48%
425	Electronic markets and agents and brokers	0.53%	0.63%	0.67%

441	Motor vehicle and parts dealers	1.40%	1.18%	1.34%
442	Furniture and home furnishings stores	0.51%	0.38%	0.33%
443	Electronics and appliance stores	0.39%	0.43%	0.37%
444	Building material and garden supply stores	0.75%	0.82%	0.90%
445	Food and beverage stores	2.83%	2.88%	2.19%
446	Health and personal care stores	0.99%	0.91%	0.75%
447	Gasoline stations	0.34%	0.44%	0.64%
448	Clothing and clothing accessories stores	1.89%	1.43%	1.04%
451	Sporting goods, hobby, book and music stores	0.58%	0.44%	0.45%
452	General merchandise stores	1.53%	1.92%	2.30%
453	Miscellaneous store retailers	0.44%	0.54%	0.60%
454	Nonstore retailers	0.20%	0.34%	0.34%
481	Air transportation	0.00%	0.40%	0.33%
482	Rail transportation	N	0.00%	0.00%
483	Water transportation	0.09%	0.04%	0.05%
484	Truck transportation	1.13%	0.90%	1.02%
485	Transit and ground passenger transportation	0.77%	0.69%	0.33%
486	Pipeline transportation	0.04%	0.01%	0.03%
487	Scenic and sightseeing transportation	0.00%	0.02%	0.02%
488	Support activities for transportation	2.02%	0.55%	0.44%
491	Postal service	N	0.00%	0.00%
492	Couriers and messengers	1.18%	0.56%	0.40%
493	Warehousing and storage	0.71%	0.67%	0.53%
511	Publishing industries, except internet	0.38%	0.52%	0.54%
512	Motion picture and sound recording industries	0.11%	0.18%	0.28%
515	Broadcasting, except internet	0.01%	0.09%	0.21%
516	Internet publishing and broadcasting	N	N	N
517	Telecommunications	1.91%	0.84%	0.63%
518	Data processing, hosting and related services	0.10%	0.19%	0.20%
519	Other information services	0.10%	0.14%	0.15%
521	Monetary authorities - central bank	N	0.00%	0.01%
522	Credit intermediation and related activities	1.24%	1.80%	1.95%
523	Securities, commodity contracts, investments	0.55%	1.11%	0.65%
524	Insurance carriers and related activities	1.38%	1.87%	1.59%
525	Funds, trusts, and other financial vehicles	0.00%	0.00%	0.00%
531	Real estate	0.89%	0.99%	1.08%
532	Rental and leasing services	0.33%	0.41%	0.39%
533	Lessors of nonfinancial intangible assets	N	0.02%	0.02%
541	Professional and technical services	5.99%	7.39%	6.06%
551	Management of companies and enterprises	2.08%	2.17%	1.56%
561	Administrative and support services	8.45%	6.58%	5.89%
562	Waste management and remediation services	0.43%	0.34%	0.28%
611	Educational services	1.05%	1.95%	1.96%

621	Ambulatory health care services	5.99%	5.44%	4.82%
622	Hospitals	3.47%	3.72%	3.54%
623	Nursing and residential care facilities	2.16%	2.45%	2.40%
624	Social assistance	1.93%	1.99%	2.35%
711	Performing arts and spectator sports	0.12%	0.25%	0.32%
712	Museums, historical sites, zoos, and parks	0.01%	0.05%	0.11%
713	Amusements, gambling, and recreation	0.78%	1.19%	1.09%
721	Accommodation	0.49%	1.50%	1.38%
722	Food services and drinking places	5.48%	6.22%	7.70%
811	Repair and maintenance	1.17%	0.87%	0.90%
812	Personal and laundry services	1.58%	1.44%	1.00%
813	Membership associations and organizations	1.36%	0.90%	0.99%
814	Private households	0.21%	0.16%	0.20%
999	Unclassified	0.08%	0.42%	0.12%

Source: Bureau of Labor Statistics QCEW
N ="Not disclosed data”

Table A.13: Percentage Change of Employment for All Industries by 3-digit NAICS Code for Union County, New Jersey and U.S. of 2006, 2010 and 2013

NAICS Code	Industry	Percentage Change 2006-2013			Percentage Change 2010-2013		
		Union County	New Jersey	US	Union County	New Jersey	
101	Goods-producing	-37.80%	-23.07%	-15.54%	-6.88%	-1.78%	5.66%
102	Service-providing	6.31%	0.44%	4.36%	2.59%	3.93%	6.51%
111	Crop production	-31.58%	-4.05%	1.81%	-29.09%	1.18%	4.08%
112	Animal production and aquaculture	N	-15.38%	10.62%	N	10.65%	5.93%
113	Forestry and logging	N	56.52%	-17.71%	N	2.86%	0.38%
114	Fishing, hunting and trapping	N	-9.38%	-10.62%	N	-19.76%	-4.70%
115	Agriculture and forestry support activities	0.00%	12.87%	9.39%	0.00%	-16.14%	8.75%
211	Oil and gas extraction	N	105.88%	45.88%	N	12.90%	24.18%
212	Mining, except oil and gas	0.00%	-31.44%	-3.98%	0.00%	-9.62%	3.45%
213	Support activities for mining	N	106.67%	54.67%	0.00%	33.95%	40.15%
221	Utilities	-11.67%	-1.51%	0.24%	-6.30%	-4.78%	-0.63%
236	Construction of buildings	-33.72%	-27.44%	-28.41%	-9.10%	6.91%	4.44%
237	Heavy and civil engineering construction	-0.80%	4.61%	-10.78%	18.22%	10.91%	7.21%
238	Specialty trade contractors	-18.98%	-22.30%	-24.16%	2.10%	4.70%	6.30%
311	Food manufacturing	-5.60%	1.58%	-0.19%	0.47%	3.13%	1.74%
312	Beverage and tobacco product manufacturing	0.00%	-4.71%	2.18%	0%	11.03%	8.77%
313	Textile mills	N	-64.71%	-39.75%	N	-25.79%	-2.16%
314	Textile product mills	-67.93%	-28.59%	-29.08%	-22.45%	-2.09%	-4.43%
315	Apparel manufacturing	-3.69%	-36.78%	-39.86%	10.13%	-12.12%	-8.92%
316	Leather and allied product manufacturing	N	-39.45%	-19.60%	N	28.61%	4.88%
321	Wood product manufacturing	N	-53.06%	-36.31%	N	-3.78%	4.14%
322	Paper manufacturing	-46.72%	-26.45%	-19.62%	-0.87%	-10.19%	-4.16%
323	Printing and related support activities	-50.96%	-33.91%	-28.47%	-25.12%	-9.00%	-6.80%
324	Petroleum and coal products manufacturing	0.00%	-17.76%	-1.04%	2.45%	7.87%	0.82%
325	Chemical manufacturing	-57.01%	-30.91%	-7.78%	-18.29%	-13.19%	1.01%
326	Plastics and rubber products manufacturing	-48.04%	-33.95%	-17.21%	-8.03%	-9.02%	5.37%
327	Nonmetallic mineral product manufacturing	-38.92%	-26.31%	-27.10%	0.00%	1.25%	1.16%
331	Primary metal manufacturing	7.14%	-28.79%	-14.50%	19.23%	1.92%	9.62%
332	Fabricated metal product manufacturing	-24.70%	-19.57%	-7.97%	-1.09%	-1.92%	11.36%
333	Machinery manufacturing	-36.61%	-16.68%	-6.27%	-8.80%	1.79%	11.42%
334	Computer and electronic product manufacturing	13.41%	-25.06%	-18.57%	-2.62%	-11.46%	-3.25%
335	Electrical equipment and appliance mfg.	-41.22%	-20.18%	-13.40%	-24.70%	1.88%	5.00%
336	Transportation equipment manufacturing	0.00%	-36.52%	-13.79%	-70.41%	12.19%	14.07%
337	Furniture and related product manufacturing	-58.01%	-31.80%	-35.69%	-27.47%	-0.82%	0.60%
339	Miscellaneous manufacturing	-23.77%	-15.13%	-10.74%	-1.14%	-4.45%	2.01%
423	Merchant wholesalers, durable goods	-13.66%	-12.36%	-6.58%	-6.92%	-1.11%	5.50%
424	Merchant wholesalers, nondurable goods	5.80%	3.08%	-2.44%	10.20%	6.03%	2.30%
425	Electronic markets and agents and brokers	-1.44%	-21.52%	13.38%	31.86%	-5.06%	9.68%
441	Motor vehicle and parts dealers	6.68%	-4.85%	-6.14%	13.85%	8.58%	9.75%

442	Furniture and home furnishings stores	-38.90%	-29.49%	-23.69%	-11.79%	-2.42%	2.00%
443	Electronics and appliance stores	-26.53%	-3.07%	-10.65%	-31.67%	-5.14%	-2.39%
444	Building material and garden supply stores	-12.35%	-16.50%	-9.11%	3.12%	4.02%	5.09%
445	Food and beverage stores	2.34%	0.86%	4.25%	-6.07%	2.80%	4.30%
446	Health and personal care stores	-18.22%	-8.35%	4.63%	-3.64%	-0.04%	3.23%
447	Gasoline stations	0.93%	15.26%	-0.01%	3.55%	15.78%	5.19%
448	Clothing and clothing accessories stores	17.33%	-5.82%	-4.33%	-2.74%	-5.55%	0.64%
451	Sporting goods, hobby, book and music stores	-7.16%	-24.77%	-8.29%	3.59%	-4.66%	-0.72%
452	General merchandise stores	18.18%	10.30%	4.59%	11.27%	8.25%	3.28%
453	Miscellaneous store retailers	-15.42%	-12.24%	-9.01%	-5.18%	0.56%	4.45%
454	Nonstore retailers	6.89%	20.55%	8.09%	48.03%	5.85%	11.23%
481	Air transportation	N	-10.45%	-6.76%	N	-8.98%	0.11%
482	Rail transportation	N	0.00%	43.29%	N	-87.10%	13.36%
483	Water transportation	-40.26%	-23.24%	8.11%	34.53%	-16.60%	5.75%
484	Truck transportation	-3.89%	-13.85%	-3.69%	-0.04%	7.75%	9.69%
485	Transit and ground passenger transportation	-11.96%	-0.55%	12.93%	-14.06%	-0.68%	5.89%
486	Pipeline transportation	0.00%	28.30%	13.09%	0.00%	25.47%	3.49%
487	Scenic and sightseeing transportation	0.00%	11.03%	8.37%	0.00%	21.87%	12.25%
488	Support activities for transportation	13.85%	-3.55%	4.26%	9.10%	6.33%	9.52%
491	Postal service	N	0.00%	47.14%	N	411.11%	24.95%
492	Couriers and messengers	177.98%	-7.57%	-6.98%	209.20%	-0.16%	3.31%
493	Warehousing and storage	-10.35%	0.76%	12.37%	-15.76%	-4.26%	12.40%
511	Publishing industries, except internet	-29.77%	-34.46%	-19.00%	-19.38%	-8.54%	-3.54%
512	Motion picture and sound recording industries	-1.18%	-2.74%	2.00%	-0.79%	-0.83%	3.03%
515	Broadcasting, except internet	0.00%	3.47%	-13.03%	-58.62%	21.29%	-2.84%
516	Internet publishing and broadcasting	N	N	N	N	N	N
517	Telecommunications	71.69%	-16.31%	-12.41%	99.57%	-5.54%	-5.86%
518	Data processing, hosting and related services	59.54%	-50.82%	-31.05%	5.56%	-10.75%	9.55%
519	Other information services	-14.06%	96.21%	280.69%	-35.29%	-1.38%	37.45%
521	Monetary authorities - central bank	N	N	-16.11%	N	N	-13.48%
522	Credit intermediation and related activities	-39.73%	-15.76%	-10.73%	-17.27%	2.03%	2.84%
523	Securities, commodity contracts, investments	13.71%	-17.60%	5.25%	5.00%	-10.81%	8.05%
524	Insurance carriers and related activities	18.35%	-1.65%	-0.91%	-6.31%	2.61%	4.34%
525	Funds, trusts, and other financial vehicles	-87.50%	N	-96.12%	-87.50%	N	-95.87%
531	Real estate	-12.29%	-8.55%	-2.68%	-8.74%	-1.33%	4.85%
532	Rental and leasing services	0.00%	-10.36%	-18.79%	0.00%	5.07%	1.97%
533	Lessors of nonfinancial intangible assets	N	-21.46%	-13.54%	N	-28.34%	-5.97%
541	Professional and technical services	-14.90%	2.25%	9.87%	-15.67%	4.13%	8.91%
551	Management of companies and enterprises	56.58%	23.68%	16.91%	-17.94%	14.35%	12.52%
561	Administrative and support services	46.15%	3.53%	-0.66%	11.35%	11.21%	12.07%
562	Waste management and remediation services	18.69%	13.55%	8.47%	-6.47%	12.06%	5.45%
611	Educational services	12.01%	17.96%	19.13%	19.47%	5.87%	6.88%
621	Ambulatory health care services	31.74%	20.51%	22.27%	9.24%	9.12%	8.27%
622	Hospitals	-9.80%	1.25%	8.61%	4.75%	-0.34%	2.35%
623	Nursing and residential care facilities	13.93%	16.41%	11.81%	23.64%	5.76%	3.20%
624	Social assistance	6.27%	13.88%	44.75%	-16.34%	4.33%	27.41%
711	Performing arts and spectator sports	-45.14%	21.34%	8.60%	-42.40%	13.67%	8.02%

712	Museums, historical sites, zoos, and parks	-7.69%	-5.49%	16.69%	-14.29%	-0.56%	10.75%
713	Amusements, gambling, and recreation	5.17%	14.79%	5.37%	9.70%	7.54%	5.83%
721	Accommodation	-13.17%	-17.32%	1.26%	18.27%	-2.71%	5.84%
722	Food services and drinking places	10.38%	9.36%	10.96%	6.81%	7.00%	10.27%
811	Repair and maintenance	-16.11%	-9.03%	-2.65%	3.63%	3.84%	6.40%
812	Personal and laundry services	19.21%	15.33%	4.29%	6.65%	10.68%	5.73%
813	Membership associations and organizations	4.66%	-3.26%	1.47%	2.57%	-3.24%	1.39%
814	Private households	29.10%	21.29%	-48.64%	-2.14%	-7.22%	-57.29%
999	Unclassified	-52.43%	-40.90%	-32.51%	15.79%	3.78%	8.29%

Source: Bureau of Labor Statistics QCEW
N ="Not disclosed data”

Table A.14: Location Quotient for All Industries by 3-digit NAICS Code for Union County, 2006, 2010 and 2013

NAICS Code	Industry	Compared to U.S.			Compared to NJ		
		2006	2010	2013	2006	2010	2013
111	Crop production	0.06	0.06	0.04	0.12	0.12	0.09
112	Animal production and aquaculture	NC	NC	NC	NC	NC	NC
113	Forestry and logging	NC	NC	NC	NC	NC	NC
114	Fishing, hunting and trapping	NC	NC	NC	NC	NC	NC
115	Agriculture and forestry support activities	ND	ND	ND	ND	ND	ND
211	Oil and gas extraction	NC	NC	NC	NC	NC	NC
212	Mining, except oil and gas	ND	ND	ND	ND	ND	ND
213	Support activities for mining	NC	ND	ND	NC	ND	ND
221	Utilities	1.44	1.33	1.32	1.7	1.52	1.53
236	Construction of buildings	0.85	0.9	0.82	1.07	1.13	0.98
237	Heavy and civil engineering construction	0.74	0.73	0.85	1.21	1.06	1.15
312	Beverage and tobacco product manufacturing	ND	ND	ND	ND	ND	ND
313	Textile mills	0.41	0.36	ND	0.6	0.69	ND
314	Textile product mills	0.84	0.47	0.4	1.15	0.64	0.52
315	Apparel manufacturing	0.65	0.85	1.08	0.65	0.77	0.99
316	Leather and allied product manufacturing	NC	NC	NC	NC	NC	NC
321	Wood product manufacturing	0.49	0.57	ND	1.77	2.55	ND
322	Paper manufacturing	1.57	0.99	1.08	1.54	1	1.12
328	Specialty trade contractors	0.88	0.97	0.98	1.12	1.18	1.17
331	Food manufacturing	0.88	0.84	0.87	1.28	1.2	1.2
337	Furniture and related product manufacturing	0.83	0.74	0.56	1.8	1.49	1.11
339	Miscellaneous manufacturing	1.21	1.05	1.07	1.1	0.94	0.99
423	Merchant wholesalers, durable goods	1.29	1.34	1.24	1.02	1.05	1.01
424	Merchant wholesalers, nondurable goods	1.37	1.36	1.54	0.98	0.95	1.01
425	Electronic markets and agents and brokers	0.86	0.62	0.78	0.65	0.58	0.83
441	Motor vehicle and parts dealers	0.87	0.94	1.02	1.04	1.09	1.17
442	Furniture and home furnishings stores	1.79	1.64	1.49	1.49	1.41	1.3
443	Electronics and appliance stores	1.21	1.4	1.03	1.17	1.21	0.89
444	Building material and garden supply stores	0.82	0.79	0.82	0.85	0.89	0.9
445	Food and beverage stores	1.24	1.33	1.26	0.95	1.04	0.97
446	Health and personal care stores	1.57	1.3	1.28	1.19	1.08	1.07
447	Printing and related support activities	1.47	1.24	1.05	1.2	1.07	0.9
324	Petroleum and coal products manufacturing	ND	4.78	5.11	ND	5.5	5.34
325	Chemical manufacturing	9.23	5.26	4.47	3.34	2.17	2.09
326	Plastics and rubber products manufacturing	1.27	0.9	0.83	1.51	1.16	1.2
327	Nonmetallic mineral product manufacturing	0.19	ND	0.16	0.21	ND	0.18
331	Primary metal manufacturing	0.54	0.61	0.7	1.11	1.41	1.68
332	Fabricated metal product manufacturing	1.25	1.14	1.06	2.11	1.93	1.99
333	Machinery manufacturing	0.63	0.51	0.44	1.29	1.08	0.99

334	Computer and electronic product manufacturing	0.14	0.2	0.21	0.18	0.24	0.27
335	Electrical equipment and appliance mfg.	1.15	1.07	0.81	1.85	1.81	1.37
336	Transportation equipment manufacturing	ND	0.14	0.04	ND	1.41	0.38
553	Lessors of nonfinancial intangible assets	ND	ND	NC	ND	ND	NC
541	Professional and technical services	1.2	1.19	0.97	0.95	0.96	0.8
551	Management of companies and enterprises	0.94	1.7	1.3	0.74	1.28	0.94
561	Administrative and support services	0.92	1.34	1.4	0.89	1.23	1.26
562	Waste management and remediation services	1.31	1.6	1.49	1.19	1.46	1.25
661	Educational services	0.54	0.45	0.52	0.55	0.46	0.53
621	Ambulatory health care services	1.08	1.14	1.21	0.98	1.06	1.08
622	Hospitals	1.11	0.89	0.96	1.02	0.85	0.92
623	Nursing and residential care facilities	0.83	0.7	0.88	0.88	0.73	0.87
624	Social assistance	1.05	1.16	0.8	1.02	1.17	0.95
447	Gasoline stations	0.5	0.51	0.52	0.87	0.83	0.76
448	Clothing and clothing accessories stores	1.39	1.75	1.78	1.04	1.24	1.3
451	Sports, hobby, music instrument, book stores	1.2	1.15	1.26	1.03	1.15	1.28
452	General merchandise stores	0.55	0.57	0.65	0.73	0.75	0.79
453	Miscellaneous store retailers	0.74	0.75	0.72	0.84	0.84	0.81
454	Nonstore retailers	0.57	0.42	0.58	0.67	0.42	0.6
481	Air transportation	0.07	0.06	ND	0.06	0.05	ND
482	Rail transportation	NC	NC	NC	ND	NC	NC
483	Water transportation	2.93	1.26	1.69	2.94	1.4	2.3
484	Truck transportation	1.04	1.13	1.08	1.11	1.31	1.24
485	Transit and ground passenger transportation	2.8	2.66	2.27	1.23	1.24	1.09
486	Pipeline transportation	ND	ND	1.05	ND	ND	3.29
487	Scenic and sightseeing transportation	ND	ND	ND	ND	ND	ND
488	Support activities for transportation	3.93	4.26	4.47	3.07	3.48	3.64
491	Postal service	NC	NC	NC	ND	NC	NC
492	Couriers and messengers	0.92	0.91	2.87	0.68	0.65	2.06
493	Warehousing and storage	1.57	1.65	1.3	1.16	1.15	1.03
511	Publishing industries, except Internet	0.75	0.77	0.68	0.66	0.79	0.71
512	Motion picture and sound recording industries	0.39	0.39	0.39	0.61	0.61	0.62
515	Broadcasting, except Internet	ND	0.06	0.03	ND	0.17	0.06
516	Internet publishing and broadcasting	ND	NC	NC	ND	NC	NC
517	Telecommunications	1.44	1.32	2.93	1.08	1.04	2.24
518	Data processing, hosting and related services	0.19	0.46	0.47	0.15	0.4	0.49
519	Other information services	2.87	1.36	0.67	1.63	1.07	0.72
521	Monetary authorities - central bank	NC	NC	NC	NC	NC	ND
522	Credit intermediation and related activities	0.89	0.73	0.62	0.94	0.82	0.68
523	Securities, commodity contracts, investments	0.75	0.82	0.84	0.35	0.41	0.49
524	Insurance carriers and related activities	0.68	0.9	0.85	0.6	0.78	0.72
525	Funds, trusts, and other financial vehicles	0.2	0.21	0.67	0.36	0.47	ND
531	Real estate	0.86	0.88	0.81	0.92	0.94	0.89
532	Rental and leasing services	ND	ND	0.83	ND	ND	0.79
711	Performing arts and spectator sports	0.67	0.63	0.35	1	0.88	0.45
712	Museums, historical sites, zoos, and parks	0.12	0.12	0.1	0.23	0.26	0.23

713	Amusements, gambling, and recreation	0.67	0.64	0.7	0.7	0.62	0.64
721	Accommodation	0.39	0.3	0.35	0.31	0.26	0.32
722	Food services and drinking places	0.67	0.68	0.69	0.85	0.85	0.87
811	Repair and maintenance	1.41	1.23	1.26	1.43	1.3	1.33
812	Personal and laundry services	1.29	1.45	1.54	1.04	1.1	1.08
813	Membership associations and organizations	1.24	1.25	1.33	1.37	1.37	1.49
814	Private households	0.38	0.42	1	1.19	1.18	1.27
999	Unclassified	0.86	0.56	0.63	0.23	0.16	0.19

Source: Bureau of Labor Statistics QCEW
N ="Not disclosed data”

Table A.15: Total Count and Distribution of All Occupations, Union County, 2006, 2010, 2013

Occupations	2006	2010	2013	2013 (%)	2006-2013 Absolute Change and Percent Change		2010-2013 Absolute Change and Percent Change	
Management, business, science, and arts occupations:	85,608	90,913	94,366	35%	8,758	10.23%	3,453	3.8%
Management, business, and financial occupations:	37,202	39,549	40,986	15%	3,784	10.17%	1,437	3.6%
Management occupations:	25,047	25,909	26,334	10%	1,287	5.14%	425	1.6%
Top executives	3,085	2,935	3,475	1%	390	12.64%	540	18.4%
Advertising, marketing, promotions, public relations, and sales managers	1,933	1,657	2,268	1%	335	17.33%	611	36.9%
Financial managers	3,072	3,328	3,241	1%	169	5.50%	-87	-2.6%
Human resources managers	2,859	393	385	0%	-2,474	-86.53%	-8	-2.0%
Operations specialties managers except financial managers and human resources managers	0	2,255	2,339	1%	2,339	--	84	3.7%
Farmers, ranchers, and other agricultural managers	14,098	0	0	2%	-14,098	-100.0%	0	--
Other management occupations except farmers, ranchers, and other agricultural managers	12,155	15,341	14,626	5%	2,471	20.33%	-715	-4.7%
Business and financial operations occupations:	5,750	13,640	14,652	4%	8,902	154.82%	1,012	7.4%
Human resources workers	N	1,288	2,095	N	N	N	807	62.7%
Other business operations specialists	N	5,179	6,036	N	N	N	857	16.6%
Financial specialists:	6,405	7,173	6,521	3%	116	1.81%	-652	-9.1%
Accountants and auditors	4,272	4,908	4,164	2%	-108	-2.53%	-744	-15%
Other financial specialists	2,133	2,265	2,357	1%	224	10.50%	92	4.1%
Computer, engineering, and science occupations:	48,406	10,989	12,661	9%	-35,745	-73.84%	1,672	15.2%
Computer and mathematical occupations:	4,921	6,748	6,756	2%	1,835	37.29%	8	0.1%
Computer occupations:	4,673	6,537	5,903	2%	1,230	26.32%	-634	-9.7%
Computer and information research scientists and analysts	N	1,138	939	N	N	N	-199	-17%
Software developers and programmers	N	2,924	1,589	N	N	N	-1,335	-45%
Database and systems administrators and network architects	N	787	538	N	N	N	-249	-31%
Miscellaneous computer occupations, including computer support specialists	N	1,688	2,837	N	N	N	1,149	68%
Mathematical science occupations	248	211	853	0%	605	243.9%	642	304%
Architecture and engineering	2,377	2,288	3,468	1%	1,091	45.9%	1,180	51.6%

occupations:								
Architects, surveyors, and cartographers	122	181	318	0%	196	160.7%	137	75.7%
Engineers	1,787	1,273	2,349	1%	562	31.45%	1,076	84.5%
Drafters, engineering, and mapping technicians	468	834	801	0%	333	71.15%	-33	-3.9%
Life, physical, and social science occupations:	3,837	1,953	2,437	1%	-1,400	-36.49%	484	24.8%
Life and physical scientists	1,161	1,311	1,501	1%	340	29.29%	190	14.5%
Social scientists and related workers	1,167	525	228	0%	-939	-80.46%	-297	-56%
Life, physical, and social science technicians	1,509	117	708	0%	-801	-53.08%	591	505%
Education, legal, community service, arts, and media occupations:	N	29,429	28,200	N	N	N	-1,229	-4.1%
Community and social service occupations:	4,635	6,599	4,275	2%	-360	-7.77%	-2,324	-35%
Counselors, social workers, and other community and social service specialists	3,467	5,864	3,495	2%	28	0.81%	-2,369	-40%
Religious workers	1,168	735	780	0%	-388	-33.22%	45	6.1%
Legal occupations:	4,283	3,979	4,415	2%	132	3.08%	436	10.9%
Lawyers and judicial law clerks	2,516	3,081	3,590	1%	1,074	42.69%	509	16.5%
Judges, magistrates, and other judicial workers	313	111	135	0%	-178	-56.87%	24	21.6%
Legal support workers	1,454	787	690	0%	-764	-52.54%	-97	-12%
Education, training, and library occupations:	13,871	14,048	15,070	6%	1,199	8.64%	1,022	7.3%
Postsecondary teachers	2,013	827	1,618	1%	-395	-19.62%	791	95.6%
Primary, secondary, and special education school teachers:	7,645	9,902	9,138	3%	1,493	19.53%	-764	-7.7%
Preschool and kindergarten teachers	5,765	1,102	656	1%	-5,109	-88.62%	-446	-40%
Elementary and middle school teachers	N	7,104	6,973	N	N	N	-131	-1.8%
Secondary school teachers	1,467	1,022	1,239	0%	-228	-15.54%	217	21.2%
Special education teachers	413	674	270	0%	-143	-34.62%	-404	-59%
Librarians, curators, and archivists	534	536	56	0%	-478	-89.51%	-480	-89%
Other teachers and instructors, education, training, and library occupations	3,679	2,783	4,258	1%	579	15.74%	1,475	53%
Arts, design, entertainment, sports, and media occupations:	5,281	4,803	4,440	2%	-841	-15.93%	-363	-7.6%
Art and design workers	2,386	1,626	1,291	1%	-1,095	-45.89%	-335	-21%
Entertainers and performers, sports, and related workers	832	1,079	910	0%	78	9.38%	-169	-16%
Media and communication equipment workers	2,063	2,098	2,239	1%	176	8.53%	141	6.7%
Healthcare practitioners and technical occupations:	9,201	10,946	12,519	4%	3,318	36.06%	1,573	14.4%

Health diagnosing and treating practitioners and other technical occupations:	7,196	7,496	8,553	3%	1,357	18.86%	1,057	14.1%
Physicians and surgeons	1,248	1,412	1,590	1%	342	27.40%	178	12.6%
Therapists	1,002	841	1,222	0%	220	21.96%	381	45.3%
Registered nurses	3,622	3,985	4,336	2%	714	19.71%	351	8.8%
Nurses, all other	N	0	56	N	N	N	56	--
Other health diagnosing and treating practitioners and technical occupations	1,324	1,258	1,349	1%	25	1.89%	91	7.2%
Health technologists and technicians	2,005	3,450	3,966	1%	1,961	97.81%	516	15.0%
Service occupations:	42,906	43,165	48,878	17%	5,972	13.92%	5,713	13.2%
Healthcare support occupations:	5,763	5,514	8,197	3%	2,434	42.23%	2,683	48.7%
Nursing, psychiatric, and home health aides	4,006	2,959	5,046	2%	1,040	25.96%	2,087	70.5%
Occupational and physical therapist assistants and aides	158	305	262	0%	104	65.82%	-43	-14.1%
Other healthcare support occupations	1,599	2,250	2,889	1%	1,290	80.68%	639	28.4%
Protective service occupations:	7,343	6,491	6,223	3%	-1,120	-15.25%	-268	-4.1%
First-line supervisors of law enforcement workers	N	118	356	N	N	N	238	201%
First-line supervisors of fire fighting and prevention workers	N	214	56	N	N	N	-158	-74%
First-line supervisors of protective service workers, all other	N	402	158	N	N	N	-244	-61%
Fire fighting and prevention workers	679	851	480	0%	-199	-29.31%	-371	-44%
Law enforcement workers	3,180	3,336	2,232	1%	-948	-29.81%	-1,104	-33%
Other protective service workers	3,484	1,570	2,941	1%	-543	-15.59%	1,371	87%
Food preparation and serving related occupations:	9,765	10,827	10,171	4%	406	4.16%	-656	-6.0%
First-line supervisors of food preparation and serving workers	N	1,650	1,399	N	N	N	-251	-15%
Cooks and food preparation workers	3,233	4,146	4,267	1%	1,034	31.98%	121	2.9%
Waiters and waitresses	2,124	2,177	2,746	1%	622	29.28%	569	26.1%
Food and beverage serving workers except waiters/waitresses	1,629	2,191	1,358	1%	-271	-16.64%	-833	-38%
Other food preparation and serving related workers	2,779	663	401	0%	-2,378	-85.57%	-262	-39%
Building and grounds cleaning and maintenance occupations:	13,325	11,613	14,433	5%	1,108	8.32%	2,820	24.2%
First-line supervisors of housekeeping and janitorial workers	N	419	627	N	N	N	208	49.6%
First-line supervisors of landscaping, lawn service, and groundskeeping workers	N	149	235	N	N	N	86	57.7%
Building cleaning and pest control workers	N	8,681	10,792	N	N	N	2,111	24.3%
Grounds maintenance workers	N	2,364	2,779	N	N	N	415	17.5%

Personal care and service occupations:	6,710	8,720	9,854	3%	3,144	46.86%	1,134	13.0%
First-line supervisors of personal care and service workers	N	398	152	N	N	N	-246	-62%
Personal appearance workers	934	2,388	1,955	1%	1,021	109.31%	-433	-18%
Baggage porters and concierges, and tour and travel guides	667	347	733	0%	66	9.90%	386	111%
Child care workers	2,726	2,478	3,408	1%	682	25.02%	930	37.5%
Other personal care and service workers except personal appearance, baggage porters, concierges, and child care workers	2,383	3,109	3,606	1%	1,223	51.32%	497	15.9%
Sales and office occupations:	70,678	62,273	65,579	26%	-5,099	-7.21%	3,306	5.3%
Sales and related occupations:	28,356	25,977	30,071	11%	1,715	6.05%	4,094	15.7%
First-line supervisors of retail sales workers	N	3,855	5,046	N	N	N	1,191	30.9%
First-line supervisors of non-retail sales workers	N	3,506	1,627	N	N	N	-1,879	-54%
Cashiers	3,346	4,862	6,950	2%	3,604	107.71%	2,088	42.9%
Retail sales workers except cashiers	6,952	5,760	7,293	3%	341	4.91%	1,533	26.6%
Sales representatives, services, wholesale and manufacturing	7,628	6,120	7,055	3%	-573	-7.51%	935	15.3%
Other sales and related workers	10,430	1,874	2,100	2%	-8,330	-79.87%	226	12.1%
Office and administrative support occupations:	42,322	36,296	35,508	15%	-6,814	-16.10%	-788	-2.2%
First-line supervisors of office and administrative support workers	N	1,776	2,156	N	N	N	380	21.4%
Communications equipment operators	336	274	57	0%	-279	-83.04%	-217	-79%
Financial clerks except bookkeeping, accounting, and auditing clerks	2,844	2,973	3,473	1%	629	22.12%	500	16.8%
Bookkeeping, accounting, and auditing clerks	3,240	2,084	2,266	1%	-974	-30.06%	182	8.7%
Information and record clerks except customer service representatives	5,164	6,214	4,474	2%	-690	-13.36%	-1,740	-28%
Customer service representatives	5,154	3,434	4,162	2%	-992	-19.25%	728	21.2%
Material recording, scheduling, dispatching, and distributing workers	8,675	6,548	6,931	3%	-1,744	-20.10%	383	5.8%
Secretaries and administrative assistants	8,163	7,577	6,269	3%	-1,894	-23.20%	-1,308	-17%
Other office and administrative support workers	8,746	5,416	5,720	3%	-3,026	-34.60%	304	5.61%
Natural resources, construction, and maintenance occupations:	N	22,283	20,504	N	N	N	-1,779	-7.9%
Farming, fishing, and forestry occupations:	164	499	103	0%	-61	-37.20%	-396	-79%
First-line supervisors of farming, fishing, and forestry workers	78	0	0	0%	-78	-100.00%	0	--

Agricultural workers	86	434	23	0%	-63	-73.26%	-411	-95%
Fishing and hunting, and forest, conservation, and logging workers	18,738	65	80	2%	-18,658	-99.57%	15	23.0%
Construction and extraction occupations:	11,346	13,221	11,962	5%	616	5.43%	-1,259	-9.5%
First-line supervisors of construction and extraction workers	913	974	754	0%	-159	-17.42%	-220	-23%
Carpenters	3,010	2,508	1,850	1%	-1,160	-38.54%	-658	-26.24%
Construction laborers	2,674	5,064	3,671	1%	997	37.28%	-1,393	-27.51%
Electricians	1,049	783	1,011	0%	-38	-3.62%	228	29.12%
Painters and paperhangers	670	713	1,446	0%	776	115.82%	733	102.81 %
Pipelayers, plumbers, pipefitters, and steamfitters	783	666	332	0%	-451	-57.60%	-334	-50.15%
Construction trades workers except carpenters, electricians, painters, plumbers, and construction laborers	1,347	2,046	1,987	1%	640	47.51%	-59	-2.88%
Other construction workers and helpers	843	467	832	0%	-11	-1.30%	365	78.16%
Extraction workers	57	0	79	0%	22	38.60%	79	--
Installation, maintenance, and repair occupations:	7,392	8,563	8,439	3%	1,047	14.16%	-124	-1.45%
Electrical equipment mechanics and other installation, maintenance, and repair occupations including supervisors	4,050	5,805	4,913	2%	863	21.31%	-892	-15.37%
Vehicle and mobile equipment mechanics, installers, and repairers	3,342	2,758	3,526	1%	184	5.51%	768	27.85%
Production, transportation, and material moving occupations:	38,717	36,863	36,622	14%	-2,095	-5.41%	-241	-0.65%
Production occupations:	17,790	15,980	14,802	6%	-2,988	-16.80%	-1,178	-7.37%
First-line supervisors of production and operating workers	N	1,329	1,694	N	N	N	365	27.46%
Assemblers and fabricators	1,702	706	907	0%	-795	-46.71%	201	28.47%
Food processing workers	1,145	1,160	1,425	0%	280	24.45%	265	22.84%
Metal workers and plastic workers	2,097	2,191	2,397	1%	300	14.31%	206	9.40%
Printing workers	463	1,236	274	0%	-189	-40.82%	-962	-77.83%
Textile, apparel, and furnishings workers	2,253	1,723	1,205	1%	-1,048	-46.52%	-518	-30.06%
Woodworkers	210	0	73	0%	-137	-65.24%	73	N
Plant and system operators	270	300	386	0%	116	42.96%	86	28.67%
Other production occupations	9,650	7,335	6,441	3%	-3,209	-33.25%	-894	-12.19%
Transportation occupations:	20,927	11,949	13,178	6%	-7,749	-37.03%	1,229	10.29%
Supervisors of transportation and material moving workers	922	1,190	1,034	0%	112	12.15%	-156	-13.11%
Air transportation workers	257	344	387	0%	130	50.58%	43	12.50%
Rail and water transportation workers	241	101	415	0%	174	72.20%	314	310%
Bus drivers	983	1,957	2,124	1%	1,141	116.07%	167	8.5%

Driver/sales workers and truck drivers	8,119	6,535	8,343	3%	224	2.76%	1,808	27.6%
Motor vehicle operators except bus and truck drivers	1,028	1,424	259	0%	-769	-74.81%	-1,165	-82%
Other transportation workers	429	398	616	0%	187	43.59%	218	54.7%
Material moving occupations:	8,948	8,934	8,642	3%	-306	-3.42%	-292	-3.3%
Laborers and material movers, hand	7,053	7,701	7,052	3%	-1	-0.01%	-649	-8.4%
Material moving workers except supervisors and laborers and material movers, hand	1,895	1,233	1,590	1%	-305	-16.1%	357	29%
Total: Civilian employed population 16 years and over	**256,811**	**255,487**	**264,949**	**100%**	**9,138**	**3.56%**	**10,452**	**4.09%**

Source: ACS 2006, 2010 and 2013

N=”Not disclosed data”

Table A.16: Disaggregated Distribution of all Occupations, Union County, New Jersey, United States, 2013

Occupations	Union County Total	Union County Share	New Jersey Total	New Jersey Share	United States Total	United States Share
Management, business, science, and arts occupations:	94,366	35.48%	1,717,424	40.39%	52,753,573	36.35%
Management, business, and financial occupations:	40,986	15.41%	714,071	16.79%	21,201,006	14.61%
Management occupations:	26,334	9.90%	460,727	10.83%	14,257,292	9.82%
Top executives	3,475	1.31%	79,451	1.87%	2,236,132	1.54%
Advertising, marketing, promotions, public relations, and sales managers	2,268	0.85%	38,672	0.91%	962,075	0.66%
Financial managers	3,241	1.22%	42,907	1.01%	1,087,691	0.75%
Human resources managers	385	0.14%	8,930	0.21%	347,779	0.24%
Operations specialties managers except financial managers and human resources managers	2,339	0.88%	51,715	1.22%	1,342,709	0.93%
Farmers, ranchers, and other agricultural managers	0	0.00%	2,725	0.06%	625,177	0.43%
Other management occupations except farmers, ranchers, and other agricultural managers	14,626	5.50%	236,327	5.56%	7,655,729	5.28%
Business and financial operations occupations:	14,652	5.51%	253,344	5.96%	6,943,714	4.78%
Human resources workers	2,095	0.79%	22,551	0.53%	675,588	0.47%
Other business operations specialists	6,036	2.27%	104,409	2.46%	3,030,799	2.09%
Financial specialists:	6,521	2.45%	126,384	2.97%	3,237,327	2.23%
Accountants and auditors	4,164	1.57%	82,292	1.94%	1,993,556	1.37%
Other financial specialists	2,357	0.89%	44,092	1.04%	1,243,771	0.86%
Computer, engineering, and science occupations:	12,661	4.76%	266,295	6.26%	7,782,601	5.36%
Computer and mathematical occupations:	6,756	2.54%	156,449	3.68%	3,875,030	2.67%
Computer occupations:	5,903	2.22%	148,764	3.50%	3,666,125	2.53%
Computer and information research scientists and analysts	939	0.35%	23,643	0.56%	581,651	0.40%
Software developers and programmers	1,589	0.60%	68,579	1.61%	1,677,297	1.16%
Database and systems administrators and network architects	538	0.20%	14,745	0.35%	432,238	0.30%
Miscellaneous computer occupations, including computer support specialists	2,837	1.07%	41,797	0.98%	974,939	0.67%
Mathematical science occupations	853	0.32%	7,685	0.18%	208,905	0.14%

Architecture and engineering occupations:	3,468	1.30%	69,133	1.63%	2,658,394	1.83%
Architects, surveyors, and cartographers	318	0.12%	7,692	0.18%	219,589	0.15%
Engineers	2,349	0.88%	46,482	1.09%	1,788,720	1.23%
Drafters, engineering, and mapping technicians	801	0.30%	14,959	0.35%	650,085	0.45%
Life, physical, and social science occupations:	2,437	0.92%	40,713	0.96%	1,249,177	0.86%
Life and physical scientists	1,501	0.56%	25,313	0.60%	655,611	0.45%
Social scientists and related workers	228	0.09%	8,275	0.19%	286,104	0.20%
Life, physical, and social science technicians	708	0.27%	7,125	0.17%	307,462	0.21%
Education, legal, community service, arts, and media occupations:	28,200	10.60%	498,213	11.72%	15,648,385	10.78%
Community and social service occupations:	4,275	1.61%	66,061	1.55%	2,369,635	1.63%
Counselors, social workers, and other community and social service specialists	3,495	1.31%	54,240	1.28%	1,797,943	1.24%
Religious workers	780	0.29%	11,821	0.28%	571,692	0.39%
Legal occupations:	4,415	1.66%	59,552	1.40%	1,681,294	1.16%
Lawyers and judicial law clerks	3,590	1.35%	37,842	0.89%	1,025,258	0.71%
Judges, magistrates, and other judicial workers	135	0.05%	2,383	0.06%	67,419	0.05%
Legal support workers	690	0.26%	19,327	0.45%	588,617	0.41%
Education, training, and library occupations:	15,070	5.67%	289,403	6.81%	8,791,356	6.06%
Postsecondary teachers	1,618	0.61%	32,335	0.76%	1,452,612	1.00%
Primary, secondary, and special education school teachers:	9,138	3.44%	179,667	4.22%	5,096,943	3.51%
Preschool and kindergarten teachers	656	0.25%	18,013	0.42%	556,285	0.38%
Elementary and middle school teachers	6,973	2.62%	120,012	2.82%	3,505,101	2.42%
Secondary school teachers	1,239	0.47%	30,289	0.71%	780,380	0.54%
Special education teachers	270	0.10%	11,353	0.27%	255,177	0.18%
Librarians, curators, and archivists	56	0.02%	7,773	0.18%	271,786	0.19%
Other teachers and instructors, education, training, and library occupations	4,258	1.60%	69,628	1.64%	1,970,015	1.36%
Arts, design, entertainment, sports, and media occupations:	4,440	1.67%	83,197	1.96%	2,806,100	1.93%
Art and design workers	1,291	0.49%	28,458	0.67%	992,148	0.68%
Entertainers and performers, sports, and related workers	910	0.34%	18,462	0.43%	726,556	0.50%

Media and communication equipment workers	2,239	0.84%	36,277	0.85%	1,087,396	0.75%
Healthcare practitioners and technical occupations:	12,519	4.71%	238,845	5.62%	8,121,581	5.60%
Health diagnosing and treating practitioners and other technical occupations:	8,553	3.22%	173,497	4.08%	5,626,924	3.88%
Physicians and surgeons	1,590	0.60%	31,868	0.75%	914,087	0.63%
Therapists	1,222	0.46%	23,359	0.55%	732,556	0.50%
Registered nurses	4,336	1.63%	86,121	2.03%	2,858,623	1.97%
Nurses, all other	56	0.02%	3,284	0.08%	140,576	0.10%
Other health diagnosing and treating practitioners and technical occupations	1,349	0.51%	28,865	0.68%	981,082	0.68%
Health technologists and technicians	3,966	1.49%	65,348	1.54%	2,494,657	1.72%
Service occupations:	48,878	18.38%	734,804	17.28%	26,654,335	18.37%
Healthcare support occupations:	8,197	3.08%	107,573	2.53%	3,752,165	2.59%
Nursing, psychiatric, and home health aides	5,046	1.90%	66,723	1.57%	2,362,409	1.63%
Occupational and physical therapist assistants and aides	262	0.10%	2,254	0.05%	89,388	0.06%
Other healthcare support occupations	2,889	1.09%	38,596	0.91%	1,300,368	0.90%
Protective service occupations:	6,223	2.34%	106,054	2.49%	3,190,761	2.20%
First-line supervisors of law enforcement workers	356	0.13%	5,623	0.13%	158,996	0.11%
First-line supervisors of fire fighting and prevention workers	56	0.02%	1,104	0.03%	49,676	0.03%
First-line supervisors of protective service workers, all other	158	0.06%	2,966	0.07%	82,265	0.06%
Firefighting and prevention workers	480	0.18%	5,934	0.14%	301,184	0.21%
Law enforcement workers	2,232	0.84%	40,825	0.96%	1,235,654	0.85%
Other protective service workers	2,941	1.11%	49,602	1.17%	1,362,986	0.94%
Food preparation and serving related occupations:	10,171	3.82%	200,931	4.72%	8,464,136	5.83%
First-line supervisors of food preparation and serving workers	1,399	0.53%	24,056	0.57%	954,058	0.66%
Cooks and food preparation workers	4,267	1.60%	64,324	1.51%	3,214,006	2.21%
Waiters and waitresses	2,746	1.03%	56,370	1.33%	2,197,401	1.51%
Food and beverage serving workers except waiters/waitresses	1,358	0.51%	29,943	0.70%	1,141,625	0.79%
Other food preparation and serving related workers	401	0.15%	26,238	0.62%	957,046	0.66%
Building and grounds cleaning and maintenance occupations:	14,433	5.43%	164,258	3.86%	5,853,358	4.03%

First-line supervisors of housekeeping and janitorial workers	627	0.24%	5,559	0.13%	226,350	0.16%
First-line supervisors of landscaping, lawn service, and groundskeeping workers	235	0.09%	4,911	0.12%	149,394	0.10%
Building cleaning and pest control workers	10,792	4.06%	121,106	2.85%	4,164,278	2.87%
Grounds maintenance workers	2,779	1.04%	32,682	0.77%	1,313,336	0.90%
Personal care and service occupations:	9,854	3.71%	155,988	3.67%	5,393,915	3.72%
First-line supervisors of personal care and service workers	152	0.06%	7,513	0.18%	209,027	0.14%
Personal appearance workers	1,955	0.74%	40,377	0.95%	1,272,151	0.88%
Baggage porters and concierges, and tour and travel guides	733	0.28%	4,557	0.11%	140,713	0.10%
Child care workers	3,408	1.28%	40,057	0.94%	1,297,994	0.89%
Other personal care and service workers except personal appearance, baggage porters, concierges, and child care workers	3,606	1.36%	63,484	1.49%	2,474,030	1.70%
Sales and office occupations:	65,579	24.66%	1,052,292	24.74%	35,109,334	24.19%
Sales and related occupations:	30,071	11.31%	477,858	11.24%	15,688,353	10.81%
First-line supervisors of retail sales workers	5,046	1.90%	88,701	2.09%	3,035,900	2.09%
First-line supervisors of non-retail sales workers	1,627	0.61%	42,212	0.99%	1,161,609	0.80%
Cashiers	6,950	2.61%	94,891	2.23%	3,493,331	2.41%
Retail sales workers except cashiers	7,293	2.74%	111,243	2.62%	3,613,239	2.49%
Sales representatives, services	4,650	1.75%	60,788	1.43%	1,686,209	1.16%
Sales representatives, wholesale and manufacturing	2,405	0.90%	43,459	1.02%	1,320,831	0.91%
Other sales and related workers	2,100	0.79%	36,564	0.86%	1,377,234	0.95%
Office and administrative support occupations:	35,508	13.35%	574,434	13.51%	19,420,981	13.38%
First-line supervisors of office and administrative support workers	2,156	0.81%	43,675	1.03%	1,296,980	0.89%
Communications equipment operators	57	0.02%	2,790	0.07%	85,993	0.06%
Financial clerks except bookkeeping, accounting, and auditing clerks	3,473	1.31%	42,194	0.99%	1,407,509	0.97%
Bookkeeping, accounting, and auditing clerks	2,266	0.85%	41,906	0.99%	1,274,003	0.88%
Information and record clerks except customer service representatives	4,474	1.68%	76,789	1.81%	2,716,831	1.87%
Customer service representatives	4,162	1.56%	63,727	1.50%	2,567,599	1.77%

Material recording, scheduling, dispatching, and distributing workers	6,931	2.61%	103,059	2.42%	3,577,397	2.46%
Secretaries and administrative assistants	6,269	2.36%	116,673	2.74%	3,439,392	2.37%
Other office and administrative support workers	5,720	2.15%	83,621	1.97%	3,055,277	2.11%
Natural resources, construction, and maintenance occupations:	20,504	7.71%	305,168	7.18%	12,924,043	8.91%
Farming, fishing, and forestry occupations:	103	0.04%	6,757	0.16%	1,041,894	0.72%
First-line supervisors of farming, fishing, and forestry workers	0	0.00%	234	0.01%	60,578	0.04%
Agricultural workers	23	0.01%	5,068	0.12%	859,529	0.59%
Fishing and hunting, and forest, conservation, and logging workers	80	0.03%	1,455	0.03%	121,787	0.08%
Construction and extraction occupations:	11,962	4.50%	184,113	4.33%	7,235,513	4.99%
First-line supervisors of construction and extraction workers	754	0.28%	19,952	0.47%	734,900	0.51%
Carpenters	1,850	0.70%	29,258	0.69%	1,078,545	0.74%
Construction laborers	3,671	1.38%	46,131	1.08%	1,639,703	1.13%
Electricians	1,011	0.38%	20,437	0.48%	730,420	0.50%
Painters and paperhangers	1,446	0.54%	14,128	0.33%	568,145	0.39%
Pipelayers, plumbers, pipefitters, and steamfitters	332	0.12%	12,858	0.30%	515,542	0.36%
Construction trades workers except carpenters, electricians, painters, plumbers, and construction laborers	1,987	0.75%	28,268	0.66%	1,368,105	0.94%
Other construction workers and helpers	832	0.31%	12,419	0.29%	356,220	0.25%
Extraction workers	79	0.03%	662	0.02%	243,933	0.17%
Installation, maintenance, and repair occupations:	8,439	3.17%	114,298	2.69%	4,646,636	3.20%
First-line supervisors of mechanics, installers, and repairers	118	0.04%	5,949	0.14%	262,699	0.18%
Vehicle and mobile equipment mechanics, installers, and repairers	3,526	1.33%	40,567	0.95%	1,775,910	1.22%
Other installation, maintenance, and repair occupations including electrical and electronic equipment mechanics, installers, and repairers	4,795	1.80%	67,782	1.59%	2,608,027	1.80%
Production, transportation, and material moving occupations:	36,622	13.77%	442,938	10.42%	17,687,391	12.19%
Production occupations:	14,802	5.57%	167,023	3.93%	8,712,986	6.00%

First-line supervisors of production and operating workers	1,694	0.64%	16,631	0.39%	869,997	0.60%
Assemblers and fabricators	907	0.34%	13,833	0.33%	1,188,348	0.82%
Food processing workers	1,425	0.54%	16,888	0.40%	720,894	0.50%
Metal workers and plastic workers	2,397	0.90%	18,884	0.44%	1,783,033	1.23%
Printing workers	274	0.10%	6,198	0.15%	242,598	0.17%
Textile, apparel, and furnishings workers	1,205	0.45%	13,500	0.32%	599,924	0.41%
Woodworkers	73	0.03%	1,871	0.04%	148,393	0.10%
Plant and system operators	386	0.15%	8,898	0.21%	266,648	0.18%
Other production occupations	6,441	2.42%	70,320	1.65%	2,893,151	1.99%
Transportation occupations:	13,178	4.96%	171,675	4.04%	5,229,882	3.60%
Supervisors of transportation and material moving workers	1,034	0.39%	8,480	0.20%	216,500	0.15%
Air transportation workers	387	0.15%	4,540	0.11%	248,833	0.17%
Rail and water transportation workers	415	0.16%	3,818	0.09%	175,541	0.12%
Bus drivers	2,124	0.80%	28,701	0.67%	601,069	0.41%
Driver/sales workers and truck drivers	8,343	3.14%	91,267	2.15%	3,312,242	2.28%
Motor vehicle operators except bus and truck drivers	259	0.10%	18,510	0.44%	378,796	0.26%
Other transportation workers	616	0.23%	16,359	0.38%	296,901	0.20%
Material moving occupations:	8,642	3.25%	104,240	2.45%	3,744,523	2.58%
Laborers and material movers, hand	7,052	2.65%	86,926	2.04%	2,922,257	2.01%
Material moving workers except supervisors and laborers and material movers, hand	1,590	0.60%	17,314	0.41%	822,266	0.57%

Source: ACS 2006, 2010 and 2013, 1 year estimates

Table A.17: Disaggregated Location Quotient all Occupations for Union County, base NJ & USA, 2013

Occupations	LQ 2013 NJ based	LQ 2013 US based
Management, business, science, and arts occupations:	0.89	0.97
Management, business, and financial occupations:	0.93	1.05
Management occupations:	0.93	1
Top executives	0.71	0.84
Advertising, marketing, promotions, public relations, and sales managers	0.95	1.28
Financial managers	1.22	1.62
Human resources managers	0.7	0.6
Operations specialties managers except financial managers and human resources managers	0.73	0.95
Farmers, ranchers, and other agricultural managers	0	0
Other management occupations except farmers, ranchers, and other agricultural managers	1	1.04
Business and financial operations occupations:	0.94	1.15
Human resources workers	1.51	1.69
Other business operations specialists	0.94	1.08
Financial specialists:	0.84	1.1
Accountants and auditors	0.82	1.14
Other financial specialists	0.87	1.03
Computer, engineering, and science occupations:	0.77	0.88
Architecture and engineering occupations:	0.7	0.95
Computer occupations:	0.64	0.88
Computer and information research scientists and analysts	0.64	0.88
Software developers and programmers	0.38	0.51
Database and systems administrators and network architects	0.59	0.68
Miscellaneous computer occupations, including computer support specialists	1.1	1.58
Mathematical science occupations	1.8	2.22
Architecture and engineering occupations:	0.81	0.71
Architects, surveyors, and cartographers	0.67	0.79
Engineers	0.82	0.71
Drafters, engineering, and mapping technicians	0.87	0.67
Life, physical, and social science occupations:	0.97	1.06
Life and physical scientists	0.96	1.24
Social scientists and related workers	0.45	0.43
Life, physical, and social science technicians	1.61	1.25
Education, legal, community service, arts, and media occupations:	0.92	0.98
Community and social service occupations:	1.05	0.98
Counselors, social workers, and other community and social service specialists	1.04	1.06
Religious workers	1.07	0.74
Legal occupations:	1.2	1.43
Lawyers and judicial law clerks	1.54	1.9
Judges, magistrates, and other judicial workers	0.92	1.09
Legal support workers	0.58	0.64
Education, training, and library occupations:	0.84	0.93
Postsecondary teachers	0.81	0.61
Primary, secondary, and special education school teachers:	0.82	0.97
Preschool and kindergarten teachers	0.59	0.64
Elementary and middle school teachers	0.94	1.08
Secondary school teachers	0.66	0.86
Special education teachers	0.39	0.58
Librarians, curators, and archivists	0.12	0.11
Other teachers and instructors, education, training, and library occupations	0.99	1.17
Arts, design, entertainment, sports, and media occupations:	0.86	0.86

Art and design workers	0.74	0.71
Entertainers and performers, sports, and related workers	0.8	0.68
Media and communication equipment workers	1	1.12
Healthcare practitioners and technical occupations:	0.85	0.84
Health diagnosing and treating practitioners and other technical occupations:	0.8	0.83
Physicians and surgeons	0.81	0.95
Therapists	0.85	0.91
Registered nurses	0.82	0.82
Nurses, all other	0.28	0.22
Other health diagnosing and treating practitioners and technical occupations	0.76	0.75
Health technologists and technicians	0.98	0.86
Service occupations:	1.08	1
Healthcare support occupations:	1.24	1.19
Nursing, psychiatric, and home health aides	1.23	1.16
Occupational and physical therapist assistants and aides	1.88	1.59
Other healthcare support occupations	1.21	1.21
Protective service occupations:	0.95	1.06
First-line supervisors of law enforcement workers	1.03	1.22
First-line supervisors of firefighting and prevention workers	0.82	0.61
First-line supervisors of protective service workers, all other	0.86	1.04
Firefighting and prevention workers	1.31	0.87
Law enforcement workers	0.89	0.98
Other protective service workers	0.96	1.17
Food preparation and serving related occupations:	0.82	0.65
First-line supervisors of food preparation and serving workers	0.94	0.8
Cooks and food preparation workers	1.08	0.72
Waiters and waitresses	0.79	0.68
Food and beverage serving workers except waiters/waitresses	0.74	0.65
Other food preparation and serving related workers	0.25	0.23
Building and grounds cleaning and maintenance occupations:	1.42	1.34
First-line supervisors of housekeeping and janitorial workers	1.83	1.51
First-line supervisors of landscaping, lawn service, and groundskeeping workers	0.78	0.86
Building cleaning and pest control workers	1.44	1.41
Grounds maintenance workers	1.38	1.15
Personal care and service occupations:	1.02	0.99
First-line supervisors of personal care and service workers	0.33	0.4
Personal appearance workers	0.78	0.84
Baggage porters and concierges, and tour and travel guides	2.61	2.83
Child care workers	1.38	1.43
Other personal care and service workers except personal appearance, baggage porters, concierges, and child care workers	0.92	0.79
Sales and office occupations:	1.01	1.02
Sales and related occupations:	1.02	1.04
First-line supervisors of retail sales workers	0.92	0.9
First-line supervisors of non-retail sales workers	0.62	0.76
Cashiers	1.19	1.08
Retail sales workers except cashiers	1.06	1.1
Sales representatives, services	1.24	1.5
Sales representatives, wholesale and manufacturing	0.9	0.99
Other sales and related workers	0.93	0.83
Office and administrative support occupations:	1	0.99
First-line supervisors of office and administrative support workers	0.8	0.9
Communications equipment operators	0.33	0.36
Financial clerks except bookkeeping, accounting, and auditing clerks	1.33	1.34

Bookkeeping, accounting, and auditing clerks	0.88	0.97
Information and record clerks except customer service representatives	0.94	0.9
Customer service representatives	1.06	0.88
Material recording, scheduling, dispatching, and distributing workers	1.09	1.05
Secretaries and administrative assistants	0.87	0.99
Other office and administrative support workers	1.11	1.02
Natural resources, construction, and maintenance occupations:	1.09	0.86
Farming, fishing, and forestry occupations:	0.25	0.05
First-line supervisors of farming, fishing, and forestry workers	0	0
Agricultural workers	0.07	0.01
Fishing and hunting, and forest, conservation, and logging workers	0.89	0.36
Construction and extraction occupations:	1.05	0.9
First-line supervisors of construction and extraction workers	0.61	0.56
Carpenters	1.02	0.93
Construction laborers	1.29	1.22
Electricians	0.8	0.75
Painters and paperhangers	1.66	1.38
Pipelayers, plumbers, pipefitters, and steamfitters	0.42	0.35
Construction trades workers except carpenters, electricians, painters, plumbers, and construction laborers	1.14	0.79
Other construction workers and helpers	1.09	1.27
Extraction workers	1.93	0.18
Installation, maintenance, and repair occupations:	1.2	0.99
First-line supervisors of mechanics, installers, and repairers	0.32	0.24
Vehicle and mobile equipment mechanics, installers, and repairers	1.41	1.08
Other installation, maintenance, and repair occupations including electrical and electronic equipment mechanics, installers, and repairers	1.15	1
man, transportation, and material moving occupations:	1.34	1.13
Production occupations:	1.44	0.92
First-line supervisors of production and operating workers	1.65	1.06
Assemblers and fabricators	1.06	0.41
Food processing workers	1.37	1.07
Metal workers and plastic workers	2.06	0.73
Printing workers	0.72	0.61
Textile, apparel, and furnishings workers	1.45	1.09
Woodworkers	0.63	0.27
Plant and system operators	0.7	0.79
Other production occupations	1.48	1.21
Transportation occupations:	1.24	1.37
Supervisors of transportation and legal	1.98	2.6
Air transportation workers	1.38	0.85
Rail and water transportation workers	1.76	1.29
Bus drivers	1.2	1.92
Driver/sales workers and truck drivers	1.48	1.37
Motor vehicle operators except bus and truck drivers	0.23	0.37
Other transportation workers	0.61	1.13
Material moving occupations:	1.34	1.25
Laborers and material movers, hand	1.31	1.31
Material moving workers except supervisors and laborers and material movers, hand	1.49	1.05

Note: The occupations marked with *** the 2013 LQ is higher than the 2006 LQ
Source: Self-calculated with ACS 2006, 2010 and 2013, 1 year estimates

Table A.18: All Occupations Groups as Scored by Yemen's Creativity Index

Soc_code	Description	Creative Score
11-1011	Chief Executives	1.46
11-1021	General and Operations Managers	0.43
11-2011	Advertising and Promotions Managers	1.02
11-2021	Marketing Managers	0.94
11-2022	Sales Managers	0.88
11-2031	Public Relations and Fundraising Managers	1.30
11-3011	Administrative Services Managers	0.40
11-3021	Computer and Information Systems Managers	0.95
11-3031	Financial Managers	0.92
11-3051	Industrial Production Managers	0.65
11-3061	Purchasing Managers	0.77
11-3071	Transportation, Storage, and Distribution Managers	0.52
11-3111	NULL	0.30
11-3121	NULL	1.01
11-3131	NULL	1.18
11-9013	NULL	0.40
11-9021	Construction Managers	0.52
11-9031	Education Administrators, Preschool and Childcare Center/Program	0.78
11-9032	Education Administrators, Elementary and Secondary School	1.32
11-9033	Education Administrators, Postsecondary	1.33
11-9039	Education Administrators, All Other	0.98
11-9041	Architectural and Engineering Managers	1.04
11-9051	Food Service Managers	0.38
11-9061	Funeral Service Managers	0.12
11-9071	Gaming Managers	0.46
11-9081	Lodging Managers	0.71
11-9111	Medical and Health Services Managers	0.99
11-9121	Natural Sciences Managers	0.97
11-9131	Postmasters and Mail Superintendents	0.01
11-9141	Property, Real Estate, and Community Association Managers	0.52
11-9151	Social and Community Service Managers	1.13
11-9161	NULL	1.07
11-9199	Managers, All Other	0.88
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	0.75
13-1021	Buyers and Purchasing Agents, Farm Products	0.03
13-1022	Wholesale and Retail Buyers, Except Farm Products	0.07
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	0.61
13-1031	Claims Adjusters, Examiners, and Investigators	0.50
13-1032	Insurance Appraisers, Auto Damage	0.32
13-1041	Compliance Officers	0.96
13-1051	Cost Estimators	0.37
13-1071	Human Resources Specialists	0.52
13-1074	NULL	-0.98

13-1081	Logisticians	0.62
13-1111	Management Analysts	1.23
13-1121	Meeting, Convention, and Event Planners	0.69
13-1131	NULL	0.80
13-1141	NULL	0.46
13-1151	NULL	0.91
13-1161	NULL	0.92
13-1199	Business Operations Specialists, All Other	0.43
13-2011	Accountants and Auditors	0.61
13-2021	Appraisers and Assessors of Real Estate	0.33
13-2031	Budget Analysts	0.23
13-2041	Credit Analysts	0.49
13-2051	Financial Analysts	0.74
13-2052	Personal Financial Advisors	0.85
13-2053	Insurance Underwriters	0.31
13-2061	Financial Examiners	1.19
13-2071	Credit Counselors	0.52
13-2072	Loan Officers	0.43
13-2081	Tax Examiners and Collectors, and Revenue Agents	0.53
13-2082	Tax Preparers	-0.09
13-2099	Financial Specialists, All Other	0.89
15-1111	NULL	0.93
15-1121	NULL	0.96
15-1122	NULL	0.52
15-1131	NULL	0.03
15-1132	NULL	0.42
15-1133	NULL	0.48
15-1134	NULL	0.23
15-1141	NULL	0.16
15-1142	NULL	0.59
15-1143	NULL	0.33
15-1151	NULL	0.37
15-1152	NULL	0.54
15-1199	NULL	0.62
15-2011	Actuaries	1.04
15-2021	Mathematicians	1.37
15-2031	Operations Research Analysts	0.88
15-2041	Statisticians	1.08
15-2091	Mathematical Technicians	-0.45
17-1011	Architects, Except Landscape and Naval	1.33
17-1012	Landscape Architects	0.75
17-1021	Cartographers and Photogrammetrists	0.24
17-1022	Surveyors	0.43
17-2011	Aerospace Engineers	1.08
17-2021	Agricultural Engineers	0.90
17-2031	Biomedical Engineers	1.55
17-2041	Chemical Engineers	1.07

17-2051	Civil Engineers	1.09
17-2061	Computer Hardware Engineers	0.82
17-2071	Electrical Engineers	0.86
17-2072	Electronics Engineers, Except Computer	0.77
17-2081	Environmental Engineers	1.22
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	0.88
17-2112	Industrial Engineers	0.97
17-2121	Marine Engineers and Naval Architects	1.23
17-2131	Materials Engineers	1.17
17-2141	Mechanical Engineers	0.98
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	1.40
17-2161	Nuclear Engineers	1.27
17-2171	Petroleum Engineers	1.10
17-2199	Engineers, All Other	0.93
17-3011	Architectural and Civil Drafters	0.06
17-3012	Electrical and Electronics Drafters	0.15
17-3013	Mechanical Drafters	-0.16
17-3021	Aerospace Engineering and Operations Technicians	0.53
17-3022	Civil Engineering Technicians	0.13
17-3023	Electrical and Electronic Engineering Technicians	0.19
17-3024	Electro-Mechanical Technicians	0.16
17-3025	Environmental Engineering Technicians	0.67
17-3026	Industrial Engineering Technicians	0.48
17-3027	Mechanical Engineering Technicians	0.11
17-3029	Engineering Technicians, Except Drafters, All Other	0.28
17-3031	Surveying and Mapping Technicians	-0.28
19-1011	Animal Scientists	1.26
19-1012	Food Scientists and Technologists	0.86
19-1013	Soil and Plant Scientists	1.36
19-1020	Biological Scientists	1.20
19-1021	Biochemists and Biophysicists	2.03
19-1022	Microbiologists	1.55
19-1023	Zoologists and Wildlife Biologists	1.01
19-1029	Biological Scientists, All Other	1.66
19-1031	Conservation Scientists	0.60
19-1032	Foresters	0.92
19-1041	Epidemiologists	1.38
19-1042	Medical Scientists, Except Epidemiologists	1.59
19-2011	Astronomers	1.30
19-2012	Physicists	2.46
19-2021	Atmospheric and Space Scientists	1.29
19-2031	Chemists	1.22
19-2032	Materials Scientists	1.13
19-2041	Environmental Scientists and Specialists, Including Health	0.93
19-2042	Geoscientists, Except Hydrologists and Geographers	1.20
19-2043	Hydrologists	0.77
19-2099	Physical Scientists, All Other	0.72

19-3011	Economists	1.02
19-3022	Survey Researchers	0.86
19-3031	Clinical, Counseling, and School Psychologists	1.39
19-3032	Industrial-Organizational Psychologists	1.52
19-3039	Psychologists, All Other	2.19
19-3041	Sociologists	1.22
19-3051	Urban and Regional Planners	0.96
19-3091	Anthropologists and Archeologists	1.57
19-3092	Geographers	0.95
19-3093	Historians	1.11
19-3094	Political Scientists	1.21
19-3099	Social Scientists and Related Workers, All Other	1.03
19-4011	Agricultural and Food Science Technicians	0.05
19-4021	Biological Technicians	0.27
19-4031	Chemical Technicians	0.32
19-4041	Geological and Petroleum Technicians	-0.04
19-4051	Nuclear Technicians	0.29
19-4061	Social Science Research Assistants	0.28
19-4091	Environmental Science and Protection Technicians, Including Health	0.34
19-4092	Forensic Science Technicians	1.07
19-4093	Forest and Conservation Technicians	-0.12
19-4099	Life, Physical, and Social Science Technicians, All Other	0.29
21-1011	Substance Abuse and Behavioral Disorder Counselors	1.05
21-1012	Educational, Guidance, School, and Vocational Counselors	1.26
21-1013	Marriage and Family Therapists	1.30
21-1014	Mental Health Counselors	1.76
21-1015	Rehabilitation Counselors	0.71
21-1021	Child, Family, and School Social Workers	1.05
21-1022	Healthcare Social Workers	1.14
21-1023	Mental Health and Substance Abuse Social Workers	1.29
21-1091	Health Educators	0.70
21-1092	Probation Officers and Correctional Treatment Specialists	0.48
21-1093	Social and Human Service Assistants	0.33
21-1094	NULL	0.42
21-2011	Clergy	1.51
21-2021	Directors, Religious Activities and Education	0.37
23-1011	Lawyers	1.65
23-1012	NULL	0.94
23-1021	Administrative Law Judges, Adjudicators, and Hearing Officers	1.62
23-1022	Arbitrators, Mediators, and Conciliators	1.24
23-1023	Judges, Magistrate Judges, and Magistrates	1.89
23-2011	Paralegals and Legal Assistants	0.38
23-2091	Court Reporters	-0.19
23-2093	Title Examiners, Abstractors, and Searchers	0.05
25-1011	Business Teachers, Postsecondary	1.48
25-1021	Computer Science Teachers, Postsecondary	1.33
25-1022	Mathematical Science Teachers, Postsecondary	1.04

25-1031	Architecture Teachers, Postsecondary	1.43
25-1032	Engineering Teachers, Postsecondary	1.40
25-1041	Agricultural Sciences Teachers, Postsecondary	1.63
25-1042	Biological Science Teachers, Postsecondary	1.61
25-1043	Forestry and Conservation Science Teachers, Postsecondary	1.36
25-1051	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	1.45
25-1052	Chemistry Teachers, Postsecondary	1.60
25-1053	Environmental Science Teachers, Postsecondary	1.32
25-1054	Physics Teachers, Postsecondary	1.77
25-1061	Anthropology and Archeology Teachers, Postsecondary	1.38
25-1062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	1.34
25-1063	Economics Teachers, Postsecondary	1.34
25-1064	Geography Teachers, Postsecondary	1.32
25-1065	Political Science Teachers, Postsecondary	1.29
25-1066	Psychology Teachers, Postsecondary	1.36
25-1067	Sociology Teachers, Postsecondary	1.40
25-1071	Health Specialties Teachers, Postsecondary	1.44
25-1072	Nursing Instructors and Teachers, Postsecondary	1.48
25-1081	Education Teachers, Postsecondary	1.32
25-1082	Library Science Teachers, Postsecondary	1.37
25-1111	Criminal Justice and Law Enforcement Teachers, Postsecondary	1.38
25-1112	Law Teachers, Postsecondary	1.84
25-1113	Social Work Teachers, Postsecondary	1.44
25-1121	Art, Drama, and Music Teachers, Postsecondary	1.18
25-1122	Communications Teachers, Postsecondary	1.27
25-1123	English Language and Literature Teachers, Postsecondary	1.69
25-1124	Foreign Language and Literature Teachers, Postsecondary	1.34
25-1125	History Teachers, Postsecondary	1.47
25-1126	Philosophy and Religion Teachers, Postsecondary	1.32
25-1191	Graduate Teaching Assistants	0.19
25-1192	Home Economics Teachers, Postsecondary	1.02
25-1193	Recreation and Fitness Studies Teachers, Postsecondary	0.96
25-1194	Vocational Education Teachers, Postsecondary	0.65
25-2011	Preschool Teachers, Except Special Education	0.24
25-2012	Kindergarten Teachers, Except Special Education	0.36
25-2021	Elementary School Teachers, Except Special Education	0.84
25-2022	Middle School Teachers, Except Special and Career/Technical Education	0.78
25-2023	Career/Technical Education Teachers, Middle School	0.59
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	0.76
25-2032	Career/Technical Education Teachers, Secondary School	0.87
25-2053	NULL	0.80
25-2054	NULL	0.65
25-2059	NULL	0.56
25-3011	Adult Basic and Secondary Education and Literacy Teachers and Instructors	0.74
25-3021	Self-Enrichment Education Teachers	-0.17
25-3099	Teachers and Instructors, All Other	0.54
25-4011	Archivists	0.31

25-4012	Curators	0.81
25-4013	Museum Technicians and Conservators	0.09
25-4021	Librarians	0.69
25-4031	Library Technicians	-0.86
25-9011	Audio-Visual and Multimedia Collections Specialists	0.07
25-9021	Farm and Home Management Advisors	1.23
25-9031	Instructional Coordinators	1.17
25-9041	Teacher Assistants	-0.28
27-1011	Art Directors	0.72
27-1012	Craft Artists	-0.94
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	-0.80
27-1014	Multimedia Artists and Animators	0.41
27-1021	Commercial and Industrial Designers	0.62
27-1022	Fashion Designers	0.45
27-1023	Floral Designers	-0.32
27-1024	Graphic Designers	-0.17
27-1025	Interior Designers	0.40
27-1026	Merchandise Displayers and Window Trimmers	-0.61
27-1027	Set and Exhibit Designers	0.59
27-2011	Actors	0.53
27-2012	Producers and Directors	0.80
27-2021	Athletes and Sports Competitors	-0.37
27-2022	Coaches and Scouts	1.06
27-2023	Umpires, Referees, and Other Sports Officials	-0.52
27-2031	Dancers	-0.71
27-2032	Choreographers	0.33
27-2041	Music Directors and Composers	0.09
27-2042	Musicians and Singers	-0.51
27-3011	Radio and Television Announcers	0.93
27-3012	Public Address System and Other Announcers	-0.04
27-3021	Broadcast News Analysts	1.08
27-3022	Reporters and Correspondents	1.03
27-3041	Editors	0.93
27-3042	Technical Writers	0.72
27-3043	Writers and Authors	0.80
27-3091	Interpreters and Translators	0.76
27-4011	Audio and Video Equipment Technicians	-0.07
27-4012	Broadcast Technicians	-0.01
27-4013	Radio Operators	0.16
27-4014	Sound Engineering Technicians	0.09
27-4021	Photographers	-0.02
27-4031	Camera Operators, Television, Video, and Motion Picture	-0.44
27-4032	Film and Video Editors	0.18
29-1011	Chiropractors	1.05
29-1021	Dentists, General	1.22
29-1022	Oral and Maxillofacial Surgeons	1.34
29-1023	Orthodontists	0.69

29-1024	Prosthodontists	0.44
29-1031	Dietitians and Nutritionists	0.99
29-1041	Optometrists	1.10
29-1051	Pharmacists	1.10
29-1061	Anesthesiologists	1.43
29-1062	Family and General Practitioners	1.67
29-1063	Internists, General	1.63
29-1064	Obstetricians and Gynecologists	1.40
29-1065	Pediatricians, General	1.75
29-1066	Psychiatrists	1.74
29-1067	Surgeons	1.83
29-1069	Physicians and Surgeons, All Other	1.66
29-1071	Physician Assistants	0.85
29-1081	Podiatrists	1.40
29-1122	Occupational Therapists	0.64
29-1123	Physical Therapists	1.05
29-1124	Radiation Therapists	0.34
29-1125	Recreational Therapists	0.70
29-1126	Respiratory Therapists	0.29
29-1127	Speech-Language Pathologists	1.25
29-1128	NULL	1.12
29-1131	Veterinarians	0.78
29-1141	NULL	0.93
29-1151	NULL	1.03
29-1161	NULL	1.05
29-1171	NULL	1.34
29-1181	NULL	1.21
29-1199	Health Diagnosing and Treating Practitioners, All Other	0.87
29-2011	Medical and Clinical Laboratory Technologists	0.21
29-2012	Medical and Clinical Laboratory Technicians	-0.17
29-2021	Dental Hygienists	-0.08
29-2031	Cardiovascular Technologists and Technicians	0.38
29-2032	Diagnostic Medical Sonographers	0.28
29-2033	Nuclear Medicine Technologists	0.28
29-2034	Radiologic Technologists	0.29
29-2035	NULL	0.10
29-2041	Emergency Medical Technicians and Paramedics	0.42
29-2051	Dietetic Technicians	-0.32
29-2052	Pharmacy Technicians	-0.13
29-2053	Psychiatric Technicians	0.30
29-2054	Respiratory Therapy Technicians	0.34
29-2055	Surgical Technologists	-0.24
29-2056	Veterinary Technologists and Technicians	0.27
29-2057	NULL	-0.08
29-2061	Licensed Practical and Licensed Vocational Nurses	0.46
29-2071	Medical Records and Health Information Technicians	-0.60
29-2081	Opticians, Dispensing	0.17

29-2091	Orthotists and Prosthetists	1.04
29-2092	NULL	0.13
29-2099	Health Technologists and Technicians, All Other	0.14
29-9011	Occupational Health and Safety Specialists	0.68
29-9012	Occupational Health and Safety Technicians	0.38
29-9091	Athletic Trainers	0.72
29-9092	NULL	1.37
29-9099	Healthcare Practitioners and Technical Workers, All Other	0.79
31-1011	Home Health Aides	-0.26
31-1013	Psychiatric Aides	-0.01
31-1014	NULL	-0.60
31-2011	Occupational Therapy Assistants	0.23
31-2012	Occupational Therapy Aides	-0.17
31-2021	Physical Therapist Assistants	0.25
31-2022	Physical Therapist Aides	-0.88
31-9011	Massage Therapists	-0.41
31-9091	Dental Assistants	-0.17
31-9092	Medical Assistants	0.07
31-9093	Medical Equipment Preparers	-0.88
31-9094	Medical Transcriptionists	0.24
31-9095	Pharmacy Aides	-0.75
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	-0.84
31-9097	NULL	-0.39
31-9099	Healthcare Support Workers, All Other	0.13
33-1011	First-Line Supervisors of Correctional Officers	0.47
33-1012	First-Line Supervisors of Police and Detectives	1.03
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	0.66
33-2011	Firefighters	0.08
33-2021	Fire Inspectors and Investigators	0.52
33-2022	Forest Fire Inspectors and Prevention Specialists	0.22
33-3011	Bailiffs	-1.08
33-3012	Correctional Officers and Jailers	0.14
33-3021	Detectives and Criminal Investigators	0.65
33-3031	Fish and Game Wardens	0.43
33-3041	Parking Enforcement Workers	-0.98
33-3051	Police and Sheriff's Patrol Officers	0.41
33-3052	Transit and Railroad Police	-0.05
33-9011	Animal Control Workers	0.06
33-9021	Private Detectives and Investigators	0.47
33-9031	Gaming Surveillance Officers and Gaming Investigators	-0.08
33-9032	Security Guards	-0.86
33-9091	Crossing Guards	-1.16
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	-0.51
33-9093	NULL	-0.45
33-9099	Protective Service Workers, All Other	-0.14
35-1011	Chefs and Head Cooks	0.06
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	-0.08

35-2011	Cooks, Fast Food	-1.12
35-2012	Cooks, Institution and Cafeteria	-0.93
35-2013	Cooks, Private Household	-1.11
35-2014	Cooks, Restaurant	-1.32
35-2015	Cooks, Short Order	-1.03
35-2021	Food Preparation Workers	-2.08
35-3011	Bartenders	-0.46
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	-1.57
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	-1.15
35-3031	Waiters and Waitresses	-1.25
35-3041	Food Servers, Nonrestaurant	-1.53
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	-2.39
35-9021	Dishwashers	-2.44
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	-0.90
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	-0.48
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	-0.23
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	-1.83
37-2012	Maids and Housekeeping Cleaners	-1.86
37-2021	Pest Control Workers	-0.53
37-3011	Landscaping and Groundskeeping Workers	-1.49
37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	-1.07
37-3013	Tree Trimmers and Pruners	-0.84
39-1011	Gaming Supervisors	-0.07
39-1012	Slot Supervisors	-0.86
39-1021	First-Line Supervisors of Personal Service Workers	0.23
39-2011	Animal Trainers	-0.33
39-2021	Nonfarm Animal Caretakers	-1.24
39-3011	Gaming Dealers	-0.61
39-3012	Gaming and Sports Book Writers and Runners	-0.52
39-3021	Motion Picture Projectionists	-1.03
39-3031	Ushers, Lobby Attendants, and Ticket Takers	-1.41
39-3091	Amusement and Recreation Attendants	-1.15
39-3092	Costume Attendants	-0.97
39-3093	Locker Room, Coatroom, and Dressing Room Attendants	-1.30
39-4011	Embalmers	-0.43
39-4021	Funeral Attendants	-1.06
39-4031	NULL	0.10
39-5011	Barbers	-0.82
39-5012	Hairdressers, Hairstylists, and Cosmetologists	-0.78
39-5091	Makeup Artists, Theatrical and Performance	-0.35
39-5092	Manicurists and Pedicurists	-1.78
39-5093	Shampooers	-1.60
39-5094	Skincare Specialists	-0.31
39-6011	Baggage Porters and Bellhops	-1.30
39-6012	Concierges	0.02
39-7011	NULL	-0.54

39-7012	NULL	-0.01
39-9011	Childcare Workers	0.05
39-9021	Personal Care Aides	-0.69
39-9031	Fitness Trainers and Aerobics Instructors	-0.62
39-9032	Recreation Workers	0.00
39-9041	Residential Advisors	0.08
41-1011	First-Line Supervisors of Retail Sales Workers	-0.13
41-1012	First-Line Supervisors of Non-Retail Sales Workers	0.52
41-2011	Cashiers	-0.85
41-2012	Gaming Change Persons and Booth Cashiers	-1.13
41-2021	Counter and Rental Clerks	-0.54
41-2022	Parts Salespersons	0.23
41-2031	Retail Salespersons	-0.22
41-3011	Advertising Sales Agents	0.38
41-3021	Insurance Sales Agents	0.46
41-3031	Securities, Commodities, and Financial Services Sales Agents	0.83
41-3041	Travel Agents	0.20
41-3099	Sales Representatives, Services, All Other	0.44
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	0.58
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	0.20
41-9011	Demonstrators and Product Promoters	-0.48
41-9012	Models	-2.05
41-9021	Real Estate Brokers	-0.03
41-9022	Real Estate Sales Agents	0.20
41-9031	Sales Engineers	1.22
41-9041	Telemarketers	-0.62
41-9091	Door-to-Door Sales Workers, News and Street Vendors, and Related Workers	-0.14
43-1011	First-Line Supervisors of Office and Administrative Support Workers	0.56
43-2011	Switchboard Operators, Including Answering Service	-0.56
43-2021	Telephone Operators	-0.40
43-3011	Bill and Account Collectors	0.16
43-3021	Billing and Posting Clerks	-0.88
43-3031	Bookkeeping, Accounting, and Auditing Clerks	-0.17
43-3041	Gaming Cage Workers	-0.57
43-3051	Payroll and Timekeeping Clerks	-0.50
43-3061	Procurement Clerks	0.20
43-3071	Tellers	-0.42
43-4011	Brokerage Clerks	0.06
43-4021	Correspondence Clerks	0.17
43-4031	Court, Municipal, and License Clerks	-0.08
43-4041	Credit Authorizers, Checkers, and Clerks	0.13
43-4051	Customer Service Representatives	0.20
43-4061	Eligibility Interviewers, Government Programs	0.57
43-4071	File Clerks	-0.52
43-4081	Hotel, Motel, and Resort Desk Clerks	-0.63
43-4111	Interviewers, Except Eligibility and Loan	-0.26

43-4121	Library Assistants, Clerical	-0.47
43-4131	Loan Interviewers and Clerks	0.59
43-4141	New Accounts Clerks	-0.04
43-4151	Order Clerks	0.01
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	0.09
43-4171	Receptionists and Information Clerks	-0.45
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	-0.15
43-5011	Cargo and Freight Agents	-0.14
43-5021	Couriers and Messengers	-1.10
43-5031	Police, Fire, and Ambulance Dispatchers	0.26
43-5032	Dispatchers, Except Police, Fire, and Ambulance	0.14
43-5041	Meter Readers, Utilities	-1.18
43-5051	Postal Service Clerks	-0.63
43-5052	Postal Service Mail Carriers	-1.39
43-5053	Postal Service Mail Sorters, Processors, and Processing Machine Operators	-1.37
43-5061	Production, Planning, and Expediting Clerks	0.20
43-5071	Shipping, Receiving, and Traffic Clerks	-1.04
43-5081	Stock Clerks and Order Fillers	-1.47
43-5111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	-0.83
43-6011	Executive Secretaries and Executive Administrative Assistants	0.31
43-6012	Legal Secretaries	0.08
43-6013	Medical Secretaries	-0.25
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	0.28
43-9011	Computer Operators	-0.05
43-9021	Data Entry Keyers	-0.71
43-9022	Word Processors and Typists	-0.90
43-9031	Desktop Publishers	0.15
43-9041	Insurance Claims and Policy Processing Clerks	-0.24
43-9051	Mail Clerks and Mail Machine Operators, Except Postal Service	-1.32
43-9061	Office Clerks, General	-0.47
43-9071	Office Machine Operators, Except Computer	-1.21
43-9081	Proofreaders and Copy Markers	-0.69
43-9111	Statistical Assistants	0.41
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	0.15
45-2011	Agricultural Inspectors	0.17
45-2021	Animal Breeders	-1.31
45-2041	Graders and Sorters, Agricultural Products	-2.52
45-2091	Agricultural Equipment Operators	-1.23
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	-1.59
45-2093	Farmworkers, Farm, Ranch, and Aquacultural Animals	-0.77
45-3011	Fishers and Related Fishing Workers	-1.10
45-3021	Hunters and Trappers	-1.13
45-4011	Forest and Conservation Workers	-0.73
45-4021	Fallers	-2.07
45-4022	Logging Equipment Operators	-1.76
45-4023	Log Graders and Scalers	-0.62

47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	0.17
47-2011	Boilermakers	-0.74
47-2021	Brickmasons and Blockmasons	-1.52
47-2022	Stonemasons	-1.22
47-2031	Carpenters	-0.79
47-2041	Carpet Installers	-1.46
47-2042	Floor Layers, Except Carpet, Wood, and Hard Tiles	-1.15
47-2043	Floor Sanders and Finishers	-1.79
47-2044	Tile and Marble Setters	-1.09
47-2051	Cement Masons and Concrete Finishers	-1.65
47-2053	Terrazzo Workers and Finishers	-2.17
47-2061	Construction Laborers	-1.21
47-2071	Paving, Surfacing, and Tamping Equipment Operators	-1.70
47-2072	Pile-Driver Operators	-1.55
47-2073	Operating Engineers and Other Construction Equipment Operators	-1.32
47-2081	Drywall and Ceiling Tile Installers	-0.83
47-2082	Tapers	-1.67
47-2111	Electricians	-0.14
47-2121	Glaziers	-1.31
47-2131	Insulation Workers, Floor, Ceiling, and Wall	-1.78
47-2132	Insulation Workers, Mechanical	-0.94
47-2141	Painters, Construction and Maintenance	-1.46
47-2142	Paperhangers	-1.87
47-2151	Pipelayers	-1.10
47-2152	Plumbers, Pipefitters, and Steamfitters	-0.60
47-2161	Plasterers and Stucco Masons	-1.57
47-2171	Reinforcing Iron and Rebar Workers	-1.71
47-2181	Roofers	-0.97
47-2211	Sheet Metal Workers	-1.24
47-2221	Structural Iron and Steel Workers	-1.16
47-2231	NULL	-0.93
47-3011	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	-2.04
47-3012	Helpers--Carpenters	-1.48
47-3013	Helpers--Electricians	-1.56
47-3014	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	-2.18
47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	-1.74
47-3016	Helpers--Roofers	-1.87
47-4011	Construction and Building Inspectors	0.38
47-4021	Elevator Installers and Repairers	-0.37
47-4031	Fence Erectors	-1.70
47-4041	Hazardous Materials Removal Workers	-0.05
47-4051	Highway Maintenance Workers	-1.01
47-4061	Rail-Track Laying and Maintenance Equipment Operators	-1.40
47-4071	Septic Tank Servicers and Sewer Pipe Cleaners	-0.85
47-4091	Segmental Pavers	-0.79
47-4099	Construction and Related Workers, All Other	-0.74

47-5011	Derrick Operators, Oil and Gas	-0.83
47-5012	Rotary Drill Operators, Oil and Gas	-0.36
47-5013	Service Unit Operators, Oil, Gas, and Mining	-0.75
47-5021	Earth Drillers, Except Oil and Gas	-0.96
47-5031	Explosives Workers, Ordnance Handling Experts, and Blasters	-0.26
47-5041	Continuous Mining Machine Operators	-1.39
47-5042	Mine Cutting and Channeling Machine Operators	-1.30
47-5051	Rock Splitters, Quarry	-1.79
47-5061	Roof Bolters, Mining	-1.55
47-5071	Roustabouts, Oil and Gas	-1.99
47-5081	Helpers--Extraction Workers	-1.39
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	0.60
49-2011	Computer, Automated Teller, and Office Machine Repairers	-0.21
49-2021	Radio, Cellular, and Tower Equipment Installers and Repairers	-0.59
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	-0.32
49-2091	Avionics Technicians	0.19
49-2092	Electric Motor, Power Tool, and Related Repairers	-0.72
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	-0.89
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	-0.08
49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	-0.26
49-2096	Electronic Equipment Installers and Repairers, Motor Vehicles	-0.31
49-2097	Electronic Home Entertainment Equipment Installers and Repairers	-0.73
49-2098	Security and Fire Alarm Systems Installers	-0.82
49-3011	Aircraft Mechanics and Service Technicians	0.06
49-3021	Automotive Body and Related Repairers	-1.19
49-3022	Automotive Glass Installers and Repairers	-1.52
49-3023	Automotive Service Technicians and Mechanics	-0.51
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	-0.84
49-3041	Farm Equipment Mechanics and Service Technicians	-0.72
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	-0.58
49-3043	Rail Car Repairers	-1.24
49-3051	Motorboat Mechanics and Service Technicians	-0.66
49-3052	Motorcycle Mechanics	-0.47
49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	-0.89
49-3091	Bicycle Repairers	-0.80
49-3092	Recreational Vehicle Service Technicians	-0.20
49-3093	Tire Repairers and Changers	-1.51
49-9011	Mechanical Door Repairers	-0.88
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	-0.83
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	-0.33
49-9031	Home Appliance Repairers	-0.59
49-9041	Industrial Machinery Mechanics	-0.91
49-9043	Maintenance Workers, Machinery	-0.90
49-9044	Millwrights	-0.36
49-9045	Refractory Materials Repairers, Except Brickmasons	-1.24
49-9051	Electrical Power-Line Installers and Repairers	-0.38

49-9052	Telecommunications Line Installers and Repairers	-0.58
49-9061	Camera and Photographic Equipment Repairers	-0.61
49-9062	Medical Equipment Repairers	-0.29
49-9063	Musical Instrument Repairers and Tuners	-0.55
49-9064	Watch Repairers	-1.15
49-9071	NULL	-0.86
49-9081	NULL	-0.32
49-9091	Coin, Vending, and Amusement Machine Servicers and Repairers	-1.06
49-9092	Commercial Divers	0.09
49-9093	Fabric Menders, Except Garment	-2.13
49-9094	Locksmiths and Safe Repairers	-0.81
49-9095	Manufactured Building and Mobile Home Installers	-0.38
49-9096	Riggers	-1.19
49-9097	Signal and Track Switch Repairers	-0.87
49-9098	Helpers--Installation, Maintenance, and Repair Workers	-1.30
49-9099	Installation, Maintenance, and Repair Workers, All Other	-0.51
51-1011	First-Line Supervisors of Production and Operating Workers	0.40
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	-0.76
51-2021	Coil Winders, Tapers, and Finishers	-1.51
51-2022	Electrical and Electronic Equipment Assemblers	-0.89
51-2023	Electromechanical Equipment Assemblers	-0.84
51-2031	Engine and Other Machine Assemblers	-1.39
51-2041	Structural Metal Fabricators and Fitters	-1.47
51-2091	Fiberglass Laminators and Fabricators	-1.28
51-2092	Team Assemblers	-1.05
51-2093	Timing Device Assemblers and Adjusters	-1.27
51-3011	Bakers	-0.88
51-3021	Butchers and Meat Cutters	-1.23
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	-1.71
51-3023	Slaughterers and Meat Packers	-2.24
51-3091	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	-0.83
51-3092	Food Batchmakers	-1.20
51-3093	Food Cooking Machine Operators and Tenders	-1.19
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	-0.61
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	-0.40
51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	-1.50
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	-1.05
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	-0.83
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	-1.11
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	-1.03
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	-1.26
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	-1.38
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	-0.78
51-4041	Machinists	-0.81

51-4051	Metal-Refining Furnace Operators and Tenders	-1.57
51-4052	Pourers and Casters, Metal	-1.49
51-4061	Model Makers, Metal and Plastic	-0.96
51-4062	Patternmakers, Metal and Plastic	-0.98
51-4071	Foundry Mold and Coremakers	-2.14
51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	-1.43
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	-0.94
51-4111	Tool and Die Makers	-0.43
51-4121	Welders, Cutters, Solderers, and Brazers	-1.21
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	-1.40
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	-1.05
51-4192	Layout Workers, Metal and Plastic	-0.88
51-4193	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	-1.24
51-4194	Tool Grinders, Filers, and Sharpeners	-1.34
51-5111	NULL	-0.97
51-5112	NULL	-0.96
51-5113	NULL	-1.36
51-6011	Laundry and Dry-Cleaning Workers	-1.79
51-6021	Pressers, Textile, Garment, and Related Materials	-2.83
51-6031	Sewing Machine Operators	-2.08
51-6041	Shoe and Leather Workers and Repairers	-1.91
51-6042	Shoe Machine Operators and Tenders	-1.46
51-6051	Sewers, Hand	-1.94
51-6052	Tailors, Dressmakers, and Custom Sewers	-0.94
51-6061	Textile Bleaching and Dyeing Machine Operators and Tenders	-1.07
51-6062	Textile Cutting Machine Setters, Operators, and Tenders	-1.54
51-6063	Textile Knitting and Weaving Machine Setters, Operators, and Tenders	-1.60
51-6064	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders	-1.59
51-6091	Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	-0.88
51-6092	Fabric and Apparel Patternmakers	-0.19
51-6093	Upholsterers	-1.22
51-7011	Cabinetmakers and Bench Carpenters	-1.07
51-7021	Furniture Finishers	-1.30
51-7031	Model Makers, Wood	-0.70
51-7032	Patternmakers, Wood	-1.16
51-7041	Sawing Machine Setters, Operators, and Tenders, Wood	-1.69
51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing	-1.06
51-8011	Nuclear Power Reactor Operators	0.47
51-8012	Power Distributors and Dispatchers	0.33
51-8013	Power Plant Operators	-0.13
51-8021	Stationary Engineers and Boiler Operators	-0.56
51-8031	Water and Wastewater Treatment Plant and System Operators	-0.38
51-8091	Chemical Plant and System Operators	-0.09
51-8092	Gas Plant Operators	-0.66
51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers	-0.25

51-8099	Plant and System Operators, All Other	-0.66
51-9011	Chemical Equipment Operators and Tenders	-0.13
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	-0.94
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	-1.07
51-9022	Grinding and Polishing Workers, Hand	-1.19
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	-1.02
51-9031	Cutters and Trimmers, Hand	-1.57
51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders	-0.72
51-9041	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	-1.32
51-9051	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	-1.17
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	-0.50
51-9071	Jewelers and Precious Stone and Metal Workers	-1.08
51-9081	Dental Laboratory Technicians	-0.98
51-9082	Medical Appliance Technicians	-0.09
51-9083	Ophthalmic Laboratory Technicians	-1.01
51-9111	Packaging and Filling Machine Operators and Tenders	-1.26
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	-1.33
51-9122	Painters, Transportation Equipment	-1.74
51-9123	Painting, Coating, and Decorating Workers	-1.77
51-9141	Semiconductor Processors	-0.71
51-9151	NULL	-0.97
51-9191	Adhesive Bonding Machine Operators and Tenders	-1.25
51-9192	Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	-2.05
51-9193	Cooling and Freezing Equipment Operators and Tenders	-0.91
51-9194	Etchers and Engravers	-0.97
51-9195	Molders, Shapers, and Casters, Except Metal and Plastic	-1.29
51-9196	Paper Goods Machine Setters, Operators, and Tenders	-1.58
51-9197	Tire Builders	-1.58
51-9198	Helpers--Production Workers	-1.78
51-9199	Production Workers, All Other	-1.51
53-1011	Aircraft Cargo Handling Supervisors	-0.37
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	0.00
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	0.17
53-2011	Airline Pilots, Copilots, and Flight Engineers	0.53
53-2012	Commercial Pilots	0.35
53-2021	Air Traffic Controllers	1.34
53-2022	Airfield Operations Specialists	0.63
53-2031	NULL	-0.24
53-3011	Ambulance Drivers and Attendants, Except Emergency Medical Technicians	-0.22
53-3021	Bus Drivers, Transit and Intercity	-1.55
53-3022	Bus Drivers, School or Special Client	-1.33
53-3031	Driver/Sales Workers	-0.81
53-3032	Heavy and Tractor-Trailer Truck Drivers	-1.27
53-3033	Light Truck or Delivery Services Drivers	-1.23
53-3041	Taxi Drivers and Chauffeurs	-0.88
53-4011	Locomotive Engineers	-0.60

53-4012	Locomotive Firers	-0.78
53-4013	Rail Yard Engineers, Dinkey Operators, and Hostlers	-0.63
53-4021	Railroad Brake, Signal, and Switch Operators	-1.19
53-4031	Railroad Conductors and Yardmasters	-0.11
53-4041	Subway and Streetcar Operators	-0.73
53-5011	Sailors and Marine Oilers	-1.05
53-5021	Captains, Mates, and Pilots of Water Vessels	0.10
53-5022	Motorboat Operators	-1.00
53-5031	Ship Engineers	0.04
53-6011	Bridge and Lock Tenders	-1.16
53-6021	Parking Lot Attendants	-1.36
53-6031	Automotive and Watercraft Service Attendants	-1.19
53-6041	Traffic Technicians	-0.09
53-6051	Transportation Inspectors	0.02
53-6061	NULL	-0.55
53-7011	Conveyor Operators and Tenders	-0.47
53-7021	Crane and Tower Operators	-1.43
53-7031	Dredge Operators	-1.78
53-7032	Excavating and Loading Machine and Dragline Operators	-1.01
53-7033	Loading Machine Operators, Underground Mining	-1.62
53-7041	Hoist and Winch Operators	-1.20
53-7051	Industrial Truck and Tractor Operators	-1.96
53-7061	Cleaners of Vehicles and Equipment	-2.36
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	-1.55
53-7063	Machine Feeders and Offbearers	-1.52
53-7064	Packers and Packagers, Hand	-1.92
53-7071	Gas Compressor and Gas Pumping Station Operators	-0.82
53-7072	Pump Operators, Except Wellhead Pumpers	-0.85
53-7073	Wellhead Pumpers	-1.25
53-7081	Refuse and Recyclable Material Collectors	-1.50
53-7111	Mine Shuttle Car Operators	-2.06
53-7121	Tank Car, Truck, and Ship Loaders	-1.12

Table A.19: Union County History, 1990-2006

Major Indicators	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total Employment (000)*	295.1	284.2	278.4	277	274.1	272.9	273.8	274.7	277.6	278.8	292.1	293.9	291.5	293.4	290.8	292.4	296.9
Wages and Salaries (000)	257.3	246.8	239.5	238.8	241.8	238.2	237.9	241.3	246.4	247.3	258.4	259.1	255.4	255.1	249.8	248.7	251
Proprietors (000)	37.8	37.3	38.9	38.3	32.3	34.8	35.9	33.4	31.2	31.5	33.7	34.9	36	38.2	41	43.8	45.9
Population (000)	494.1	495.6	497.7	501.3	504.9	507.4	511	513.9	517.7	520.3	523.1	526.2	527.6	527.6	526.9	526.2	525.2
Labor Force (000)	271.3	261.2	265.8	260.9	261.2	263.9	266.5	269.9	266.7	271	264.7	265.4	269.7	268.1	265.9	265.7	268.5
Household Employment (000)	256.6	242.9	242.7	239.5	242.4	246.5	249.7	254.8	253.9	258.3	254.4	253.2	252.4	251.2	251.8	252.9	255.3
Unemployment Rate	5.4	7	8.7	8.2	7.2	6.6	6.3	5.6	4.8	4.7	3.9	4.6	6.4	6.3	5.3	4.8	4.9
Personal Income ($mill)	$12,953	$12,959	$14,000	$14,271	$14,507	$15,429	$16,356	$17,247	$18,483	$18,928	$21,157	$21,512	$21,643	$22,175	$22,813	$23,568	$25,598
Labor Income ($mill)**	$8,788	$8,924	$9,460	$9,621	$9,906	$10,100	$10,523	$11,091	$12,065	$12,426	$13,655	$14,065	$14,521	$15,023	$15,340	$16,225	$17,136
Other Income ($mill)***	$4,166	$4,035	$4,540	$4,650	$4,601	$5,328	$5,833	$6,156	$6,418	$6,502	$7,502	$7,446	$7,122	$7,152	$7,472	$7,343	$8,462
Residential Building Permits	138	497	447	645	459	320	267	429	488	513	776	551	681	1,198	1,399	1,278	1,593
Permitted Office and Retail Space (sq. ft.)****	na	na	na	na	na	621,004	641,380	970,950	1,792,729	1,438,611	1,604,586	1,388,149	457,935	336,327	965,455	503,739	538,670

Table A.19 Cont'd: Union County History, 2007-2013

Major Indicators	2007	2008	2009	2010	2011	2012	2013
Total Employment (000)*	298.8	297	289	289.2	292	293.8	297.6
Wages and Salaries (000)	249.3	246.9	236.8	236.7	235.1	236.7	239.3
Proprietors (000)	49.5	50.1	52.2	52.5	56.9	57.1	58.3
Population (000)	525	527.5	532.4	537.7	540.3	544.1	548.3
Labor Force (000)	268	271.5	273.6	274.6	275.3	277.5	276
Household Employment (000)	255.9	255.8	248.4	248	248.9	251.1	253.1
Unemployment Rate	4.5	5.8	9.2	9.7	9.6	9.5	8.3
Personal Income ($mill)	$26,606	$27,244	$26,241	$26,832	$28,257	$29,185	$29,815
Labor Income ($mill)**	$16,718	$16,805	$16,529	$16,868	$17,584	$18,118	$18,445
Other Income ($mill)***	$9,889	$10,440	$9,712	$9,964	$10,673	$11,067	$11,371
Residential Building Permits	1,123	673	488	730	566	929	1,111
Permitted Office and Retail Space (sq. ft.)****	794,891	723,408	177,715	151,243	344,376	406,633	807,401

Table A.19 Cont'd: Union County History, 1990-2013

																		Peak					
Employment by Industry (000)	**1990**	**1991**	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Construction	13.2	12	12.7	12.9	11.9	11.8	11.5	12	11.9	12.8	13.7	14.6	14.7	14.6	15.4	15.2	16.5	17.1	16.5	14.7	13.6	13.5	14.1	14.4
Manufacturing	58	54.7	51.4	48.9	50.7	49.6	49.4	49.1	50.2	49.8	50.4	44.2	40.2	38.2	36.6	36.7	32.6	26.3	25.2	22.5	21.6	20.9	20.5	19.7
Transportation	14.8	15.4	15.3	15.1	15.3	14.8	14.6	15.6	15.2	14.7	14.7	16.1	15.8	16	15.9	15.2	15.2	15.8	15.8	15.2	15.6	16.3	16.4	18.1
Utilities	1.7	1.8	1.8	1.8	1.8	1.7	1.7	1.8	1.8	1.7	1.7	1.9	1.9	1.8	1.8	1.6	1.4	1.3	0.9	0.9	1.3	1.3	1.3	1.3
Information	5.4	5.6	5.6	5.5	5.6	5.4	5.3	5.7	5.5	5.4	5.4	5.9	5	4.9	4.8	5.1	5.3	5.7	5.6	5.5	4.9	4.9	7.3	6.9
Retail Trade	36.2	34.4	34.2	33.2	33.5	34.6	35	35.7	35.8	36.7	40.1	30.4	31.1	31.8	31	30.8	30.7	31.3	30.9	29.9	30.3	30.6	30.1	30.3
Wholesale Trade	22.9	21	20.6	19.7	20.1	19.3	19.4	18.4	19.1	19	19.2	15.3	15.1	15.5	14.3	14.4	15.1	15.6	15.6	14.8	13.9	14.3	14.6	14.6
Finance and Real Estate	26.6	25	23.8	23.9	22.4	23.4	24	21.2	21.3	20.5	21.9	21.5	22.1	22.9	23.7	25.2	25.7	26.5	27.1	28.2	27.7	29.1	28.3	28.2
Services	85.7	83.7	83.3	84.8	82.2	81.7	82.4	84.6	86	85.7	91.1	111.4	111.5	112.7	111.3	111.6	118	123	122.9	121.1	124.4	126.2	126.3	129.1
Government	29.1	29.1	28.3	29.4	28.9	28.9	28.7	28.9	29.2	30.9	32	32.4	33.9	34.8	35.8	36.3	36.3	36	36.3	36	35.6	34.7	34.6	34.7

*Total employment and employement by industry includes both wage earners and proprietors

**Labor income is wages and salaries plus proprietors income plus other labor income less social insurance

*** Other income is interest, dividends, and rent plus transfers plus residence adjustment

****First growth rate 1995 to 2007

Data sources: Employment, population, and income from the REIS of the USBEA.

Labor force, household employment, and the unemployment rate from the NJDOL.

Residential building permits from NJDOL; permitted commercial space from NJDCA.

Table A.20:Union County Forecast, 2014-2025

Major Indicators	Return to Peak 2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total Employment (000)*	300.5	303.3	308.7	310.4	312.7	315.3	318.1	320.6	323.3	325.7	328.3	331.0
Wages and Salaries (000)	241.2	241.9	245.6	245.5	245.8	246.5	247.3	247.8	248.3	248.6	248.9	249.3
Proprietors (000)	59.3	61.3	63.1	65.0	66.8	68.8	70.8	72.8	74.9	77.1	79.3	81.6
Population (000)	551.7	554.9	557.7	559.7	561.4	563.3	565.4	567.4	569.4	571.4	573.3	575.2
Labor Force (000)	279.0	280.8	283.1	284.2	284.9	285.8	287.0	288.2	289.7	291.3	292.9	294.6
Household Employment (000)	260.0	263.0	266.3	267.8	268.3	269.3	270.8	272.2	273.6	274.9	276.3	277.8
Unemployment Rate	6.8	6.3	5.9	5.8	5.8	5.8	5.6	5.5	5.6	5.6	5.7	5.7
Personal Income ($mill)	$31,308	$32,883	$35,002	$36,754	$38,538	$40,397	$42,347	$44,343	$46,328	$48,299	$50,312	$52,407
Labor Income ($mill)**	$18,917	$19,551	$20,815	$21,663	$22,624	$23,642	$24,782	$25,972	$27,220	$28,493	$29,816	$31,210
Other Income ($mill)***	$12,391	$13,333	$14,187	$15,091	$15,914	$16,754	$17,565	$18,371	$19,108	$19,806	$20,495	$21,197
Residential Building Permits	1,225	1,282	1,142	1,017	997	1,030	1,069	1,092	1,089	1,067	1,031	988
Permitted Office and Retail Space (sq. ft.)****	610,315	578,176	730,278	940,673	611,222	627,867	660,770	671,791	644,018	644,414	628,384	638,230
Employment by Industry (000)	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Construction	15.3	15.9	16.0	16.0	16.1	16.1	16.1	16.2	16.2	16.2	16.1	16.0
Manufacturing	19.1	18.0	19.2	18.7	18.6	18.4	18.2	18.0	17.9	17.6	17.3	17.0
Transportation	18.4	19.2	20.0	20.5	20.8	21.0	21.3	21.6	21.8	22.0	22.1	22.3
Utilities	1.3	1.4	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.6	1.6	1.6
Information	6.4	6.1	5.8	5.6	5.5	5.4	5.3	5.3	5.2	5.2	5.3	5.3
Retail Trade	30.9	30.0	30.7	30.5	30.3	30.3	30.3	30.2	30.1	29.9	29.6	29.3
Wholesale Trade	14.7	14.4	14.6	14.6	14.5	14.4	14.4	14.3	14.2	14.1	13.9	13.7
Finance and Real Estate	28.2	29.3	30.1	30.5	31.0	31.7	32.3	33.0	33.7	34.5	35.3	36.2
Services	130.8	132.8	134.3	135.6	137.3	139.1	140.5	142.0	143.7	145.2	147.0	149.0
Government	35.3	35.9	36.5	36.9	37.2	37.6	38.3	38.6	39.1	39.7	40.2	40.7

*Total employment and employement by industry includes both wage earners and proprietors
**Labor income is wages and salaries plus proprietors income plus other labor income less social insurance
*** Other income is interest, dividends, and rent plus transfers plus residence adjustment
****First growth rate 1995 to 2007

Table A.21: New Jersey Forecast, 2013-2025

Employment by Industry (000)	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2013 - 2025 Annual Growth
Construction	136.5	141.8	154.4	161.5	167.1	172.4	177.0	180.8	183.9	186.2	187.7	188.7	190.7	2.8%
Manufacturing	243.3	242.4	241.5	239.8	238.4	237.7	237.9	238.5	239.1	239.5	239.7	239.7	239.4	-0.1%
Transportation	152.7	154.8	160.3	164.2	169.1	173.8	178.2	182.1	185.5	188.7	191.5	194.0	196.0	2.1%
Utilities	13.7	13.7	14.2	14.4	14.4	14.4	14.4	14.4	14.4	14.4	14.4	14.4	14.5	0.5%
Information	74.9	75.0	74.7	74.5	74.5	74.3	74.0	74.1	74.1	73.9	73.4	72.7	71.5	-0.4%
Retail Trade	448.6	455.3	466.4	473.1	474.5	474.4	473.8	474.3	474.2	473.1	471.2	469.0	467.5	0.3%
Wholesale Trade	213.3	213.8	219.8	224.0	226.8	228.8	231.0	233.1	234.4	235.2	236.1	237.1	237.4	0.9%
Finance and Real Estate	254.2	247.0	250.3	255.0	257.6	259.3	260.5	261.5	262.8	264.3	66.0	267.8	269.7	0.5%
Services	1781.6	1797.5	1808.7	1836.3	1859.5	1883.9	1908	1928.5	1952.9	1977.6	1998.7	2023.5	2048.2	1.2%
Government	615.4	620.4	625.0	631.0	633.0	635.2	638.9	645.9	647.7	652.3	657.1	661.9	666.5	0.7%

Data sources: Employment, population, and income from the REIS of the USBEA.
Labor force, household employment, and the unemployment rate from the NJDOL.
Residential building permits from NJDOL; permitted commercial space from NJDCA.

Table A.22: Average Residential Property Value (Per-Acre) for Union County, 1999-2014

Municipality	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14
Berkeley Heights Township	1,035,089	1,074,982	1,168,475	1,213,123	1,223,361	1,254,098	1,342,894	1,424,118	1,460,471	1,414,721	1,380,879	1,407,963	1,364,836	1,287,901	1,254,625	1,215,603
Clark Township	980,334	1,001,814	1,067,421	1,138,266	1,256,666	1,307,454	1,433,967	1,535,672	1,670,836	1,636,306	1,502,715	1,442,492	1,428,300	1,342,303	1,280,515	1,253,526
Cranford Township	1,383,375	1,450,410	1,515,633	1,600,338	1,718,895	1,833,184	1,994,471	2,120,439	2,168,712	2,152,185	2,075,721	2,023,692	1,985,199	1,911,228	1,769,066	1,761,571
Elizabeth City	1,125,202	1,173,883	1,229,890	1,266,791	1,429,337	1,602,045	1,854,059	2,157,762	2,362,371	2,349,809	2,146,370	1,943,082	1,777,975	1,688,846	1,591,627	1,629,591
Fanwood Borough	1,105,696	1,152,429	1,210,579	1,281,576	1,363,643	1,477,995	1,626,723	1,730,062	1,750,847	1,760,718	1,704,119	1,597,125	1,558,532	1,479,440	1,433,417	1,393,415
Garwood Borough	1,409,489	1,455,668	1,419,168	1,544,422	1,594,328	1,714,097	1,830,796	1,929,491	2,022,822	2,119,863	2,105,607	2,031,417	1,999,345	1,900,520	1,829,197	1,777,781
Hillside Township	1,233,394	1,245,735	1,262,715	1,348,141	1,487,102	1,583,195	1,805,973	2,007,234	2,230,050	2,116,388	2,005,030	1,795,680	1,669,894	1,522,382	1,450,084	1,366,278
Kenilworth Borough	1,343,795	1,264,756	1,337,950	1,472,913	1,535,752	1,656,393	1,967,472	2,172,985	2,222,201	2,345,046	2,029,357	1,826,935	1,800,333	1,762,285	1,595,947	1,617,039
Linden City	1,289,898	1,328,464	1,311,740	1,313,500	1,430,475	1,502,778	1,678,095	1,940,643	2,117,638	2,112,421	1,927,929	1,817,767	1,744,554	1,641,093	1,528,910	1,378,685
Mountainside Borough	974,426	1,038,816	1,061,524	1,089,435	1,182,789	1,300,803	1,434,757	1,513,927	1,528,400	1,501,716	1,408,644	1,287,825	1,292,515	1,237,555	1,218,401	1,213,640
New Providence Borough	1,133,692	1,182,442	1,210,536	1,227,517	1,304,881	1,339,419	1,477,644	1,537,372	1,593,711	1,595,822	1,544,931	1,510,051	1,476,417	1,438,999	1,405,146	1,324,951
Plainfield City	650,451	680,499	714,542	728,032	777,432	879,594	1,019,690	1,151,884	1,222,840	1,238,191	1,146,284	1,019,433	922,920	852,719	826,179	792,199
Rahway City	1,010,654	1,008,298	1,029,339	1,048,931	1,151,761	1,288,361	1,502,786	1,684,463	1,818,518	1,854,860	1,783,947	1,662,898	1,587,867	1,406,207	1,295,414	1,163,961
Roselle Borough	910,903	901,376	926,986	922,903	1,008,696	1,174,420	1,329,730	1,483,243	1,546,879	1,527,400	1,460,554	1,332,405	1,184,217	1,051,363	988,319	1,000,096
Roselle Park Borough	1,237,355	1,262,917	1,277,794	1,326,708	1,489,930	1,621,552	1,819,183	2,018,759	2,135,869	2,102,829	1,949,189	1,846,259	1,723,913	1,558,745	1,465,046	1,446,361
Scotch Plains Township	868,489	925,713	971,844	999,576	1,080,161	1,135,921	1,254,258	1,350,903	1,375,401	1,334,430	1,271,212	1,210,301	1,197,077	1,137,051	1,111,032	1,111,532
Springfield Township	1,116,778	1,177,498	1,255,804	1,290,785	1,405,917	1,493,389	1,601,278	1,676,927	1,745,385	1,712,644	1,648,203	1,573,325	1,490,158	1,391,092	1,255,614	1,204,942
Summit City	1,810,273	1,941,835	2,106,231	2,190,207	2,298,649	2,457,572	2,647,536	2,867,465	2,884,524	3,120,061	2,737,600	2,551,201	2,661,783	2,502,764	2,404,873	2,432,372
Union Township	1,262,029	1,276,642	1,369,261	1,456,786	1,609,159	1,733,496	1,905,837	2,043,548	2,151,044	2,099,823	1,954,068	1,887,138	1,799,054	1,680,880	1,579,503	1,525,291
Westfield Town	1,492,518	1,588,447	1,689,300	1,759,449	1,900,253	2,024,032	2,191,795	2,329,669	2,414,040	2,400,182	2,316,962	2,231,056	2,188,477	2,118,775	2,097,008	2,068,739
Winfield Township	167,492	166,478	161,174	151,812	155,768	154,427	167,078	171,228	164,866	159,430	155,409	154,400	152,262	149,488	145,918	141,825
Union County	1,158,576	1,206,037	1,267,263	1,315,850	1,420,690	1,525,294	1,687,312	1,836,284	1,921,808	1,920,907	1,798,189	1,698,846	1,644,678	1,551,054	1,480,885	1,448,810

Table A.23: Average Commercial Property Value (Per-Acre) for Union County, 1999-2014

Municipality	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14
Berkeley Heights Township	1,344,679	1,398,403	1,558,225	1,653,660	1,975,700	2,017,234	1,926,119	1,928,968	1,945,063	1,833,996	1,780,608	2,808,993	2,257,982	2,100,923	2,025,032	1,830,806
Clark Township	1,024,001	1,100,899	1,173,941	1,226,783	1,327,137	1,339,805	1,416,284	1,478,884	1,574,973	1,559,426	1,386,087	1,332,493	1,380,183	1,297,673	1,223,492	1,192,197
Cranford Township	1,741,561	1,809,529	1,932,641	2,038,050	2,184,532	2,334,022	2,517,585	2,451,462	2,314,691	2,285,711	2,217,765	2,026,903	1,903,783	1,706,058	1,609,096	1,548,953
Elizabeth City	1,225,208	1,245,407	1,324,866	1,347,016	1,571,000	1,730,325	1,946,440	2,196,052	2,286,479	2,174,215	1,880,964	1,656,953	1,484,023	1,331,472	1,229,798	1,196,498
Fanwood Borough	716,467	734,264	771,914	826,563	893,748	998,733	1,224,007	1,258,413	1,281,953	1,270,982	1,432,544	1,399,434	1,347,860	1,271,771	1,210,451	1,200,671
Garwood Borough	1,273,417	1,347,014	1,369,834	1,501,421	1,632,086	1,816,377	1,889,979	1,911,228	1,936,320	2,035,732	2,068,081	2,009,514	1,978,706	1,888,973	1,824,204	1,782,617
Hillside Township	686,011	674,174	672,612	687,832	770,035	837,899	940,025	1,037,864	1,116,950	1,044,022	1,010,542	900,004	833,568	776,612	741,984	695,839
Kenilworth Borough	1,107,388	1,068,891	1,110,557	1,196,105	1,247,850	1,373,282	1,617,275	1,778,233	1,795,407	1,843,500	1,670,534	1,478,234	1,422,162	1,357,125	1,195,769	1,228,787
Linden City	1,497,275	1,537,697	1,473,953	1,562,570	1,781,937	1,958,179	2,187,702	2,545,443	2,704,988	2,604,122	2,328,448	2,152,509	2,026,060	1,827,162	1,683,150	1,504,477
Mountainside Borough	1,445,439	1,596,761	1,605,862	1,687,811	1,820,371	1,956,845	2,119,874	2,158,466	2,168,888	2,075,611	1,865,393	1,690,307	1,632,425	1,534,008	1,499,846	1,375,295
New Providence Borough	1,271,780	1,313,403	1,338,061	1,344,797	1,561,769	1,565,653	1,672,228	1,686,486	1,524,977	1,495,453	1,418,432	1,379,627	1,382,787	1,343,732	1,255,947	1,151,365
Plainfield City	532,380	545,450	577,045	587,063	622,534	699,049	810,268	891,149	926,490	917,029	838,892	747,554	670,002	620,147	595,376	576,959
Rahway City	653,328	638,772	642,823	643,946	694,422	732,174	839,578	934,931	1,023,803	1,048,017	1,005,322	950,663	920,923	828,021	787,730	708,540
Roselle Borough	840,451	826,138	848,279	834,766	1,032,138	1,178,495	1,376,177	1,538,343	1,445,579	1,422,825	1,350,326	1,274,388	1,129,248	964,866	920,488	910,759
Roselle Park Borough	965,378	974,587	987,881	1,026,402	1,155,027	1,258,120	1,421,256	1,588,073	1,663,094	1,642,892	1,551,085	1,460,775	1,359,284	1,200,339	1,111,615	1,089,450
Scotch Plains Township	785,321	832,063	861,022	869,318	928,662	982,366	1,054,492	1,108,937	1,104,945	1,050,726	945,839	913,616	905,566	836,788	823,673	826,293
Springfield Township	1,319,651	1,417,370	1,509,610	1,531,828	1,670,362	1,768,063	1,886,629	1,949,977	2,004,641	1,933,918	1,873,758	1,790,541	1,714,523	1,572,195	1,428,312	1,361,316
Summit City	1,731,552	1,838,871	2,074,192	2,175,523	2,220,773	2,301,786	2,395,164	2,509,881	2,490,472	2,552,148	2,229,848	1,982,908	2,028,793	1,863,875	1,809,212	1,770,160
Union Township	1,070,986	1,097,412	1,185,256	1,299,327	1,439,665	1,545,165	1,669,626	1,761,767	1,814,531	1,715,352	1,557,252	1,474,889	1,379,723	1,246,431	1,184,104	1,113,852
Westfield Town	1,714,343	1,811,437	1,892,587	1,949,476	2,117,003	2,301,447	2,494,911	2,650,579	2,724,294	2,703,642	2,598,993	2,497,357	2,466,371	2,398,712	2,349,880	2,348,539
Winfield Township	213,639	212,322	205,535	193,575	199,180	198,023	214,850	220,808	213,205	210,010	208,521	211,022	211,972	211,981	210,769	208,667
Union County	1,168,673	1,210,415	1,275,866	1,330,275	1,475,161	1,581,384	1,718,347	1,838,571	1,878,294	1,828,113	1,679,204	1,612,912	1,513,023	1,390,245	1,315,659	1,254,340

Table A.24: Average Industrial Property Value (Per-Acre) for Union County, 1999-2014

Municipality	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14
Berkeley Heights Township	8,392,018	8,840,471	9,044,521	7,591,186	6,107,560	6,377,583	6,907,155	7,166,567	7,082,847	6,871,645	7,168,259	1,445,002	1,416,956	1,329,225	1,301,462	1,253,681
Clark Township	1,130,827	1,138,286	1,204,743	1,286,514	1,437,336	1,489,921	1,649,311	1,780,862	1,779,792	1,771,938	1,614,441	1,587,208	1,573,175	1,515,399	1,352,804	1,121,266
Cranford Township	779,594	787,195	795,956	843,185	909,555	1,012,577	1,087,050	1,155,591	1,147,348	1,170,118	1,166,330	1,184,835	1,205,776	1,190,984	1,091,922	1,096,069
Elizabeth City	721,101	770,117	800,899	801,829	896,536	1,032,730	1,166,642	1,098,128	1,139,330	1,144,594	1,024,742	909,234	778,442	777,419	709,461	734,244
Fanwood Borough	1,361,601	1,431,436	1,576,930	1,711,756	1,844,662	1,973,068	2,193,738	2,265,634	2,321,042	2,300,117	2,062,621	1,932,827	1,891,231	1,795,460	1,729,522	1,685,481
Garwood Borough	646,298	687,760	637,458	687,575	672,884	775,971	852,767	838,949	923,018	870,442	831,674	802,614	787,192	749,824	725,190	700,179
Hillside Township	889,242	862,742	878,219	944,339	974,307	1,015,896	1,127,350	1,232,205	1,346,190	1,216,072	1,121,088	989,907	912,144	813,904	771,285	728,149
Kenilworth Borough	1,605,699	1,504,787	1,709,287	1,881,700	2,018,332	2,205,079	2,594,348	2,886,189	2,932,850	3,079,386	2,621,103	2,351,146	2,299,400	2,003,003	1,601,971	1,621,147
Linden City	662,083	640,564	654,712	671,074	740,106	786,598	890,656	977,503	1,036,004	989,255	859,617	795,818	766,187	736,489	700,941	636,800
Mountainside Borough	1,052,567	1,077,133	1,094,382	1,112,655	1,198,936	1,323,227	1,478,692	1,503,346	1,461,981	1,418,097	1,358,281	1,224,090	1,206,528	1,141,615	1,055,133	1,043,654
New Providence Borough	2,617,523	3,052,783	3,026,964	3,040,487	2,411,551	2,502,836	2,567,422	2,538,494	2,690,334	2,681,329	2,514,830	2,193,719	2,192,071	2,159,801	1,960,072	1,868,235
Plainfield City	349,802	355,181	369,248	375,712	403,943	450,168	444,045	495,307	485,403	475,891	433,168	354,505	310,106	282,686	267,070	256,989
Rahway City	1,173,429	1,593,475	1,658,205	1,811,735	2,097,635	2,541,273	2,986,286	3,387,785	3,658,895	3,690,072	3,466,953	3,269,860	2,609,834	2,189,192	2,060,616	1,864,155
Roselle Borough	572,178	558,549	550,988	550,978	627,410	750,483	857,225	936,883	980,552	941,844	904,713	812,318	722,446	639,860	608,121	617,468
Roselle Park Borough	651,850	657,250	660,340	677,365	771,352	821,042	928,266	1,019,230	1,083,907	1,066,921	991,872	811,047	743,826	671,728	634,161	629,504
Scotch Plains Township	900,967	948,631	990,331	1,009,160	1,091,208	1,186,194	1,208,078	1,291,416	1,311,334	1,383,322	1,260,193	1,151,713	1,091,528	996,237	935,679	898,202
Springfield Township	1,069,301	1,051,995	1,126,242	1,149,838	1,253,955	1,302,998	1,403,359	1,335,940	1,392,092	1,405,393	1,327,336	1,245,683	1,180,566	1,123,677	1,017,414	980,116
Summit City	7,466,275	7,924,999	8,474,713	9,248,062	10,810,536	12,327,472	14,156,460	16,327,937	17,216,270	20,164,314	19,106,905	19,320,003	21,812,600	22,205,956	22,943,443	24,826,194
Union Township	1,101,030	1,132,244	1,210,062	1,301,344	1,452,410	1,591,126	1,688,324	1,819,520	1,907,443	1,880,443	1,751,967	1,718,566	1,652,261	1,395,743	1,160,170	1,145,159
Westfield Town	446,609	473,196	499,758	518,084	580,588	642,420	720,486	795,903	852,837	893,436	912,926	931,317	981,320	1,022,326	1,089,583	845,619
Winfield Township	8,392,018	8,840,471	9,044,521	7,591,186	6,107,560	6,377,583	6,907,155	7,166,567	7,082,847	6,871,645	7,168,259	1,445,002	1,416,956	1,329,225	1,301,462	1,253,681
Union County	985,226	1,018,336	1,062,869	1,095,585	1,171,640	1,282,759	1,433,973	1,533,844	1,597,713	1,586,655	1,436,868	1,272,584	1,192,238	1,099,407	1,006,710	963,153

Appendix B: Forecast Model

As part of R/ECON's work for Union County, we built an econometric model to describe the County's economy and to forecast its behavior over the next decade. While the model produced a framework for the forecast for Union County, the forecast itself also reflects information on job changes as detailed in Major Employers Reports for 2011 and 2014 prepared for the Union County Economic Development Corporation. At the model's core is a set of equations that estimates both jobs and compensation rate (by place of work) for each of ten industries. From their outcomes, other sets of equations are then estimated. They are those for population, personal income, unemployment, and building permits. Population is articulated by three cohort equations—under 18 years old, 18-65 years old, and over 65 years old. Personal income is broken out by labor income and other income. The unemployment set includes equations for total labor force, residential employment, and the unemployment rate. And the set of equations on building permits includes two equations for residences (one- and two-family and multifamily) as well as two more to estimate the amount space for which commercial and retail permits were issued.

The model has been developed with an annual periodicity using historic data from 1990-2013. It uses jobs, income, and population data from the U.S. Bureau of Economic Analysis. The jobs series reports full- and part-time employment, including proprietors. Labor force data comes from the State of New Jersey Department of Labor and Workforce Development, and the building permits information comes from the State of New Jersey Department of Community Affairs. National data used to drive the Union County forecasts are from the IHS Economics March 2015 forecast. The equivalent data for New Jersey come from the April 2015 Rutgers Economic Advisory Service (R/ECON^{TM}) forecast.

Job growth for each industry depends on demand for the industry's product, the industry compensation rate relative to that in N.J. of the U.S., and general economic conditions in the County (typically relative to for the state as a whole). Industry demand for products that are consumed locally (e.g., construction and retail trade) is driven by the County's population income. Production by industries that deliver to demand that is largely outside the County (e.g., manufacturing wholesale trade) is estimated using national economic conditions.

The industries included in the model are:[1]

- Construction
- Manufacturing
- Transportation and warehousing
- Wholesale trade
- Retail trade
- Utilities
- Information
- Finance, insurance, and real estate
- Services
- Government

County compensation rates are estimated using state wage rates and prevailing local labor market conditions. Personal income is a function of the sum of total compensation across all industries plus Union County's fair share of other components of state personal income. People follow job opportunities; thus the population aged 18 to 64 is a function of county employment, while the dependent population (pre-18 and post-65) depends on the size of the working-age population. Labor force and unemployment depend on population and workplace employment. Both population and labor force equations are influenced by equivalent trends at the state level. The final piece of the model is residential and commercial real estate. Residential permits depend on demographics, state level permits and mortgage rates. The amount of space issued via commercial and retail permits depends on economic conditions in the county as well as state-level space trends. Permit issuance affects change in construction jobs.

[1] Although mining and forestry/fisheries are not broken out for disclosure reasons, they are included in the total. They currently account for only about 300 jobs in Union County.

Appendix C

Table C.1: Union County Index

NAICS	Description	County Excess Demand	State Excess Demand	Region Excess Demand	Unearned GDP	GDP NJ/ GDP Nation	GDP/$Million	Earnings/Job	Transpor-tation	Index
524100	Insurance carriers	9,516,357,361.0	156.8	36,734,465,293.1	0	2.060797	0.89651	61895	0.00086	3.428844
813A00	Grantmaking, giving, and social advocacy organizations	41,495,466.8	195.9	4,324,049,538.6	0.3689819	2.325508	0.97354	13290	0.00086	1.852
713100	Amusement parks and arcades	10,466,983.9	275.0	430,617,569.0	0.5962908	1.810529	1.30018	32094	0.00094	1.848845
311930	Flavoring syrup and concentrate manufacturing	11,496,816.8	8.1	1,679,860,178.4	0.4560941	2.598236	0.79752	0	0.00078	1.755698
420000	Wholesale trade	28,865,073.2	2,162.7	68,779,661,719.1	0.3034789	2.062386	0.91743	0	0.00161	1.650809
561300	Employment services	51,931,622.9	169.2	4,163,608,503.9	0	1.553855	1.10177	74797	0.00101	1.576999
561600	Investigation and security services	11,831,644.0	123.9	4,441,097,670.8	0	1.589476	1.03284	79363	0.00166	1.49355
312140	Distilleries	23,556,438.0	117.7	354,561,675.9	0.4781373	1.971154	0.8974	0	0.00055	1.388692
711200	Spectator sports	3,860,908.5	0.5	1,506,499,312.5	0.1912824	1.443467	1.08649	30010	0.00018	1.3653
517A00	Satellite, telecommunications resellers, and all other telecommunications	224,023,972.4	99.9	907,150,349.7	0.769256	1.632168	1.0846	25679	0.00029	1.338375
523900	Other financial investment activities	1,855,638,044.0	32.2	883,916,230,091.1	0	0.695076	0.39402	97456	0.00041	1.31429
561100	Office administrative services	7,101,135.8	95.4	21,401,463,226.8	0.3108279	1.385812	1.0612	30462	0.00010	1.261553
611100	Elementary and secondary schools	69,557,844.8	22.4	9,799,297,686.8	0.0702207	1.503945	0.93967	25408	0.00113	1.253504
814000	Private households	14,671,815.9	118.9	3,330,853,259.7	0	1.180898	1.0815	63216	0.00014	1.227456
511130	Book publishers	26,245,428.5	217.2	327,696,931.3	0.5594796	1.451371	0.98727	83696	0.00096	1.096936
5191A0	News syndicates, libraries, archives and all	59,925,478.8	53.0	356,314,940.6	0.2789712	1.357114	0.93546	175232	0.00146	1.077372

	other information services									
335930	Wiring device manufacturing	22,042,175.5	1.5	181,372,937.2	0.5095135	1.954931	0.70303	0	0.00072	1.059874
541400	Specialized design services	208,614,871.4	92.1	76,862,261,061.6	0	1.228661	0.85463	43423	0.00108	1.04381
541200	Accounting, tax preparation, bookkeeping, and payroll services	9,757,650.1	27.9	10,797,025,109.4	0.1587976	1.118301	1.01146	89086	0.00198	1.025683
811100	Automotive repair and maintenance	284,849,696.2	157.7	3,563,199,237.0	0.0640119	1.500931	0.75918	18970	0.00687	1.003487
485000	Transit and ground passenger transportation	32,037,678.6	553.7	2,544,122,208.0	0.3660207	1.372285	0.91424	50090	0.00813	0.988707
621500	Medical and diagnostic laboratories	5,600,433.3	11.3	2,952,363,081.8	0.1789248	1.246117	0.93152	56118	0.00056	0.975997
325120	Industrial gas manufacturing	566,579,376.6	292.6	106,649,241.9	0.7899322	2.030402	0.60008	0	0.00928	0.959666
441000	Motor vehicle and parts dealers	145,854,717.5	428.6	6,021,454,540.4	0.4966065	1.161609	1.01057	88721	0.00050	0.949153
515100	Radio and television broadcasting	31,680,432.8	149.5	412,992,698.7	0.7275329	1.403661	0.97142	0	0.00067	0.946694
623B00	Residential mental retardation, mental health, substance abuse and other facilities	56,888,273.8	1.2	5,788,174,291.9	0.1716266	1.172899	0.93441	60504	0.00050	0.93763
621300	Offices of other health practitioners	32,726,185.6	4.6	4,645,777,743.2	0.1055908	1.151467	0.91712	91537	0.00144	0.921511
517110	Wired telecommunications carriers	92,539,030.3	123.1	22,632,544,706.0	0.7843643	1.372908	0.92919	126725	0.00011	0.912622
221300	Water, sewage and other systems	63,666,524.8	-	15,133,984,168.1	0.6522961	1.238822	0.98032	107967	0.00085	0.911689
54151A	Other computer related services, including facilities management	198,279,988.6	996.9	6,251,490,580.8	0	1.126525	0.87798	78497	0.00082	0.90468
621100	Offices of physicians	284,436,410.9	78.7	3,344,113,604.6	0.1177115	1.145295	0.88308	37609	0.00180	0.886831
492000	Couriers and messengers	19,462,688.4	310.3	5,141,722,370.8	0.2970731	1.209465	0.89736	87100	0.00117	0.862485

541800	Advertising, public relations, and related services	49,606,468.4	353.9	18,751,217,132.1	0	1.265467	0.7815	58926	0.00027	0.85396
532A00	Consumer goods and general rental centers	692,203,771.5	5,146.1	15,922,091,411.3	0.8877912	1.173113	0.97362	26076	0.00102	0.836139
515200	Cable and other subscription programming	21,724,172.1	95.6	834,125,302.8	0.5838333	1.309077	0.9065	41542	0.00009	0.832113
532400	Commercial and industrial machinery and equipment rental and leasing	79,405,423.6	537.4	3,119,063,421.9	0.7279236	1.154826	1.01317	17321	0.00035	0.8237
621200	Offices of dentists	5,441,878.5	102.1	15,660,071,206.0	0.1169275	1.076741	0.90172	22037	0.00055	0.820934
711500	Independent artists, writers, and performers	32,890,563.7	2.0	778,790,658.6	0	1.210058	0.8085	26481	0.00032	0.814343
312120	Breweries	59,090,987.2	131.9	480,090,666.7	0.3702151	1.801241	0.5598	129186	0.00744	0.811299
713900	Other amusement and recreation industries	19,665,445.4	204.7	11,718,579,862.4	0.1403068	1.338398	0.75914	8218	0.00051	0.796965
221100	Electric power generation, transmission, and distribution	256,414,482.0	-	23,122,511,341.7	0.7449619	1.2404	0.88162	138570	0.00400	0.781154
624400	Child day care services	5,797,473.3	3.5	1,388,325,549.7	0	1.204736	0.79136	30004	0.00086	0.780533
623A00	Nursing and community care facilities	3,470,353.7	7.3	28,918,987,977.2	0.2393502	1.141247	0.85385	48994	0.00042	0.779229
621600	Home health care services	7,820,179.8	2.1	1,136,392,993.1	0.4460151	1.158209	0.91378	49882	0.00083	0.77238
493000	Warehousing and storage	15,236,054.8	141.5	4,719,915,259.6	0.2606357	1.137897	0.85659	42804	0.00394	0.74178
5419A0	Marketing research and all other miscellaneous professional, scientific, and technical services	47,297,286.3	177.6	48,843,117,411.2	0.3047055	1.069859	0.81297	203672	0.00149	0.71321
541511	Custom computer programming services	304,833,613.6	803.1	21,692,944,464.0	0.2752593	0.975075	0.88748	0	0.00050	0.710131
2361	Residential building Construction	775,738,394.1	-	103,301,714,374.2	0.3442405	1.007143	0.72921	62071	0.04141	0.71004

4A0000	Other retail	89,865,141.9	63.1	38,431,942,225.2	0.3429783	1.008591	0.88532	24821	0.00190	0.703306
114000	Fishing, hunting and trapping	3,562,442.1	205.0	87,977,049.4	0.4318907	1.061888	0.90735	0	0.00022	0.670798
541100	Legal services	7,164,637.8	68.7	10,961,563,766.9	0.6633403	1.260351	0.84019	17946	0.00006	0.663245
611B00	Other educational services	3,721,830.7	300.5	5,170,156,665.6	0.0016311	1.02139	0.8019	34472	0.00091	0.65127
311520	Ice cream and frozen dessert manufacturing	26,092,928.8	296.8	156,406,379.2	0.4142436	1.989112	0.39075	0	0.00187	0.636392
550000	Management of companies and enterprises	1,187,357.1	1.5	978,294,832.9	0.6300383	1.238539	0.83257	25119	0.00193	0.634614
115000	Support activities for agriculture and forestry	683,518.7	36.2	698,875,524.2	0.3701157	1.030402	0.86979	7466	0.00077	0.612752
325320	Pesticide and other agricultural chemical manufacturing	17,100,974.0	149.9	736,003,562.4	0.7417731	1.559034	0.66907	48868	0.00347	0.610521
622000	Hospitals	6,249,007.3	78.4	898,210,632.0	0	1.025653	0.77569	29925	0.00159	0.608745
523A00	Securities and commodity contracts intermediation and brokerage	283,996,829.5	28.6	135,967,820,400.2	0	0.946511	0.63839	167831	0.00124	0.606267
813B00	Civic, social, professional, and similar organizations	81,600,985.8	1,815.8	1,288,669,500.5	0.6205862	1.071099	0.89133	34449	0.00084	0.604527
484000	Truck transportation	5,111,868.5	46.6	19,649,066,065.7	0.6595365	1.436361	0.67915	78394	0.00667	0.591458
811300	Commercial and industrial machinery and equipment repair and maintenance	18,185,808.8	3,992.9	9,113,074,116.7	0.5701288	1.097268	0.85802	31369	0.00070	0.585178
2372	Land subdivision	11,846,441.8	-	2,293,902,715.2	0.0659132	1.01686	0.76484	98839	0.00014	0.582181
336370	Motor vehicle metal stamping	(1,890,058.4)	71.5	255,090,992.8	0.2576493	1.653067	0.49008	0	0.00275	0.570709
532100	Automotive equipment rental and leasing	141,384,600.9	210.3	75,693,788,569.9	0.9918009	1.057747	0.8898	3172	0.00312	0.562536
531000	Real estate	23,986,895.5	1,754.5	57,568,847,724.9	0.9996962	1.59485	0.61422	155432	0.00007	0.56171

452000	General merchandise stores	15,407,912.7	76.3	3,899,032,375.1	0.3463343	0.977759	0.84701	27512	0.00099	0.555845
325610	Soap and cleaning compound manufacturing	10,429,739.4	548.6	3,611,406,185.8	0.6035847	1.449024	0.64388	90992	0.00457	0.547375
713200	Gambling industries (except casino hotels)	18,996,170.6	293.9	1,369,004,193.0	0.409325	0.962731	0.86091	17528	0.00048	0.534918
2362	Nonresidential building construction	278,019,296.2	-	64,869,838,712.1	0.3006641	0.995161	0.68036	60807	0.06771	0.514784
333511	Industrial mold manufacturing	42,303,355.5	264.8	2,382,737,576.8	0.4070547	1.380937	0.62619	0	0.00127	0.513428
333315	Photographic and photocopying equipment manufacturing	7,849,271.2	49.6	46,271,745.3	0.0120698	1.132515	0.66695	0	0.00075	0.511914
524200	Insurance agencies, brokerages, and related activities	153,000,848.4	19.0	64,500,711,847.1	0.5516547	0.93746	0.80728	73249	0.00005	0.50526
2373	Highway, street, and bridge construction	26,962,305.5	501.5	5,165,067,341.4	0.4080549	1.029882	0.78615	63268	0.00958	0.499503
2382	Building equipment contractors	18,794,953.1	200.7	5,962,903,978.9	0.1521923	1.008512	0.73431	85128	0.00210	0.498438
2383	Building finishing contractors	17,823,329.0	466.5	5,902,982,403.1	0.2789442	1.020075	0.75353	72867	0.01665	0.496004
335120	Lighting fixture manufacturing	266,017.3	217.2	17,249,615.3	0.1119562	1.188784	0.6164	165022	0.00255	0.489307
512200	Sound recording industries	149,242,006.4	534.2	3,016,636,158.3	0.65622	1.138833	0.77692	36230	0.00047	0.486449
33391A	Pump and pumping equipment manufacturing	18,235,973.9	42.2	416,701,575.7	0.3775326	1.567611	0.50684	0	0.00121	0.484742
323120	Support activities for printing	50,472,777.1	194.5	1,337,042,507.4	0.3405275	1.136513	0.69923	68970	0.01791	0.483755
517210	Wireless telecommunications carriers (except satellite)	35,521,608.6	59.5	13,209,614,931.1	0.6902153	1.069433	0.80235	113102	0.00022	0.473537
511200	Software publishers	1,330,888.6	2,297.3	7,617,266,774.9	0.7394342	1.052957	0.83012	129924	0.00172	0.470855
541610	Management consulting services	662,172,051.9	237.0	9,763,783,395.0	0.3260795	0.90171	0.73765	54684	0.00089	0.462892
811200	Electronic and precision equipment repair and maintenance	29,728,156.5	125.7	15,339,014,404.2	0.5529823	1.058449	0.76508	22719	0.00739	0.437953

624100	Individual and family services	12,926,322.0	158.6	1,198,101,252.5	0.2127109	0.904282	0.77899	36127	0.00039	0.437014
722211	Limited-service restaurants	172,988,303.1	327.5	14,408,639,799.0	0.3730353	1.028267	0.71401	35096	0.00534	0.427104
721000	Accommodation	156,146,481.6	139.6	2,873,094,530.3	0.2174053	0.945268	0.73694	0	0.00275	0.42259
326130	Laminated plastics plate, sheet (except packaging), and shape manufacturing	58,877,163.1	1,135.3	44,027,489.8	0.3124378	1.265347	0.59306	63752	0.00266	0.419207
337122	Nonupholstered wood household furniture manufacturing	15,259,876.6	223.0	339,446,005.6	0.1009381	1.3135	0.52394	32131	0.00179	0.415116
325414	Biological product (except diagnostic) manufacturing	21,927,944.8	90.5	447,998,648.6	0.4698688	1.0347	0.76332	0	0.00054	0.413587
621900	Other ambulatory health care services	3,504,126.8	18.6	2,656,148,397.1	0.2822473	0.91164	0.76903	60869	0.00141	0.410067
48A000	Scenic and sightseeing transportation and support activities for transportation	101,753,293.9	49.5	15,414,775,148.3	0.537367	1.116201	0.69301	91375	0.00106	0.407655
113000	Forestry and logging	6,245,160.1	342.9	904,501,848.2	0.2467678	1.051488	0.69698	0	0.00031	0.404207
541512	Computer systems design services	320,351,902.7	84.3	11,105,439,800.1	0.4658051	0.96255	0.73895	52749	0.00011	0.401745
512100	Motion picture and video industries	137,135,702.8	495.5	5,419,872,771.2	0.6010871	0.941906	0.79492	123396	0.00051	0.400325
611A00	Junior colleges, colleges, universities, and professional schools	17,476,673.3	33.3	1,147,162,048.4	0.6017491	0.97832	0.80072	76217	0.00021	0.398709
238321	Residential painting contractors	39,758,734.5	551.9	12,043,317,950.3	0.24807	1.003463	0.66597	63313	0.06241	0.398254
445000	Food and beverage stores	13,559,332.8	2.3	7,199,596,636.5	0.4238358	0.878837	0.80268	58193	0.00370	0.391636
561700	Services to buildings and dwellings	59,168,400.5	2.5	3,701,578,929.1	0.5676605	0.940292	0.8029	43646	0.00112	0.38595
2389	Other specialty trade contractors	5,323,975.1	27.6	1,805,781,051.2	0.3106372	0.997556	0.67868	60567	0.07852	0.381262
325412	Pharmaceutical preparation manufacturing	219,644,047.6	657.4	3,632,389,464.9	0.5371114	0.975169	0.67744	417073	0.00256	0.36731
5416A0	Environmental and other technical consulting services	50,769,606.6	23.4	16,010,625,627.5	0.559576	0.965229	0.76323	51044	0.00134	0.365189

111300	Fruit and tree nut farming	53,618,861.7	155.6	2,528,075,313.5	0.0036993	0.855711	0.70771	0	0.00048	0.362775
315000	Apparel manufacturing	8,531,780.8	516.0	730,199,240.8	0.2032228	1.193957	0.57149	66426	0.00137	0.361236
812200	Death care services	56,604,732.7	268.1	2,394,084,518.8	0.7819218	0.971583	0.826	25870	0.00109	0.359267
562000	Waste management and remediation services	15,857,229.7	121.0	9,726,483,115.4	0.2636186	0.98653	0.68584	30462	0.00163	0.351526
2371	Utility system construction	4,665,916.3	-	1,467,360,258.6	0.2841696	1.001239	0.67667	65285	0.00712	0.342451
2381	Building foundation and exterior contractors	7,564,765.0	37.1	2,454,854,543.0	0.257772	1.011795	0.65904	62427	0.00987	0.336313
519130	Internet publishing and broadcasting and Web search portals	715,646.7	52.6	1,047,096,230.6	0.4277585	0.990176	0.72003	46544	0.00089	0.336115
335228	Other major household appliance manufacturing	8,957,166.1	279.7	896,740,907.8	0.1572146	1.208486	0.54274	0	0.00078	0.326608
313200	Fabric mills	2,210,509.0	128.1	99,140,156.2	0.0928719	1.504123	0.35914	8125	0.00048	0.30676
212310	Stone mining and quarrying	22,392,648.6	895.7	157,547,107.6	0.5644003	0.945853	0.7637	0	0.00055	0.303322
332500	Hardware manufacturing	12,939,100.7	171.8	300,012,228.2	0.3300478	1.468622	0.41975	58301	0.00093	0.300567
561900	Other support services	4,657,829.7	610.2	4,715,590,074.5	0.0627573	0.853491	0.67892	27994	0.00321	0.296826
812900	Other personal services	1,656,489.2	210.2	795,297,397.3	0.3947617	0.906226	0.73288	37536	0.00039	0.296052
336211	Motor vehicle body manufacturing	36,380,714.9	463.3	1,543,754,979.8	0.3305229	1.582635	0.36138	0	0.00053	0.290618
621400	Outpatient care centers	9,200,913.9	32.8	2,645,428,577.9	0.3428752	0.851642	0.73257	51270	0.00099	0.279041
334510	Electromedical and electrotherapeutic apparatus manufacturing	31,025,359.3	451.6	687,202,980.2	0.5432473	1.324913	0.52363	87737	0.00034	0.276303
314120	Curtain and linen mills	19,631,876.0	148.3	632,916,727.6	0.3050473	1.397029	0.44326	0	0.00369	0.274515
518200	Data processing, hosting, and related services	36,949,295.7	54.9	34,048,353,635.8	0.31158	0.840081	0.69211	65502	0.00054	0.270221
333991	Power-driven handtool manufacturing	12,222,900.1	95.8	1,315,449,674.8	0.5231807	1.207835	0.57978	67090	0.00093	0.268259
339112	Surgical and medical instrument manufacturing	14,109,470.0	451.2	673,533,751.5	0.3786022	1.164118	0.56805	40882	0.00061	0.258804
711100	Performing arts companies	6,102,545.6	390.9	1,787,510,871.5	0.2898246	0.873559	0.69943	37298	0.00045	0.257925

561400	Business support services	11,665,216.2	1,180.7	21,243,770,917.6	0.6294409	0.841523	0.7754	50189	0.00068	0.252754
311810	Bread and bakery product manufacturing	16,379,541.6	678.8	699,029,835.0	0.2500455	1.38848	0.41788	0	0.00119	0.244756
326220	Rubber and plastics hoses and belting manufacturing	17,142,624.2	90.1	220,819,297.6	0.1955303	1.226476	0.48175	35651	0.00171	0.243868
332710	Machine shops	3,674,426.2	2,082.4	205,968,038.7	0.2250925	1.079691	0.55756	106760	0.00092	0.243054
561500	Travel arrangement and reservation services	20,493,522.1	384.2	13,296,935,158.7	0	0.800783	0.64925	20499	0.00182	0.2429
111200	Vegetable and melon farming	46,207,591.4	162.4	2,354,856,169.0	0.3087276	0.863745	0.70059	0	0.00079	0.242621
221200	Natural gas distribution	81,758,687.0	-	15,495,567,080.4	0.7229842	1.229448	0.56406	130800	0.00070	0.237519
812100	Personal care services	103,598,484.6	282.3	9,443,534,164.9	0.4532147	0.899164	0.67908	26573	0.00479	0.214365
624A00	Community food, housing, and other relief services, including rehabilitation services	32,187,681.0	1,058.9	1,868,476,442.9	0	0.785028	0.6437	26962	0.00044	0.206706
332200	Cutlery and handtool manufacturing	5,563,128.9	54.7	128,670,216.8	0.3532496	1.156048	0.53003	49473	0.00154	0.204219
111900	Other crop farming	54,655,720.2	155.7	3,156,247,404.4	0	0.866015	0.59322	0	0.00132	0.195386
335314	Relay and industrial control manufacturing	3,514,228.4	31.4	678,516,271.7	0.4202076	1.067938	0.56833	148220	0.00053	0.195259
511110	Newspaper publishers	10,837,122.6	68.1	107,802,766.4	0.2839823	0.833097	0.67416	47949	0.00014	0.189746
2123A0	Other nonmetallic mineral mining and quarrying	18,045,138.0	591.5	178,737,763.2	0.6263181	0.939739	0.70315	6115	0.00136	0.182951
336320	Motor vehicle electrical and electronic equipment manufacturing	13,419,885.8	48.8	99,228,602.3	0.3062486	1.205476	0.44814	208045	0.00248	0.182831
811400	Personal and household goods repair and maintenance	52,630,987.4	561.9	9,483,045,566.9	0.4635199	0.825044	0.69908	51132	0.00105	0.175549
334413	Semiconductor and related device manufacturing	24,320,218.3	311.8	814,551,287.9	0.2979518	0.932864	0.59762	126823	0.00070	0.173001
33451A	Watch, clock, and other measuring and controlling device	10,980,805.8	710.9	158,162,677.1	0.2770109	1.112687	0.52423	0	0.00028	0.172001

	manufacturing									
2379	Other heavy construction	9,389,420.1	179.0	3,006,012,997.7	0.4540806	0.995732	0.61157	44027	0.01058	0.171252
812300	Dry-cleaning and laundry services	5,548,525.6	1,001.8	921,668,070.2	0.5871653	0.904417	0.70317	14632	0.00065	0.168281
332410	Power boiler and heat exchanger manufacturing	52,414,840.8	1,160.1	3,813,502,003.4	0.2169255	1.122193	0.48061	59837	0.00164	0.163913
336611	Ship building and repairing	18,107,923.2	573.2	240,229,249.8	0.2600741	1.430296	0.34184	0	0.00174	0.156864
561200	Facilities support services	82,101,386.2	681.5	5,379,896,776.1	0.3050414	0.727386	0.67092	195678	0.00038	0.151879
337110	Wood kitchen cabinet and countertop manufacturing	11,968,488.4	8.5	4,540,534,291.9	0.2720038	1.28253	0.41178	0	0.00169	0.146736
481000	Air transportation	72,679,253.4	63.2	18,788,876,340.3	0.4419324	0.800117	0.67393	31541	0.00146	0.136294
541920	Photographic services	507,007,451.1	240.1	4,090,534,676.7	0.5651482	0.813555	0.64678	59133	0.00094	0.124407
335313	Switchgear and switchboard apparatus manufacturing	9,249,691.7	396.6	1,785,825,459.6	0.3233408	1.065991	0.50846	99601	0.00120	0.124222
722110	Full-service restaurants	5,837,886.6	2,433.8	23,542,135,636.6	0.3614651	0.808458	0.64757	15485	0.00688	0.119091
333612	Speed changer, industrial high-speed drive, and gear manufacturing	17,305,648.2	227.8	120,663,689.9	0.3637665	1.109878	0.50292	0	0.00036	0.1064
336214	Travel trailer and camper manufacturing	9,705,884.6	3.3	1,124,116,062.0	0.1662399	1.248793	0.37615	0	0.00089	0.09732
33721A	Office furniture and custom architectural woodwork and millwork manufacturing	8,556,066.2	187.0	2,277,601,781.9	0.3407607	1.049831	0.50783	49272	0.00483	0.092392
332991	Ball and roller bearing manufacturing	7,168,171.3	266.4	399,498,270.2	0.6011535	1.046074	0.58341	0	0.00389	0.091759
211000	Oil and gas extraction	4,337,643,568.0	-	8,688,360,538.1	0.6593473	0.494622	0.37769	0	0.00023	0.090438
333514	Special tool, die, jig, and fixture manufacturing	9,268,811.0	6.9	1,142,312,381.0	0.1979434	0.913328	0.55463	0	0.00090	0.088907
333994	Industrial process furnace and oven manufacturing	4,036,577.1	221.0	34,339,627.1	0.3213595	0.962647	0.54415	74679	0.00054	0.085282
311910	Snack food manufacturing	32,963,757.5	31.3	279,695,743.3	0.5499867	1.102146	0.52205	28489	0.00396	0.074612
336350	Motor vehicle transmission and power	20,121,751.9	8.9	794,566,845.5	0.2781018	1.06972	0.4155	339343	0.00168	0.071063

	train parts manufacturing									
111400	Greenhouse, nursery, and floriculture production	31,358,867.4	317.9	998,637,378.3	0.3812082	0.845866	0.61452	22660	0.00081	0.067969
323110	Printing	1,759,694.6	25,304.5	7,346,695,883.7	0.4501483	1.141498	0.5098	44635	0.00318	0.063981
533000	Lessors of nonfinancial intangible assets	42,898,292.0	1,139.9	4,984,295,855.4	0.5281715	0.76835	0.68235	11039	0.00041	0.056953
332720	Turned product and screw, nut, and bolt manufacturing	52,757,743.8	21.4	499,422,748.7	0.186642	0.872203	0.52963	69877	0.00087	0.047662
541940	Veterinary services	117,491,876.6	66.9	765,334,643.3	0.6736472	0.885002	0.63446	47299	0.00211	0.045808
311225	Fats and oils refining and blending	128,892,094.5	1,947.1	350,722,299.4	0.0827863	1.614326	0.11708	0	0.00685	0.04315
33211B	Crown and closure manufacturing and metal stamping	7,993,312.8	789.3	591,962,669.0	0.7800013	1.435419	0.39151	0	0.00270	0.042677
334111	Electronic computer manufacturing	6,557,161.2	102.7	64,681,937.8	0.2615117	0.999333	0.49334	0	0.00090	0.037682
325180	Other basic inorganic chemical manufacturing	3,811,044.3	27.9	1,451,604,924.9	0.5902573	1.050456	0.51442	129264	0.00699	0.033069
333993	Packaging machinery manufacturing	13,565,923.7	31.9	175,687,935.9	0.3606636	0.998071	0.49411	67559	0.00201	0.022842
311700	Seafood product preparation and packaging	74,148,622.5	13.3	860,645,380.8	0.0611902	1.280229	0.27954	0	0.00086	0.02279
339116	Dental laboratories	4,910,677.3	163.2	286,544,954.5	0.2460355	0.778555	0.5441	218082	0.02620	0.022673
112A00	Animal production, except cattle and poultry and eggs	20,111,484.9	41.5	186,378,236.4	0.6909679	0.847163	0.6639	0	0.00067	0.02106
541700	Scientific research and development services	324,472,048.4	304.5	2,691,607,070.3	0.2352936	0.72397	0.57142	52536	0.00094	0.019549
339113	Surgical appliance and supplies manufacturing	25,706,351.7	129.4	2,513,999,405.6	0.399639	0.704006	0.50366	848260	0.00260	0.015521
325413	In-vitro diagnostic substance manufacturing	167,736,325.1	102.5	545,476,522.3	0.6078531	0.795982	0.60603	212511	0.00073	0.008998
339115	Ophthalmic goods manufacturing	2,835,524.0	151.1	159,057,764.4	0.4031182	0.870344	0.52145	273968	0.00288	0.003456
486000	Pipeline transportation	5,072,585.1	621.1	5,264,271,055.9	0.4471367	0.799204	0.6109	31697	0.00106	0.00243
335999	All other miscellaneous electrical equipment and component	6,500,548.0	145.0	370,130,453.6	0.4264034	0.925633	0.5327	0	0.01446	-0.01338

	manufacturing									
326120	Plastics pipe, pipe fitting, and unlaminated profile shape manufacturing	27,462,191.8	5,042.2	3,503,079,825.3	0.5136173	1.079181	0.46323	96835	0.00281	-0.01366
33299A	Ammunition, arms, ordnance, and accessories manufacturing	6,025,261.5	1,551.3	239,180,828.3	0.3448569	0.906835	0.52809	0	0.00052	-0.01925
326160	Plastics bottle manufacturing	12,024,700.3	612.9	165,311,794.9	0.4098564	1.049977	0.44956	63824	0.00268	-0.0251
327200	Glass and glass product manufacturing	14,166,044.0	2,883.2	282,947,696.8	0.2711291	0.843107	0.53856	0	0.00491	-0.02667
336212	Truck trailer manufacturing	6,029,350.5	2.1	48,360,513.2	0.1241697	1.087821	0.36492	0	0.00122	-0.03852
336411	Aircraft manufacturing	46,812,607.0	28.4	11,461,219,751.2	0.1991573	1.06022	0.38065	0	0.00278	-0.04052
325310	Fertilizer manufacturing	21,730,139.9	59.2	869,911,849.9	0.2832574	1.146905	0.36192	0	0.00624	-0.04699
337127	Institutional furniture manufacturing	6,581,925.6	29.1	552,193,131.5	0.17983	0.990757	0.42168	0	0.00232	-0.04886
541300	Architectural, engineering, and related services	115,761,156.7	41.5	15,369,017,373.6	0.2588867	0.639263	0.58505	58184	0.00095	-0.05547
325620	Toilet preparation manufacturing	43,029,038.6	39.5	582,175,077.3	0.8441566	0.862046	0.61187	131976	0.00785	-0.05714
5111A0	Directory, mailing list, and other publishers	20,360,685.5	149.1	11,748,874,061.4	0.8227594	0.749195	0.66581	110048	0.00032	-0.05811
33351B	Cutting and machine tool accessory, rolling mill, and other metalworking machinery manufacturing	6,624,376.6	174.9	225,598,139.8	0.1021438	0.786213	0.49472	52981	0.00075	-0.05999
511120	Periodical Publishers	13,991,305.3	80.0	251,241,607.1	0.45761	0.787129	0.58096	37893	0.00085	-0.06034
327992	Ground or treated mineral and earth manufacturing	3,606,449.2	134.4	462,101,106.0	0.2954598	0.83422	0.51106	64012	0.00417	-0.06198
S00203	Other state and local government enterprises	678,387,108.9	52,069.5	12,244,962,126.5	0.1681699	0.804612	0.49126	93050	0.00080	-0.06753
326210	Tire manufacturing	172,081,534.5	155.8	959,596,745.2	0.3435174	1.009278	0.40811	55475	0.00356	-0.06888
321100	Sawmills and wood preservation	158,787,954.5	18.4	25,080,874,091.4	0.9268868	1.000253	0.50165	4340	0.09337	-0.07009
325411	Medicinal and botanical manufacturing	3,331,060.5	114.4	292,790,344.6	0.831041	0.856748	0.62476	47398	0.00251	-0.07266
333314	Optical instrument and lens manufacturing	18,813,034.4	223.0	540,073,731.1	0.187651	0.766605	0.52362	0	0.00120	-0.07561

33329A	Other industrial machinery manufacturing	31,463,469.7	15.2	2,529,887,434.8	0.1888641	0.950423	0.42133	0	0.00172	-0.07903
333220	Plastics and rubber industry machinery manufacturing	38,446,410.5	1,025.4	2,060,506,291.3	0.2225952	0.900395	0.44916	38214	0.00134	-0.0805
33291A	Valve and fittings other than plumbing	24,261,421.4	8.7	278,144,373.1	0.401021	0.893862	0.48908	55834	0.00140	-0.08737
491000	Postal service	6,702,251.6	865.4	429,501,312.3	0.1689317	0.628903	0.5816	19984	0.00098	-0.08946
327999	Miscellaneous nonmetallic mineral products	9,643,326.7	459.5	747,033,398.9	0.4880767	0.853947	0.53601	0	0.00398	-0.09718
326290	Other rubber product manufacturing	5,469,251.7	2,941.5	897,315,855.0	0.0932932	0.883206	0.42064	59204	0.00097	-0.09772
334512	Automatic environmental control manufacturing	56,904,128.9	43.9	1,067,448,392.0	0.4186279	0.785815	0.52933	89126	0.00035	-0.10385
3118A0	Cookie, cracker, pasta, and tortilla manufacturing	37,550,473.0	62.4	1,713,983,837.6	0.3381471	0.921626	0.44671	34278	0.00308	-0.10813
33441A	Other electronic component manufacturing	4,545,321.8	46.3	96,932,749.0	0.4237822	0.895588	0.49351	0	0.00013	-0.10868
337900	Other furniture related product manufacturing	5,511,306.8	29.9	669,886,331.5	0.0346307	0.851701	0.40581	67756	0.00562	-0.11136
332913	Plumbing fixture fitting and trim manufacturing	31,857,148.5	10.6	3,291,767,099.3	0.4901932	0.878588	0.49355	84861	0.00122	-0.11243
3219A0	All other wood product manufacturing	27,160,356.2	260.6	2,718,306,583.9	0.1600321	0.926339	0.39685	34415	0.00267	-0.11673
339920	Sporting and athletic goods manufacturing	29,453,013.4	62.1	559,430,995.9	0.2765907	0.956052	0.39727	83428	0.00040	-0.1246
712000	Museums, historical sites, zoos, and parks	10,203,891.0	282.8	1,249,818,994.9	0.6651283	0.810563	0.5743	18774	0.00986	-0.12844
311221	Wet corn milling	22,546,622.6	20.3	1,871,846,072.1	0.4348923	1.291284	0.26472	0	0.01382	-0.13024
336310	Motor vehicle gasoline engine and engine parts manufacturing	18,243,754.1	66.5	1,702,873,593.2	0.3170861	1.048977	0.36663	0	0.00099	-0.13582
33341A	Air purification and ventilation equipment manufacturing	2,818,536.3	963.3	21,146,369.9	0.1455603	0.692219	0.50593	58845	0.00145	-0.13682
327991	Cut stone and stone product manufacturing	4,732,568.5	288.8	39,029,552.8	0.7192949	0.845484	0.56926	0	0.00197	-0.14156
333613	Mechanical power transmission equipment	4,800,630.1	2,123.7	690,437,935.2	0.3699934	0.84543	0.46719	112893	0.00031	-0.14255

	manufacturing									
327310	Cement manufacturing	27,396,116.6	379.8	1,114,415,091.1	0.3654041	0.847826	0.45418	117224	0.00706	-0.14378
331490	Nonferrous metal (except copper and aluminum) rolling, drawing, extruding and alloying	25,411,620.3	184.4	398,524,033.0	0.4896196	1.214321	0.29915	82824	0.00111	-0.14669
334515	Electricity and signal testing instruments manufacturing	35,446,567.4	106.7	1,782,250,873.7	0.6155453	0.934834	0.48473	0	0.00338	-0.15199
334513	Industrial process variable instruments manufacturing	6,018,227.8	31.2	662,984,364.3	0.1456555	0.720231	0.49002	0	0.00113	-0.15211
327100	Clay product and refractory manufacturing	22,916,669.8	106.2	1,439,291,419.5	0.2460721	0.915684	0.39772	27759	0.00399	-0.15948
332600	Spring and wire product manufacturing	14,044,764.8	11.6	199,240,004.9	0.4165658	0.886259	0.46083	0	0.00216	-0.16133
333130	Mining and oil and gas field machinery manufacturing	52,048,849.2	474.0	4,050,274,950.7	0.3985615	0.97908	0.40065	0	0.00198	-0.16161
327320	Ready-mix concrete manufacturing	1,705,990.5	194.3	70,784,043.5	0.7164348	0.860073	0.5461	0	0.00623	-0.162
334516	Analytical laboratory instrument manufacturing	15,508,275.9	87.2	560,895,531.1	0.2863968	0.76157	0.47949	81045	0.00087	-0.16242
312110	Soft drink and ice manufacturing	6,651,810.9	204.3	2,664,743,980.1	0.2913823	1.095643	0.30709	48412	0.00211	-0.16715
326110	Plastics packaging materials and unlaminated film and sheet manufacturing	83,983,312.5	2,403.6	397,515,272.4	0.5268815	0.926212	0.44085	78866	0.00330	-0.17086
333111	Farm machinery and equipment manufacturing	38,749,332.6	365.4	2,121,234,191.2	0.306933	0.874336	0.41924	57893	0.00134	-0.17253
332320	Ornamental and architectural metal products manufacturing	100,437,881.0	361.3	7,693,728,562.0	0.2462846	0.893244	0.37923	68499	0.00179	-0.1745
327390	Other concrete product manufacturing	24,871,450.7	213.0	2,248,943,996.2	0.4801819	0.82595	0.49566	0	0.00303	-0.17539
1111A0	Oilseed farming	44,360,734.3	168.6	75,419,185.7	0.9720552	0.885551	0.57919	0	0.00171	-0.18044
339940	Office supplies (except paper) manufacturing	5,748,430.8	107.5	166,483,189.0	0.3622484	0.895233	0.43066	0	0.00122	-0.18321

314900	Other textile product mills	8,190,005.2	368.4	590,098,518.8	0.2522354	0.837636	0.42338	56067	0.00030	-0.18461
334610	Manufacturing and reproducing magnetic and optical media	12,521,206.0	11.6	176,185,472.1	0.451711	0.76844	0.5028	65558	0.00097	-0.1876
334220	Broadcast and wireless communications equipment	51,143,053.8	4.3	2,727,338,392.9	0.4632705	0.832261	0.4757	0	0.00038	-0.19091
335210	Small electrical appliance manufacturing	17,244,876.5	63.4	2,378,919,524.8	0.4267253	0.785943	0.48022	53060	0.00192	-0.19839
327400	Lime and gypsum product manufacturing	34,099,510.2	55.1	2,051,458,198.0	0.3101059	0.822344	0.43862	0	0.00202	-0.20264
333414	Heating equipment (except warm air furnaces) manufacturing	11,229,741.7	261.0	1,649,329,642.6	0.3627397	0.779392	0.45921	78808	0.00044	-0.20877
331110	Iron and steel mills and ferroalloy manufacturing	8,554,364.2	145.5	321,126,542.2	0.3363096	0.830471	0.43875	0	0.00485	-0.21089
334290	Other communications equipment manufacturing	59,193,344.0	95.2	2,781,718,692.2	0.6173258	0.805375	0.50016	68114	0.00043	-0.21123
321910	Millwork	22,735,150.9	264.1	1,787,838,550.9	0.1911918	0.947183	0.32511	41289	0.00321	-0.22309
334511	Search, detection, and navigation instruments manufacturing	40,888,693.7	403.6	505,128,031.3	0.5613413	0.743849	0.52524	0	0.00054	-0.22871
335312	Motor and generator manufacturing	2,785,575.2	94.0	566,850,875.6	0.3457656	0.784425	0.43835	89554	0.00238	-0.22896
333120	Construction machinery manufacturing	14,029,743.8	26.3	1,008,884,017.0	0.5888304	1.069551	0.36114	0	0.00087	-0.23097
311111	Dog and cat food manufacturing	43,405,493.0	40.1	397,234,539.4	0.2552517	0.798231	0.40591	66964	0.00113	-0.23459
335311	Power, distribution, and specialty transformer manufacturing	6,891,890.6	17.3	538,812,045.0	0.5927586	0.855066	0.47312	0	0.00083	-0.23547
332800	Coating, engraving, heat treating and allied activities	16,728,183.7	11,754.2	266,609,296.2	0.587689	0.825884	0.49083	71500	0.00079	-0.23983
722A00	All other food and drinking places	125,993,521.2	109.9	31,244,243,012.7	0.2461711	0.644086	0.44914	23363	0.00545	-0.24255
33411A	Computer terminals and other computer peripheral equipment manufacturing	1,045,951.7	31.6	215,839,706.1	0.3056944	0.742899	0.44359	72138	0.00044	-0.2469

332420	Metal tank (heavy gauge) manufacturing	16,461,652.9	104.6	128,079,988.9	0.3720605	0.7951	0.42767	68537	0.00078	-0.25212
325211	Plastics material and resin manufacturing	150,612,069.5	119.9	825,545,418.5	0.7480545	1.224425	0.2508	171158	0.01182	-0.25404
334112	Computer storage device manufacturing	64,561,255.9	84.3	1,886,951,959.3	0.28355	0.730594	0.44351	0	0.00020	-0.2564
33399B	Fluid power process machinery	3,650,869.0	70.7	23,651,125.1	0.2180842	0.744524	0.42504	0	0.00059	-0.26262
334210	Telephone apparatus manufacturing	25,949,144.2	64.8	2,891,243,357.4	0.2808559	0.715122	0.44914	0	0.00047	-0.26467
33299B	Other fabricated metal manufacturing	9,855,599.7	43.5	436,669,280.0	0.4076572	0.81823	0.41459	74390	0.00142	-0.26536
327993	Mineral wool manufacturing	1,113,512.5	508.8	25,452,744.4	0.7094061	0.842444	0.48103	36548	0.00679	-0.26547
331510	Ferrous metal foundries	22,550,698.0	3,320.4	204,302,953.9	0.682188	1.02282	0.38363	39898	0.00164	-0.26558
332996	Fabricated pipe and pipe fitting manufacturing	11,288,244.3	37.5	217,319,160.4	0.3195247	0.734633	0.44913	0	0.00044	-0.26945
333920	Material handling equipment manufacturing	15,541,470.9	263.1	93,946,646.7	0.5208992	0.849532	0.43569	0	0.00229	-0.27031
322291	Sanitary paper product manufacturing	3,185,130.3	3.2	617,163,672.6	0.3787623	0.874207	0.37925	40594	0.00307	-0.27339
336390	Other motor vehicle parts manufacturing	8,493,518.9	4.0	2,684,802,848.5	0.3433962	0.884091	0.37061	0	0.00182	-0.27445
333611	Turbine and turbine generator set units manufacturing	2,522,191.7	99.5	69,164,935.2	0.2342005	0.736969	0.41003	60873	0.00066	-0.28068
324190	Other petroleum and coal products manufacturing	4,768,212.8	53.4	196,942,039.5	0.6196443	0.792757	0.46657	86944	0.00201	-0.28165
321200	Veneer, plywood, and engineered wood product manufacturing	29,539,432.7	265.8	1,561,233,491.3	0.1555803	0.948881	0.28153	0	0.00312	-0.28767
313300	Textile and fabric finishing and fabric coating mills	12,206,543.6	66.3	114,730,840.4	0.3712719	0.871281	0.3755	10922	0.00095	-0.28823
326190	Other plastics product manufacturing	61,117,537.4	88.0	3,432,202,602.7	0.4975837	0.872214	0.39038	0	0.00273	-0.30008
333912	Air and gas compressor manufacturing	5,364,766.2	309.0	593,185,604.8	0.6064824	0.789496	0.45074	86621	0.00673	-0.30101
327910	Abrasive product manufacturing	16,870,665.5	57.9	1,349,277,303.3	0.5242049	0.845116	0.40766	0	0.01109	-0.31032

335221	Household cooking appliance manufacturing	5,675,357.3	74.4	257,249,218.8	0.2234547	0.735799	0.39549	0	0.00110	-0.31693
52A000	Monetary authorities and depository credit intermediation	27,466,561.1	65.7	43,417,977,770.6	0.5373346	0.602805	0.48662	65290	0.00086	-0.3188
335911	Storage battery manufacturing	7,732,361.0	40.0	125,497,039.3	0.194096	0.649082	0.41446	92258	0.00035	-0.32073
482000	Rail transportation	267,887,648.7	1,581.2	1,480,670,144.8	0.4205002	0.665888	0.42387	125762	0.00014	-0.32261
33211A	All other forging, stamping, and sintering	4,090,769.3	89.6	244,607,628.4	0.4107451	0.791698	0.3984	38874	0.00140	-0.32542
326140	Polystyrene foam product manufacturing	4,629,629.9	1,289.5	649,160,977.3	0.3670036	0.714972	0.42873	44105	0.00172	-0.32551
112120	Dairy cattle and milk production	59,069,720.1	233.8	340,225,543.5	0.5657249	0.845801	0.40514	0	0.00222	-0.32963
336360	Motor vehicle seating and interior trim manufacturing	16,948,406.4	89.2	1,475,508,475.7	0.2469105	0.856378	0.3244	0	0.00121	-0.33404
335991	Carbon and graphite product manufacturing	5,427,297.6	91.6	118,613,620.7	0.4548507	0.690038	0.44988	72436	0.00078	-0.3355
334300	Audio and video equipment manufacturing	11,572,292.2	18.1	240,485,952.1	0.2089888	0.646301	0.42439	0	0.00068	-0.33891
336413	Other aircraft parts and auxiliary equipment manufacturing	16,569,116.6	922.0	979,964,318.0	0.4469338	0.811609	0.39145	0	0.00030	-0.34462
S00102	Other federal government enterprises	6,036,066.5	550.0	20,503,133,994.5	0.0260653	0.488969	0.43696	20504	0.00232	-0.34725
339950	Sign manufacturing	4,254,951.1	119.8	149,292,597.6	0.3666202	0.702073	0.41585	54062	0.00159	-0.35081
334514	Totalizing fluid meter and counting device manufacturing	18,946,722.9	44.8	220,098,183.7	0.0922006	0.596823	0.38783	133075	0.00088	-0.35262
339990	All other miscellaneous manufacturing	10,851,620.3	177.8	491,103,439.0	0.1690605	0.67978	0.37673	58201	0.00126	-0.35375
311514	Dry, condensed, and evaporated dairy product manufacturing	30,772,284.8	350.9	1,640,788,478.4	0.492368	1.189027	0.18744	37555	0.00091	-0.35416
21311A	Other support activities for mining	95,862,857.6	-	6,535,092,686.5	0.4949008	0.608409	0.48307	3860	0.00040	-0.36045
311615	Poultry processing	159,429,060.5	5.5	4,215,470,319.9	0.3974347	1.058821	0.20378	44692	0.00049	-0.37033

322220	Paper bag and coated and treated paper manufacturing	145,478,056.1	646.1	239,713,167.3	0.2053293	0.825131	0.27587	66463	0.00526	-0.37766
331520	Nonferrous metal foundries	14,046,353.0	-	629,598,672.8	0.3479515	0.727248	0.37982	39899	0.00343	-0.37954
327330	Concrete pipe, brick, and block manufacturing	86,076,011.4	147.4	7,668,089,756.2	0.3334541	0.812589	0.31422	41107	0.00535	-0.38251
311210	Flour milling and malt manufacturing	11,886,103.8	99.6	1,343,687,931.3	0.4237079	1.095127	0.20618	0	0.00929	-0.38453
31151A	Fluid milk and butter manufacturing	58,894,889.5	84.0	314,427,281.7	0.2149649	0.931208	0.24051	0	0.00196	-0.38521
337121	Upholstered household furniture manufacturing	21,201,961.8	53.2	1,590,911,751.7	0.0891682	0.665451	0.33734	53676	0.00942	-0.38906
337215	Showcase, partition, shelving, and locker manufacturing	21,220,242.2	135.4	321,750,540.5	0.5138192	0.716786	0.41281	54616	0.00751	-0.39107
339114	Dental equipment and supplies manufacturing	76,944,322.8	169.9	145,111,360.9	0.5062297	0.640461	0.44225	76454	0.00192	-0.39262
711A00	Promoters of performing arts and sports and agents for public figures	47,545,690.9	458.2	1,820,358,352.7	0.6921565	0.587136	0.52728	8717	0.00020	-0.39795
333415	Air conditioning, refrigeration, and warm air heating equipment manufacturing	7,252,015.5	531.5	50,320,952.2	0.455718	0.750301	0.38446	0	0.00267	-0.40941
324121	Asphalt paving mixture and block manufacturing	160,316,737.1	1,017.6	158,676,687.6	0.9092267	1.055702	0.27736	198239	0.00031	-0.41307
33712A	Other household nonupholstered furniture	11,120,857.0	56.2	391,745,969.4	0.2515691	0.639696	0.37952	36657	0.00733	-0.41504
336992	Military armored vehicle, tank, and tank component manufacturing	10,106,563.2	31.2	363,334,427.6	0.3306183	0.765802	0.33632	0	0.00107	-0.42384
311420	Fruit and vegetable canning, pickling, and drying	29,440,222.3	0.0	2,040,900,177.7	0.2628369	0.88062	0.2469	39861	0.00356	-0.42463
336120	Heavy duty truck manufacturing	280,683,698.9	84.9	31,927,168,327.8	0.7883105	1.041326	0.24063	0	0.00065	-0.42643
326150	Urethane and other foam product (except polystyrene) manufacturing	25,443,768.6	69,086.5	167,474,074.1	0.406641	0.893827	0.39308	58186	0.00307	-0.42741

33399A	Other general purpose machinery manufacturing	4,370,274.0	148.6	25,930,254.3	0.4790719	0.646958	0.42624	0	0.00048	-0.43873
3259A0	All other chemical product and preparation manufacturing	8,282,357.8	295.4	471,764,167.9	0.6064081	0.744717	0.39282	46980	0.00096	-0.44342
336991	Motorcycle, bicycle, and parts manufacturing	21,044,854.5	198.1	721,543,489.6	0.2562869	0.762157	0.30471	0	0.00251	-0.44536
316000	Leather and allied product manufacturing	26,207,993.5	4.8	60,999,103.9	0.1342197	0.57627	0.36045	62296	0.00016	-0.44799
213111	Drilling oil and gas wells	91,336,642.7	214.6	9,012,055,367.5	0.5162252	0.603093	0.43266	0	0.00017	-0.45084
336111	Automobile manufacturing	5,014,069.7	43.7	90,840,430.5	0.3032552	0.673556	0.34643	63090	0.00072	-0.45665
522A00	Nondepository credit intermediation and related activities	1,195,831,344.0	39.6	23,924,057,605.1	0.5651135	0.508468	0.34764	0	0.00071	-0.45803
314110	Carpet and rug mills	15,507,049.1	27.5	1,812,037,849.3	0.1860419	0.706135	0.30209	13532	0.00096	-0.46528
332310	Plate work and fabricated structural product manufacturing	8,621,908.9	1,541.7	287,321,394.2	0.3527223	0.621921	0.37504	55431	0.00178	-0.47754
339930	Doll, toy, and game manufacturing	19,027,667.0	126.2	50,455,036.0	0.3672597	0.654651	0.3583	38545	0.00108	-0.48225
325520	Adhesive manufacturing	30,535,042.4	47.0	83,001,276.0	0.6749503	0.749198	0.36244	49710	0.00306	-0.50643
335110	Electric lamp bulb and part manufacturing	10,613,573.2	44.6	843,289,181.4	0.4420864	0.609038	0.38532	0	0.00080	-0.51717
1121A0	Beef cattle ranching and farming, including feedlots and dual-purpose ranching and farming	5,052,025.8	35.7	2,161,514,645.4	0.816903	0.84809	0.34812	0	0.00136	-0.51823
331314	Secondary smelting and alloying of aluminum	3,230,123.6	49.8	1,902,336,444.9	0.4927484	0.766959	0.30467	0	0.00221	-0.53144
311990	All other food manufacturing	5,128,593.0	10.4	1,062,954,175.6	0.4127604	0.774944	0.26464	89589	0.00134	-0.5326
112300	Poultry and egg production	21,245,522.5	11,055.5	1,065,107,954.0	0.4377998	0.837984	0.26635	0	0.00367	-0.53955
312130	Wineries	40,630,673.6	81.6	1,875,561,950.5	0.7665214	0.697271	0.39629	0	0.00189	-0.5416

322230	Stationery product manufacturing	13,978,088.2	148.7	145,804,730.4	0.3693128	0.68255	0.29781	64908	0.00234	-0.5469
331419	Primary smelting and refining of nonferrous metal (except copper and aluminum)	85,151,178.9	130.2	2,240,531,371.0	0.8946731	0.991082	0.25459	0	0.00095	-0.56203
813100	Religious organizations	3,059,791.2	278.9	3,464,441,774.8	0.2597704	0.47409	0.37084	25265	0.00045	-0.57351
3252A0	Synthetic rubber and artificial and synthetic fibers and filaments manufacturing	115,707,110.6	667.6	153,844,260.6	0.7440773	0.839977	0.25926	71387	0.00778	-0.59559
33131A	Alumina refining and primary aluminum production	8,037,441.0	1,066.5	67,532,588.9	0.3594065	0.733164	0.23998	54806	0.00314	-0.5981
325130	Synthetic dye and pigment manufacturing	3,565,901.4	96.3	92,236,324.1	0.6563913	0.555896	0.37606	177177	0.00142	-0.60576
322120	Paper mills	7,714,685.1	106.4	1,601,931,764.7	0.5795491	0.722069	0.29898	0	0.00657	-0.60642
339910	Jewelry and silverware manufacturing	8,929,080.2	95.8	468,279,535.4	0.0766812	0.436339	0.3203	50009	0.00037	-0.6103
322130	Paperboard mills	62,380,493.6	933.3	1,785,307,151.7	0.5643009	0.658324	0.30461	85136	0.00455	-0.61286
336412	Aircraft engine and engine parts manufacturing	132,566,990.2	484.6	1,014,428,695.7	0.4261513	0.591989	0.31535	0	0.00039	-0.61366
334517	Irradiation apparatus manufacturing	21,813,970.7	1,168.7	210,184,781.2	0.5228398	0.546108	0.3454	92919	0.00128	-0.63588
311410	Frozen food manufacturing	20,496,867.3	0.9	3,745,716,082.7	0.5411027	0.649194	0.28121	107863	0.00296	-0.64501
311300	Sugar and confectionery product manufacturing	14,872,829.5	11.0	284,958,044.9	0.7469308	0.616886	0.36006	0	0.00385	-0.66215
483000	Water transportation	98,157,488.3	16.8	2,792,305,133.7	0.3893862	0.471183	0.3228	60000	0.00093	-0.67199
332114	Custom roll forming	15,247,351.8	319.0	197,064,267.7	0.2959389	0.598504	0.25622	0	0.00103	-0.67342
333112	Lawn and garden equipment manufacturing	38,634,738.2	1,881.1	3,876,645,645.9	0.5127595	0.623807	0.28839	0	0.00139	-0.67832
331200	Steel product manufacturing from	114,668,969.3	309.3	922,774,927.5	0.6354644	0.747635	0.22368	41558	0.01304	-0.68951

	purchased steel									
324122	Asphalt shingle and coating materials manufacturing	3,157,855.7	222.1	910,835,796.5	0.7281042	0.559954	0.34589	106784	0.00178	-0.69604
325910	Printing ink manufacturing	26,666,388.7	41.4	229,574,987.9	0.8519358	0.530298	0.38168	112979	0.00898	-0.70021
332430	Metal can, box, and other metal container (light gauge) manufacturing	14,206,941.7	52.6	674,365,507.4	0.460959	0.563181	0.26552	64774	0.00148	-0.72924
335920	Communication and energy wire and cable manufacturing	4,539,693.6	126.1	28,613,475.8	0.3798293	0.535378	0.26948	0	0.00164	-0.73716
322299	All other converted paper product manufacturing	19,718,770.4	271.4	40,502,755.2	0.4599201	0.488726	0.28124	0	0.00154	-0.78477
333618	Other engine equipment manufacturing	6,401,525.8	81.0	316,060,994.5	0.4433314	0.501614	0.26736	0	0.00090	-0.79161
336612	Boat building	21,598,280.4	430.2	2,378,664,173.0	0.2570357	0.439882	0.23342	75002	0.00084	-0.79902
334418	Printed circuit assembly (electronic assembly) manufacturing	92,258,835.9	111.0	2,869,144,879.4	0.5305992	0.390401	0.29898	152498	0.00041	-0.80295
311920	Coffee and tea manufacturing	42,343,981.6	38.1	91,014,671.6	0.7206392	0.562922	0.28484	25486	0.00158	-0.8036
311513	Cheese manufacturing	21,593,609.4	258.5	1,925,189,326.6	0.4071953	0.628046	0.14819	57950	0.00246	-0.83801
325510	Paint and coating manufacturing	149,267,282.9	127.9	568,282,612.8	0.7376762	0.425717	0.32711	0	0.00014	-0.84522
31161A	Animal (except poultry) slaughtering, rendering, and processing	8,195,138.4	370.1	11,702,032,087.8	0.6207114	0.525446	0.22481	47587	0.00187	-0.87515
324110	Petroleum refineries	11,795,851.4	2,062.8	104,058,384,136.8	0.281198	0.255874	0.19565	61586	0.00066	-0.88806
322210	Paperboard container manufacturing	42,437,509.4	259.1	2,163,534,350.6	0.6351628	0.488068	0.22602	0	0.00512	-0.92765
311940	Seasoning and dressing manufacturing	6,822,637.0	14.3	231,806,806.9	0.7287239	0.390798	0.28848	70255	0.00245	-0.93472
331420	Copper rolling, drawing, extruding and alloying	25,638,332.2	432.3	1,669,948,097.5	0.6704604	0.456734	0.15773	102187	0.00101	-1.05048
325110	Petrochemical manufacturing	4,292,061.4	36.5	11,094,518,035.4	0.8169316	0.347836	0.22162	178439	0.00269	-1.06122
311119	Other animal food manufacturing	23,411,743.4	379.5	838,448,135.6	0.68347	0.419339	0.1754	0	0.00267	-1.08856
336500	Railroad rolling stock manufacturing	3,206,137.4	17.6	156,155,328.1	0.1904671	0.218657	0.12482	0	0.00025	-1.15295

336999	All other transportation equipment manufacturing	30,409,404.9	16.9	1,162,950,806.1	0.8128258	0.371707	0.18163	0	0.00082	-1.16493
325190	Other basic organic chemical manufacturing	51,284,985.7	188.3	3,637,075,283.9	0.7294477	0.276969	0.16047	151739	0.00258	-1.19223
33351A	Metal cutting and forming machine tool manufacturing	2,239,183.5	148.6	736,175,969.1	0.0989011	0	0	75049	0.00056	-1.47072
333295	Semiconductor machinery manufacturing	1,116,925.1	4,801.6	37,051,686.7	0.0610198	0	0	71349	0.00077	-1.47142
336213	Motor home manufacturing	11,716,111.4	17.9	880,317,519.4	0.184491	0	0	150572	0.00151	-1.47777
322110	Pulp mills	5,324,112.6	143.4	1,032,058,595.8	0.0796502	0	0	0	0.00087	-1.48424
333313	Office machinery manufacturing	22,927,718.8	761.6	2,713,595,168.0	0.1178287	0	0	0	0.00098	-1.49465
33641A	Propulsion units and parts for space vehicles and guided missiles	12,478,620.3	542.3	252,343,909.3	0.1406139	0	0	0	0.00017	-1.50843
525000	Funds, trusts, and other financial vehicles	30,791,711.9	135.8	3,327,417,560.7	0.3116566	0.013619	0.01093	53953	0.00094	-1.51926
336112	Light truck and utility vehicle manufacturing	139,392,396.6	121.1	15,787,801,239.9	0.3757883	0	0	0	0.00060	-1.55061
331411	Primary smelting and refining of copper	21,862,372.5	102.2	229,828,731.1	0.2773416	0	0	0	0.00187	-1.55558
335912	Primary battery manufacturing	20,374,709.5	30.8	1,534,327,647.1	0.4007896	0	0	0	0.00505	-1.59789
335222	Household refrigerator and home freezer manufacturing	8,316,226.3	452.7	839,220,976.9	0.3837345	0	0	0	0.00094	-1.59865
33331A	Vending, commercial laundry, and other commercial and service industry machinery manufacturing	20,706,772.2	18.7	2,546,438,693.0	0.4126931	0	0	0	0.00075	-1.60384
336414	Guided missile and space vehicle manufacturing	29,119,287.8	480.0	715,604,140.2	0.5237587	0	0	0	0.00038	-1.64796
335224	Household laundry equipment manufacturing	9,623,295.1	96.8	1,100,645,010.0	0.5892555	0	0	0	0.00087	-1.6741
2122A0	Iron, gold, silver, and other metal ore mining	49,699,705.3	1,165.4	2,399,931,533.2	0.6181755	0	0	0	0.00113	-1.67863
31122A	Soybean and other oilseed processing	22,017,866.6	9.9	3,350,782,882.9	0.646334	0	0	0	0.00935	-1.68401
212100	Coal mining	31,116,703.4	489.0	401,104,563.9	0.6732376	0	0	0	0.01997	-1.69047

311230	Breakfast cereal manufacturing	18,667,487.4	3,570.6	1,059,577,939.5	0.7176688	0	0	80191	0.00851	-1.70143
312200	Tobacco product manufacturing	7,163,371.6	329.3	516,764,893.6	0.8909997	0	0	140110	0.00067	-1.74819
212230	Copper, nickel, lead, and zinc mining	37,438,902.8	706.3	2,098,115,441.7	0.8197049	0	0	0	0.00058	-1.75587
	Labor Compensation								0.00866	
3363A0	Motor vehicle steering, suspension component (except spring), and brake systems manufacturing	27,012,730.5	35.8	1,735,834,349.0	0.0664329	1.047045	0.42544		0.00530	
33131B	Aluminum product manufacturing from purchased aluminum	349.9	-	0.6585089	0.805366	0.18526	0	0.00502		
313100	Fiber, yarn, and thread mills		203.9	298,090,401.3	0.9374489	0.233567	0.18885	0	0.00014	

ATTACHMENT D

Union County Unified Workforce Investment Plan, 2014-2017

Union County Unified Workforce Investment Plan

Union County Workforce Investment Board

2014-2017

Signatures: The signatures on this page are required by the New Jersey State Employment & Training Commission in order to submit the Unified Workforce Investment Plan.

Alfred J. Faella, Union County Manager
County of Union
On Behalf of the Local Chief Elected Officials

1-28-14
Date

Glenn Nacion, Chairman
Union County Workforce Investment Board

1-28-14
Date

A. Unified Workforce Investment Plan Values and Strategy - An Introduction

The Union County Workforce Investment Board developed its three-year unified workforce investment plan within the framework of the Core Values, Talent Development System Priorities and Sector Strategies as outlined in New Jersey's 2012-2017 Unified Workforce Investment Plan. In addition, research conducted by the John J. Heldrich Center for Workforce Development (2007-2013) has b been instrumental in all strategic planning efforts in Union County (attached).

Through this planning effort, the County and the State seek to redefine and transform the public workforce development system into an innovative and dynamic talent development engine. This plan highlights policies that have been developed by the Workforce Investment Board to better serve job seekers and employers in an effort to make strategic investments in workforce development programs and services.

Core Values-driving investments based on industry needs

In this rapidly changing economic environment, the skill sets requirements for jobs are constantly changing. The seven key growth sectors identified in New Jersey's 2012-2017 Unified Workforce Investment Plan have been prioritized in Union County along with available local labor market information and economic data, to drive investments. Moreover, in an effort to provide up-to-date intelligence on local industry needs, the Union County Workforce Investment Board will convene Chamber Roundtables, Employers' Industry Sector Focus Groups, and conduct employer surveys.

Research has shown that employers require job seekers to have basic education and workplace readiness skills to obtain employment. The Workforce Investment Board is exploring how to best encourage and incentivize vendor programs to enhance their industry specific training to include contextualized basic skills, English as a Second Language (ESL) instruction and workplace readiness skills training.

Current labor market information indicates that the primary growth sectors that provide significant job growth for Union County include Construction; Retail, Hospitality & Tourism; Health Care; and Transportation, Logistics & Distribution. The Workforce Investment Board has implemented a targeted approach to more effectively allocate resources and spur the development of increased employment opportunities.

System Priorities and Populations

Populations that experience higher than average unemployment including individuals with disabilities, veterans, youth and long-term unemployed have been the primary recipients of workforce development services.

The One-Stop Career Center System offers a highly integrated seamless approach to the delivery of workforce development services. Through the numerous One-Stop Partner agencies, clients access a variety of supportive, educational, and training services. Union County continues to work to integrate programs to leverage available resources, e.g., integrating WIA Title II adult basic education into WorkFirst New Jersey approved activities.

Sector Strategies – Key Industries

Union County has taken steps to align workforce and education with employer needs in key industries. In Union County, the following have been identified as primary growth sectors that provide significant job opportunities:

- Construction
- Health Care
- Retail, Hospitality & Tourism
- Transportation, Logistics & Distribution (TLD)

Health care, TLD and Retail industries rank as the three largest industries in Union County (See Table 1). Together, they provided nearly 4 out of 10 jobs in Union County in 2012. The Construction Industry has experienced a recovery from the effects of the Great Recession and is projected to provide 2,300 jobs over the period 2010-2020[1].

The Financial Services industry sector shows minimal job enhancement opportunity with Union County. As such, it has been classified as a secondary growth sector. Advanced manufacturing, Technology & Entrepreneurship and Life Sciences are classified as tertiary growth sectors that project no significant growth within Union County.

Union County lost over 23,600 jobs during the Great Recession (December 2007 to June 2009) with many of the job losses concentrated in manufacturing. The manufacturing industry has lost over half of its jobs in the past decade, dropping from 44,000 jobs at the start of 2002 to 20,300 at the close of 2012.[2] Pharmaceutical and medicine manufacturing alone lost over 15,000 jobs

[1] Source: NJ Department of Labor and Workforce Development, Labor Market and Demographic Research

[2] Source: John J. Heldrich Center for Workforce Development Research Report: Economic competiveness in Union County, 2006-2012: An Update and Look Ahead, December 2013

between 2007 and 2010 (U.S. Census Bureau, 2012a). Despite the job loss, manufacturing accounted for nearly 1 in 10 jobs (U.S. Census Bureau, 2012a).

Union County plans to improve connections to the New Jersey Department of Labor & Workforce Development Talent Networks to better understand employers' skill and workforce needs. By working with talent networks in targeted industries, Union County can leverage connections and resources to improve staff and job seeker knowledge of the skill and hiring needs of key industries in the local economy.

B. Local Demographic, Governance and Planning Process

1. Local Area Planning

Union County has been planning and implementing talent development strategies for many years. In 2007, the Workforce Investment Board commissioned the John J. Heldrich Center for Workforce Development at Rutgers University to evaluate the local and regional economy and composition of the workforce and related skill sets. The Union County Economic and Workforce Competiveness Project was completed in December 2007 and has been updated as recently as December 2013 *(both studies have been included as attachments to the Union County Unified Workforce Investment Plan)*. Many of the findings and recommendations mirror the foundational elements of the State's Unified Workforce Investment Plan. Guided by these studies, the Workforce Investment Board has implemented sector-based employment and training strategies based on industry needs.

In 2009, the Workforce Investment Board convened two Employer Roundtables that focused on TLD and Health Care industry needs. The Workforce Investment Board will continue to plan for higher level integration of resources and services to best meet the needs of employers and job seekers.

2. Local Workforce System Program Service Area

Union County is a hub of economic activity for the state located at the crossroads of global trade. The county is home to an array of industries, including pharmaceuticals, transportation and logistics, retail, educational services, health care, and others, that provide more than one-quarter million jobs, or nearly 6% of all jobs in the state. The county is a vibrant, culturally and economically diverse community with nearly one-quarter million workers spanning dozens of industries.

Union County is highly urbanized and densely populated, located in the northeast portion of New Jersey. Comprised of 103.4 square miles, and 21 municipalities, the County is located within the New York Metropolitan Region and along the Boston-Washington Corridor. This area is known for having the heaviest concentration of population and industry in the nation. Union County is bordered by Essex County to the north, Morris and Somerset Counties to the west, Middlesex County to the south, and the Arthur Kill (river) to the east.

Union County is unique in its economic diversification due to its location and excellent infrastructure, including a system of Interstate and State Highways, rail lines, and one of the largest container terminals in the world. Newark Liberty International Airport, located in both Union and Essex Counties, is one of the region's busiest airports.

Union County is home to over one-half million residents, or nearly 6% of the state's population. Median household income averaged $66,791 during the 2006 -2010 period, approximately $3,000 less that the median household income statewide ($69,811) in the same period. In 2010, 9.1% of all residents in both Union County and the State had incomes below the poverty level: up from 6% in Union County in 2006.

There are 543,976 residents of Union County; of that total 405,650 (75%) were 18 years of age or older. The total labor force (in 2012) was 290,255. Citing recent census date (2012), of the 359,658 residents that were 25 years of age or older, 52,219 (15%) lack a high school diploma or GED.[3]

Union County is home to a large immigrant population: 27.3% are foreign born (U.S. Census Bureau, 2012 American Community Survey). A variety of issues must be addressed for these recent immigrants to fully participate in the economy. Due to this major influx of immigrants over the past decade in Union County there is an overwhelming need for ESL, basic skills, and GED preparation for our foreign-born residents.

Union County is home to diverse populations. Some municipalities have high per capita incomes and educational levels. The older inner cities of Union County have experienced a major influx of immigrants over the last twenty years: Elizabeth, Plainfield, Rahway, Union, and Linden.

3. Governance

Union County, incorporated in 1857, operates under a County Manager form of government. The nine members of the Board of Chosen Freeholders are

[3] Source: U.S. Census 2012

elected to three-year terms, with three seats up for election each year. Day-to-day operations of the county government are administered by the appointed County Manager.

The WIB operates by committee structure. The members of the Workforce Investment Board are appointed by the Board of Chosen Freeholders in accordance with the requirements of the Workforce Investment Act of 1998. One third of the entire Workforce Investment Board membership constitutes a quorum.

The Board of Chosen Freeholders is the grant recipient for all federal and state allocated public workforce funds. The Board of Chosen Freeholders and the Workforce Investment Board are jointly responsible for the annual budget, sub-grantee funding awards, fiscal expenditures and local program performance.

The Union County WIB and its committees are scheduled to meet quarterly. The standing committees include: Executive Committee, Adult Education & Literacy Committee, Business & Industry Committee, Disabilities Issues Committee and One-Stop Committee. The Executive Committee is comprised of the Officers of the WIB, the Immediate Past Chair, Chairpersons of all standing committees and a Member At-Large.

Recently, Union County government led an effort to rethink its economic development strategies and, indeed, how to best integrate workforce development into economic development. Union County government recently established the Department of Economic Development in order to centralize planning and implementation. As of January 2014, the Workforce Investment Board was administratively moved to the Department of Economic Development as it is recognized as a major resource to support businesses and strengthen the local economy. With varying resources that support business retention and expansion, the Department of Economic Development has embarked on a coherent and coordinated strategy to assist businesses and jobseekers.

The WIB has oversight responsibility for the One-Stop Operator and workforce development system performance. The Department of Human Services Division of One-Stop Operations is the One-Stop Operator for the local workforce system.

4. Business/Stakeholder/Partner Engagement

The Workforce Investment Board will continue to convene Employer Roundtables and Chamber Roundtables to engage employers. The *Union*

County Means Business Initiative is ongoing and will continue as a vehicle to engage employers, industry leaders, and public officials.

C. Resource Investment Strategies, Programs and Services

1. Alignment with Key Industries/Sectors, business engagement strategies, employment opportunities, and demand

The Workforce Investment Board was an early adopter of many of the talent development initiatives outlined in New Jersey's Unified Workforce Investment Plan. The WIB organized Employer Roundtables to help determine the workforce needs of area employers. The Employer Roundtables focused on the Transportation/ Logistics/ Distribution and Health Care industry sectors. The County reached out to area employers to begin the process of developing employer networks and to utilize their expertise to determine their workforce needs, both current and long-term. Their input was invaluable in the validation of data specific to job openings, employee turnover, and skill levels of particular occupations that are typically hard to fill or experience high turnover. Many of the private sector participants were involved in human resources for their respective companies. Topics included:

- What are the skill sets required of older youth, adults and dislocated workers to become employed?
- Data to guide decisions for targeted training
- Where to direct funding ?
- How should training be delivered ?
- How to improve job matching and job retention ?

To engage businesses, the County conducted employer surveys and organized networking events. The Workforce Investment Board is a partner in the *Union County Means Business* Initiative that includes networking and informational breakfast meetings with the high level representatives from the private and public sectors. The *Union County Means Business* Initiative provides a forum for employers to provide insight into current and future employment opportunities and feedback regarding occupational training policies. These networking events support Union County's goal of coordinating economic development and workforce development strategies that target effective utilization of resources to support and sustain the local economy.

The *Union County Means Business* business portal has links to programs that Union County and partners offer to business. Information that can be ascertained includes: financing, workforce development, public/private partnerships and doing business in the 21st Century utilizing social media.

The Union County Means Business Initiative convened the following networking events during 2012-2013:

- **Status of Union County: A Snapshot of the Union County Economy: Opportunities & Obstacles –** March 2012 *(Keynote speakers included James Hughes, Ph.D., Edward Bloustein School of Planning and Public Policy at Rutgers University and Carl E. Van Horn., John J. Heldrich Center for Workforce Development at Rutgers University)*
- **The Dollars & Sense of Funding Your Business; Financing Opportunities Available to Union County Businesses –** April 2012
- **Your Workforce: Incentives, Training and Resources to Develop Current Employees & to Find Qualified Employees-** June 2012
- **Public/Private Partnerships: Doing Business with Government –** September 2012
- **Expanding Business in the 21st Century: Navigation Technology & Social Media –** October 2012
- **Legislative Outlook for Business –** March 2013
- **Business Development Opportunities –** April 2013
- **Health Care** – September 2013
- **Maximizing Your Business with the Internet –** October 2013

In 2009, the Workforce Investment Board implemented a sector-based strategy that targeted training funds to industries with the most projected growth, wages, and projected openings. The County is aligning its workforce development initiatives to support and complement the State's key sector growth strategies.

The Workforce Investment Board issued a Request for Proposal in PY 2013 to provide class-size training that will facilitate the training of multiple individuals in high-demand occupations. The programs are aligned with New Jersey's 2012-2017 Unified Workforce Investment Plan industry sector strategies that provide significant employment, competitive wages and advancement potential. The occupational programs funded include:

- Certified Home Health Aide
- Certified Nurse Aide
- Customer Service
- Solar Panel Installation

In PY 2012, the County of Union awarded funding to Union County College to provide *Union County Choices,* a class size occupational training program for WIA eligible adults and dislocated workers. The training programs are targeted

to the key growth sectors in Union County. The training programs offered include:

- Global Logistics Associate
- Introduction to Logistics
- Medical Office Assistant with Specialties
- Patient Care Technician
- Retail Operations – National Professional Certifications in Customer Service and in Sales

As part of the sector strategies, the One-Stop will guide customers that have interests in careers other than those offered in the class size programs to training targeted to the key growth sectors through the use of Individual Training Accounts.

Regional planning is essential to fully effectuate change in the local economy. Demographic data indicates that only 1/3 of Union County residents are employed in Union County and conversely 2/3 of individuals working in Union County reside outside the County. As such, the Union County Workforce Investment Board was involved in regional planning efforts as a member of the leadership team for the *North Jersey Economic Innovation Alliance* that concentrated its efforts on aligning systems in the sectors of transportation/distribution/logistics and health care/health services. The Workforce Investment Board is exploring the development of sector driven regional partnerships to drive talent development strategies that will create additional employment opportunities and leverage available resources.

Union County has been a leader in sector focused workforce and economic development efforts in New Jersey for many years. The county was a founding participant in the North Jersey Partners collaborative, a sector-focused regional initiative funded by a $5 million Workforce Innovation Regional Economic Development (WIRED) grant from the U.S. Department of Labor and later supported through state-funded Innovation Partnership Institute (IPI) and Regional Economic Development Initiative (REDI) grants. The WIRED, IPI, and REDI grants funded curriculum development and training in TLD, health care, and technology, and supported the development of employer roundtables that allowed partners to obtain regular input from industry employers about their workforce needs. A key accomplishment was Union County College's development of a new entry-level curriculum for warehouse workers in the TLD sector.

The County has partnered with New Jersey's TLD and health care talent networks. In 2011, the New Jersey Department of Labor and Workforce

Development began the talent network initiative, which now includes talent networks covering seven major industries in the state. Talent networks bring employers in the state's key industries together with workforce, education, and economic development staff who can address employers' workforce concerns and help them to stay competitive in today's difficult economic climate. The talent networks have several key goals, including: acting as a single point of contact for employers; gathering intelligence on the emerging workforce needs of the industry; educating job seekers and workforce intermediaries, including One-Stop Career Center staff, WIB staff, colleges, and others, about the workforce needs of the industry; hosting and attending events that enhance connections between workforce, education, and economic development systems and employers; and developing and implementing key strategies to address industry workforce needs. As part of its work on the New Jersey TLD Talent Network, Union County was engaged in sourcing skilled workers for large employers in the region, such as Continental Airlines.

2. Job Seeker Service Model; integration of programs and services

Clients gain access to the public workforce development system through various agencies/programs. The extensive network of One-Stop Partners serves as access points for job seekers throughout the County. The network includes Housing Authorities, public libraries, community and faith-based organizations, and Union County College. Veterans are provided services through Workforce New Jersey Offices in the Elizabeth and Plainfield One-Stop Career Centers.

3. Development of training programs and curriculum development etc. based on industry intelligence and alignment with employer need

The Workforce Investment Board enjoys a close working relationship with Union County College. The Union County College Industry Business Institute develops training programs for newly employed and incumbent workers. The programs are customized to meet an employer's specific needs.

D. Measurement and Evaluation

1. System Oversight Responsibility and Scope

The One-Stop Committee is charged with oversight of the local One-Stop Workforce Service Delivery System including monitoring performance and program enrollments, ensuring Workforce Investment Board Plans are being carried out as they relate to One-Stop System services, and mediating disagreements among the Partners.

Goals and objectives of the One-Stop Committee include:

- Establish standards for the performance of the One-Stop Career Center system.
- Establish annual program enrollment projections.
- Conduct an annual evaluation of the local One-Stop Service Delivery System.
- Monitor system performance through established common measures and/or other State Employment & Training Commission/NJ Department of Labor & Workforce Development designated performance metrics.
- Performance should be reviewed at least quarterly.
- Conduct "risk assessments" during the course of the year and at year-end, to review the performance of all training providers that impacted a performance measure falling below 90% of meeting the performance goal.
- Review One-Stop Operator reports (prepared by the One-Stop Operator)

2. Evaluation Target Areas and Methodology

Workforce Investment Act Title I Youth activities, Adult & Dislocated Worker Employment & Training occupational training programs and WorkFirst New Jersey employment directed activities were the focus of the evaluation of the One-Stop workforce services delivery system:

- Number of clients provided staff assisted services (intensive services) and occupational training
- The length of time prospective program participants waited to be served including placement in occupational training
- The number of individuals waiting for occupational training
- The length of time participants remain enrolled in the AOSOS system
- The effectiveness of training programs to prepare individuals for employment (placement rate)

The focus of the One-Stop Evaluation effort was to assess the timeliness of training services, the effectiveness of occupational training programs and workforce preparatory services regarding public assistance recipients.

Workforce Investment Board staff developed a quantitative assessment instrument with the goal to create a snapshot capturing program performance. The PY 2012 One-Stop Evaluation process was an internal review of One-Stop services, client referral process and outcomes.

3. Locally developed metrics

In addition to the USDOL Common Measures, the One-Stop Evaluation included the following metrics:

- The number of individuals trained – reported by industry sector
- The number of training related employment- reported by industry sector
- Number of employers served
- If applicable – the number of individuals waiting for training

4. Program Year 2013 WIA Common Measures for Union County

Entered Employment	**Planned**
WIA Adult	82.7%
WIA Dislocated Worker	89.3%
Wagner Peyser	45.0%
Employment Retention	
WIA Adult	83.4%
WIA Dislocated Worker	85.4%
Wagner Peyser	77.0%
Average Earnings	
WIA Adult	$10,727
WIA Dislocated Worker	$13,679
Wagner Peyser	$16,435
WIA Youth	
Placement in Employment or Education	59.0%
Attainment of Degree or Certificate	59.0%
Literacy and Numeracy Gains	45.0%

E. Best Practices

Class-Size Sector Training

The Union County Workforce Investment Board has launched a series of class-size training programs under the Workforce Investment Act and within the identified employment growth sectors so as to increase the velocity of training opportunities.

Chamber Roundtables

The Union County Workforce Investment Board has engaged in various roundtable discussions with a myriad of chambers of commerce and industry organizations so as to gauge economic vitality and industry needs. This is

imperative in understanding potential pivots by industry in response to the real-time economic circumstances.

Private Sector Board Member Recruitment Strategy

The Union County Workforce Investment Board embarked upon an online private sector member recruitment strategy that combined the energies invested into the chamber roundtables, marketing and social media to achieve 60% private sector board membership composition. Below are screenshots to the website as well as the recruitment flyer employed.







Attachments

Table 1. Rank and Percentage of Total Employment for Union County's Largest Industries, 2012 Q4 and 2006 Q4

Table 2. Projected Employment Change by Industry, Union County 2010-2020

Chart 1. Total Employment by Industry, Union County 2007 - 2012

Chart 2. Projected Job Growth by Industry Sector (2010-2020)

Chart 3. NJ Key Industry Growth Sectors

Research Reports:
The Union County Economic and Workforce Competitiveness Project (2007)

Strategies for Improving Workforce and Business Competitiveness in Union County (2012)

Economic Competitiveness in Union County, 2006-2012: An Update and Look Ahead (2013)

Table 1. Rank and Percentage of Total Employment for Union County's Largest Industries, 2012 Q4 and 2006 Q4

Industry	2012 Q4 Rank	2012 Q4 % of Total Employment	2006 Q4 Rank	2006 Q4 % of Total Employment
Health Care	1	14%	2	13%
Transportation, Logistics, and Distribution	2	13%	4	11%
Retail Trade	3	12%	3	12%
Educational Services	4	10%	5	9%
Administration and Support & Waste Management and Remediation Services	5	9%	6	6%
Manufacturing	6	9%	1	15%
All Others	N/A	33%	N/A	34%
Total	N/A	100%	N/A	100%

Source: Quarterly Workforce Indicators, Local Employment Dynamic s, U.S. Census Bureau, 2012

Table 2. Projected Employment Change by Industry, Union County 2010-2020

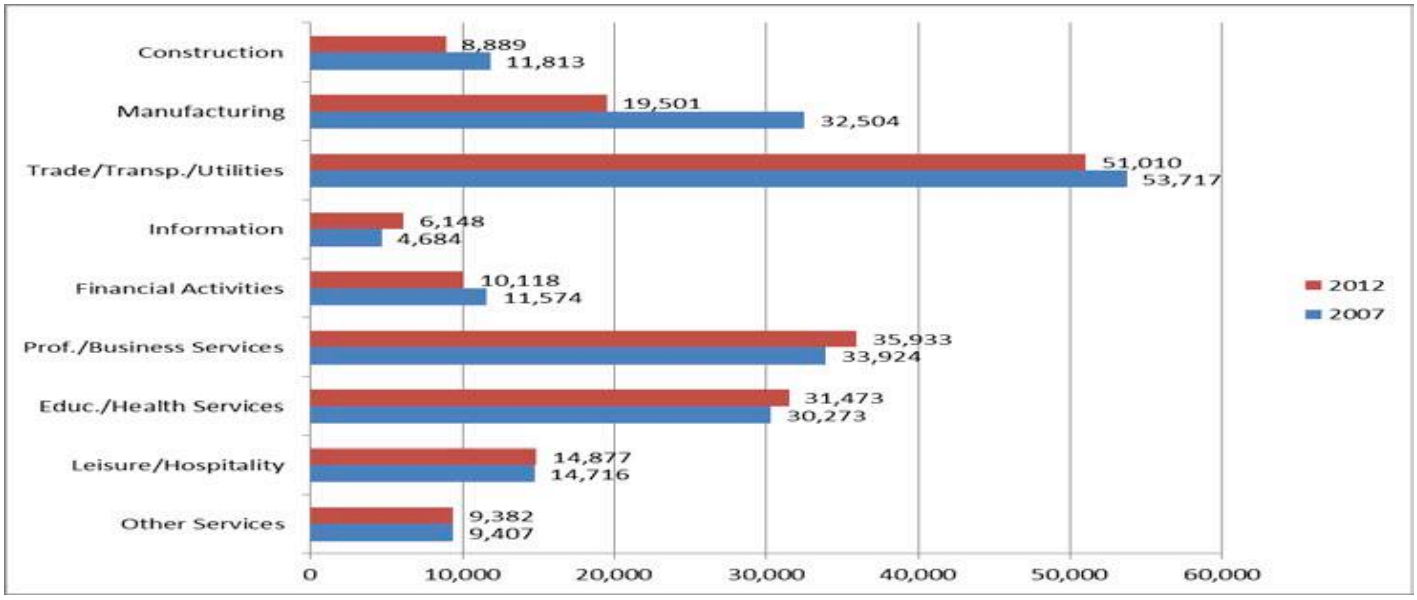
Industry Title (Two-Digit NAICS)	2010 Jobs	2020 Jobs	Change: 2010-2020 Number	Percent Total	Percent Annual
Total Nonfarm Employment*	231,350	239,500	8,150	3.5	0.3
Construction	9,350	11,650	2,300	24.6	2.2
Healthcare and Social Services	29,450	31,200	1,750	6.0	0.6
Professional, Scientific and Technical Services	16,650	18,250	1,600	9.6	0.9
Administrative and Waste Services	19,150	20,350	1,200	6.4	0.6
Other Services	12,050	13,250	1,200	9.7	0.9
Retail Trade	26,750	27,850	1,100	4.2	0.4
Accommodation and Food Services	12,300	13,250	950	8.1	0.8
Real Estate and Rental and Leasing	2,850	3,250	400	13.8	1.3
Management of Companies and Enterprises	5,900	6,200	300	5.0	0.5
Utilities	1,300	1,550	250	17.7	1.6
Arts, Entertainment and Recreation	2,100	2,300	200	10.9	1.0
Educational Services	2,550	650	100	4.1	0.4
Natural Resources and Mining	0	0	0	34.0	3.0
Manufacturing	20,950	20,800	-150	-0.7	-0.1
Wholesale Trade	13,000	12,850	-150	-1.3	-0.1
Finance and Insurance	84,580	8,200	-250	-2.8	-0.3
Information	4,200	3,700	-500	11.6	-1.2
Transportation and Warehousing	11,900	11,250	-650	-5.6	-0.6
Government	32,450	30,900	-1,550	-4.7	-0.5

Note: Total nonfarm employment excludes self-employed and upaid family members

Source: NJ Department of Labor & Workforce Development, Industry and Occupational Employment Projections 2010-2020

Chart 1. Total Employment by Industry, Union County 2007 & 2012

Union County's private sector employment totaled 187,448 in 2012. Professional and business services added the most jobs between 2007 and 2012 (+2,009)



Source: New Jersey Department of Labor & Workforce Development, Quarterly Census of Employment & Wages, Annual Averages

Chart 2. Projected Job Growth by Industry Sector (2010-2020)

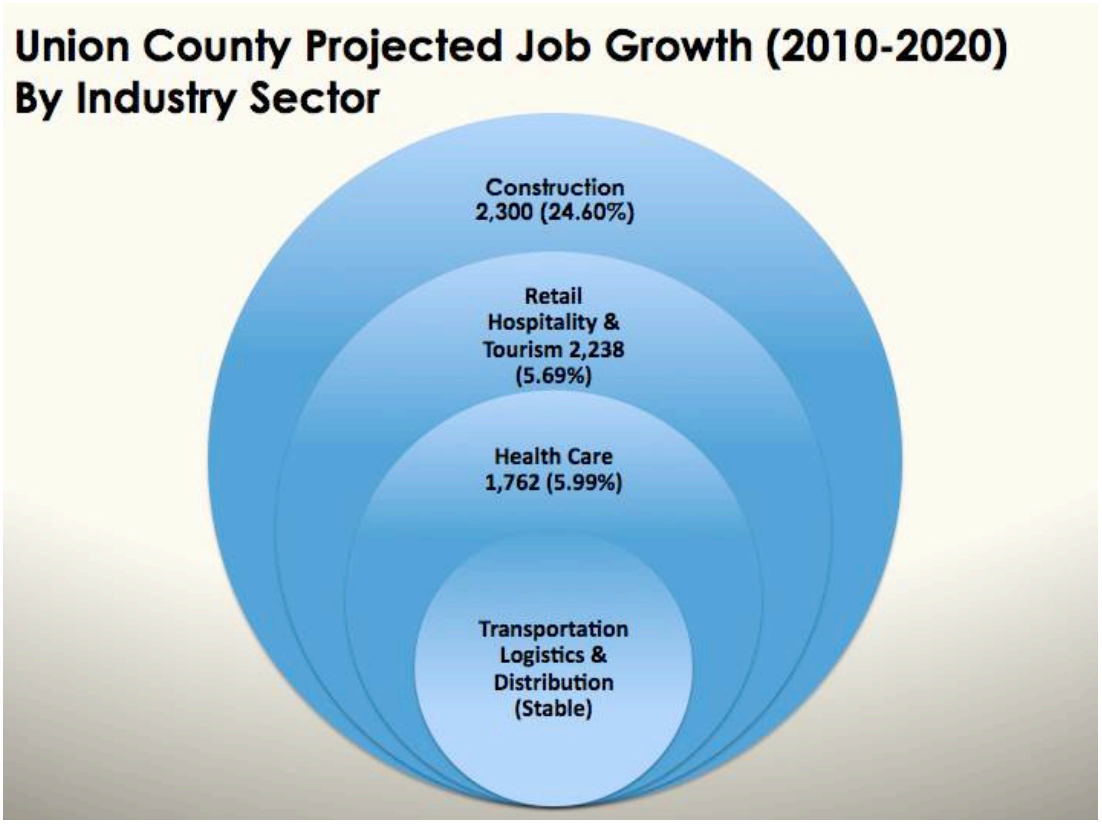
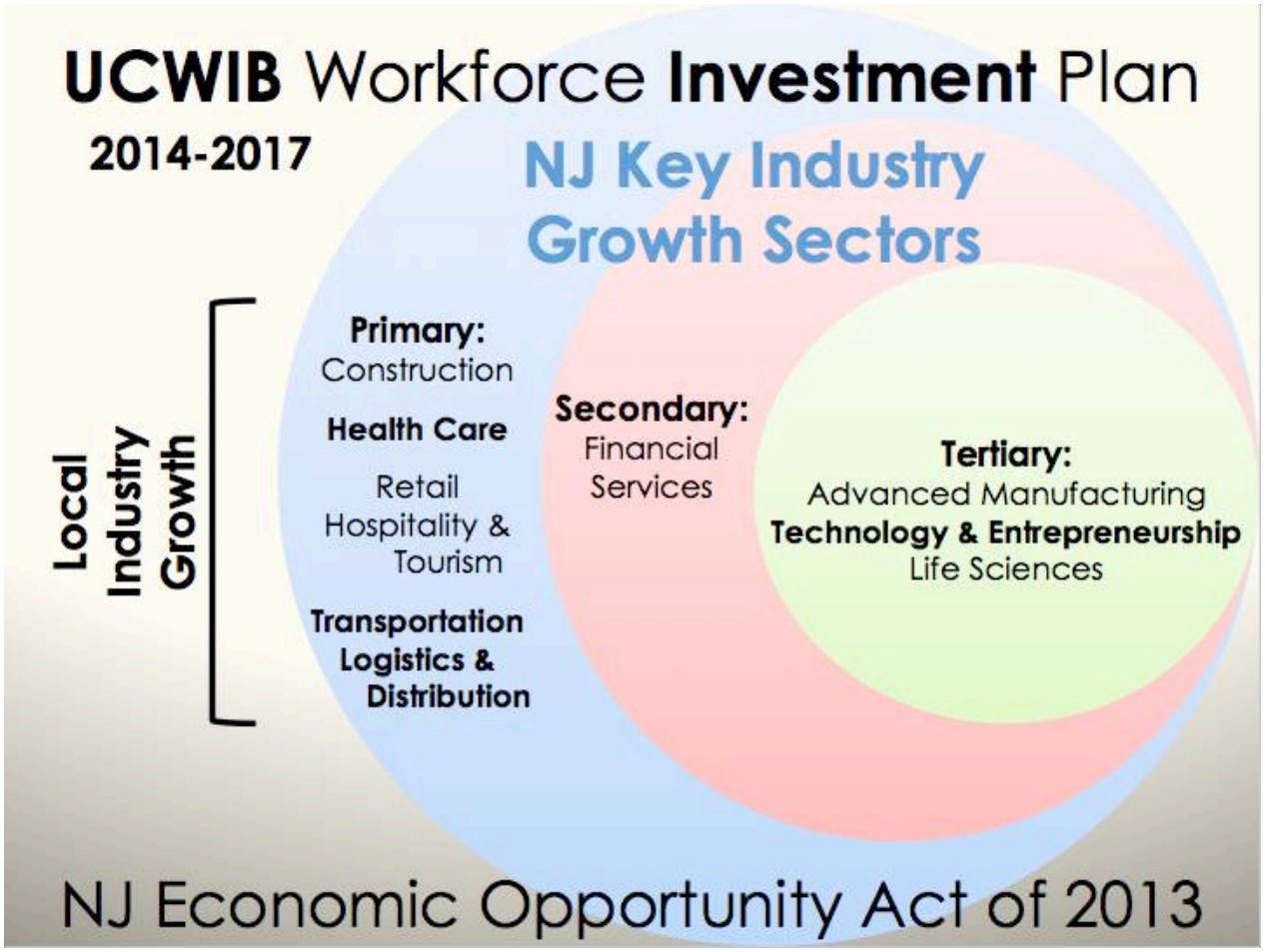
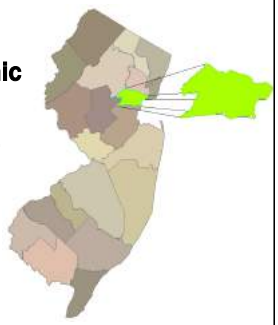


Chart 3. **NJ Key Industry Growth Sectors**



RUTGERS
Edward J. Bloustein School of Planning and Public Policy

The Union County Economic and Workforce Competitiveness Project



Prepared for

The County of Union, New Jersey

Prepared by

John J. Heldrich Center for Workforce Development

December 2007

Background and Overview

This report is intended to assist Union County officials and their partners to develop an economic growth and workforce development strategy for the county that is informed by an analysis of available labor market information, input from various experts in the region's economy and future development plans, and other relevant data.

In March 2007, The County of Union contracted with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey to develop a detailed profile of the economic landscape of Union County and to suggest strategies for supporting the growth of the county's key industries and assisting residents to advance within the county's labor market.

Information and recommendations in this report are based on interviews with 22 employers, economic development officials, and others, as well as a review and analysis of available labor market data. See Appendix A (p. 92) for a full list of methods, interview contacts, and sources.

Key Objectives

This report will assist Union County to:

1. **Support key industries that provide high-wage jobs in Union County or that offer a diversity of employment and advancement opportunities for Union County residents;**
2. **Build upon existing local, regional, and state policy initiatives to support key industries; and**
3. **Develop strategies to assist all county residents to thrive in the county's economy.**

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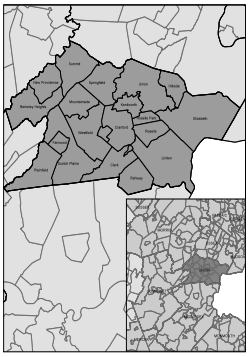
2.

Union County and Its Municipalities: A Brief Overview

Union County, NJ is a hub of economic activity for the state located at the crossroads of global trade. The county is home to an array of industries, including pharmaceuticals, transportation and logistics, retail, educational services, health care, and others, that provide more than one-quarter million jobs, or nearly 6% of all jobs in the state.

Union County is also home to over one-quarter million residents, or nearly 6% of the state's population. The county encompasses 21 municipalities, as follows:

Berkeley Heights	Plainfield
Clark	Rahway
Cranford	Roselle
Elizabeth	Roselle Park
Fanwood	Scotch Plains
Garwood	Springfield
Hillside	Summit
Kenilworth	Union
Linden	Westfield
Mountainside	Winfield
New Providence	



3.

Summary of Report Contents

I. Key Findings and Recommendations (p. 5)
Presents important findings about Union County's economy, population, and workforce, and outlines the county's strategic advantages and challenges. Identifies industries suitable for policy action and suggests ways to support the growth of these industries and to assist all members of the county's resident workforce to succeed in the local economy.

II. Detailed Analysis of Population, Workforce, and Economic Data for Union County (p. 27)
This part of the report contains three sections:

Section 1: An Overview of the Union County Workforce and Economy (p. 28)
Presents summaries, charts, and tables that detail key characteristics of Union County's population, workforce, and overall economy.

Section 2: Target Industries for Policy Action in Union County (p. 43)
Identifies major industries in Union County that are suitable targets for workforce and economic development policy action. Outlines key criteria used to select target industries and presents detailed data on these indicators. Criteria used to select industries include:

1. ***Current economic impact,***
2. ***Potential for providing continued future employment,***
3. ***Diversity of employment opportunities and education requirements, and***
4. ***Potential for action given existing state, regional, county, and local policy efforts.***

Section 3: Detailed Information on Target Industries and Sub-Sectors (p. 59)
Provides in-depth analysis of the key sub-sectors driving the targeted industries identified in Section 2. This analysis allows researchers to suggest policy actions that are focused on important segments of the industry that meet key criteria for policy action (see criteria above).

4.

I. Key Findings and Recommendations

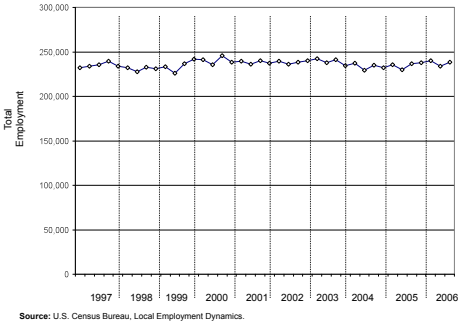
Key Finding #1: Union County has overcome economic challenges, diversified its economy, and created potential for building on new economic strengths.

Relatively stable employment in Union County in the past decade (.09% growth from 1997-2006) compared to modest growth in surrounding counties and the state *masks a story of growth and recovery in the face of a major economic obstacle – the loss of over 13,000 "Old Economy" Manufacturing jobs.*

- **Union County moved from reliance on declining "Old Economy" Manufacturing sectors to a more diverse knowledge-based economy, allowing the county to successfully weather the nationwide decline in Manufacturing jobs.**
  - In 1997, Union County had nearly twice as many jobs in Manufacturing as the state (21% of all jobs vs. 12.5% statewide). As a result, the county faced a larger economic challenge than the state or surrounding counties when Manufacturing jobs declined, as they did throughout the national economy.
  - Growth in a diversity of other industries between 1997 and 2006 allowed Union County to overcome job losses in Manufacturing and stabilize its economy. By 2006, 15% of Union County jobs were in Manufacturing compared to 9% statewide.
  - In addition, by 2006, job losses in transportation equipment manufacturing, fabricated metals, machinery manufacturing, and other "Old Economy" production line jobs had been offset by growth in the more knowledge-intensive Chemical Manufacturing sector, which is dominated by Pharmaceutical Manufacturing. According to employers, this sector offers an increasing number of high-wage, "new economy" jobs in management, research and development, and production.
- **Union County's newly diversified economy now provides higher average wages than both the state economy and the county's older, more manufacturing-intensive economy.**
  - Average wages in Union County were over $2,800 higher than the statewide average in 2006.
  - Wage growth in the county also outpaced the state average between 2002 and 2006, when adjusted for inflation.

Key Finding #1 (Continued)

Total Employment In Union County, 1997 to 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

10-Year Change
Employment in Union County was relatively stable, growing by 0.9% from 1997 to 2006 and adding 2,216 jobs to the economy.

During this period, total employment in New Jersey grew by 8% and total employment in the five counties surrounding Union County increased by 6.7%.

5-Year Change
Since 2002, employment in Union County decreased by 0.2% and the county lost 529 jobs.

Between 2002 and 2006, total employment in New Jersey grew by 2.5% and total employment in the five counties surrounding Union County increased by 0.8%.

Key Finding #1 (Continued)

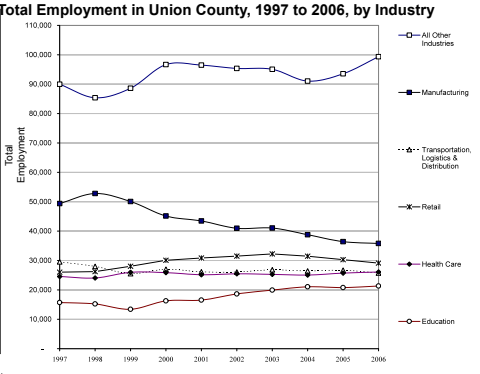
Total Employment in Union County, 1997 to 2006, by Industry

Between 1997 and 2006, Manufacturing employment fell by 27.5%, or over 13,500 jobs.

Some losses were due to large plant closings in transportation equipment manufacturing, including General Motors and General Bearing.

Manufacturing is more concentrated in Union County than in the state, making recovery from sharp manufacturing job losses more difficult.

While some other industries also lost jobs during this period, a variety of other industries

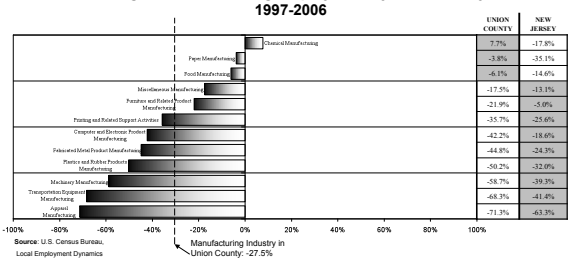


Source: U.S. Census Bureau, Local Employment Dynamics

Executive Summary

Key Finding #1 (Continued)

Change in Manufacturing Employment by Sub-Industry, 1997-2006



Between 1997 and 2006, Union County experienced growth in Chemical Manufacturing (dominated by Pharmaceuticals) and slower-than-average losses in paper and food manufacturing while ***New Jersey lost jobs in every sector of Manufacturing***. Losses were steeper than the statewide average in other major sectors, but this may be due, in part, to the disproportionate effects one large business closing can have on the percentage of jobs in an area the size of Union County.

Executive Summary

Key Finding #1 (Continued)

Declining and Growing Industries, 1997 to 2006

Industries with DECLINING Employment: 1997 to 2006		Industries with INCREASING Employment: 1997 to 2006	
Industry (Number of Employees 2006)	Change in Employment 1997 to 2006	Industry (Number of Employees 2006)	Change in Employment 1997 to 2006
Manufacturing *(35,818)*	(13,568)	Educational Services *(21,337)*	5,614
Transportation & Warehousing *(10,597)*	(4,023)	Retail Trade *(29,131)*	3,083
Information *(3,042)*	(1,541)	Administrative & Support Services *(13,721)*	2,622
Utilities *(1,151)*	(947)	Professional, Scientific & Technical Services *(16,422)*	2,043
		Public Administration *(10,757)*	1,877
		Health Care & Social Assistance *(26,103)*	1,528
		Management of Companies & Enterprises *(4,960)*	1,526
		Other Services *(9,807)*	1,093
		Real Estate & Rental & Leasing *(3,658)*	829
		Accommodation & Food Services *(11,333)*	828
		Arts,Entertainment,& Recreation *(2,182)*	736
		Construction *(10,308)*	309
		Wholesale Trade *(15,162)*	227
		Finance & Insurance *(11,939)*	142
TOTAL	(20,179)	TOTAL	22,457
Total Employment in the 4 Industries in 2006: 50,608 or 21% of all jobs in Union County		Total Employment in the 14 Industries in 2006: 186,820 or 79% of all jobs in Union County	

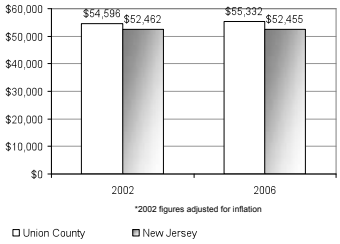
Job losses in Manufacturing and other industries in Union County over the past decade were offset by growth in a diverse array of industries, including educational services, retail, and many others.

Source: U.S. Census Bureau, Local Employment Dynamics.

Executive Summary

Key Finding #1 (Continued)

Average Earnings of Individuals Employed in Union County and New Jersey in 2002 and 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

With a newly diversified economy, ***wages were higher and have increased faster in Union County than in the state as a whole in recent years***. In 2002, inflation-adjusted average wages in Union County were over $2,100 more than the statewide average. Between 2002 and 2006, average wages increased by nearly $750 in Union County jobs when adjusting for inflation, while statewide average wages dropped slightly. By 2006, average wages in Union County exceeded the statewide average by $2,800.

Executive Summary

Key Finding # 2: Three industry groups are strong economic drivers in Union County and provide the greatest potential for actionable change.

With a more stable, diversified economy, Union County has the potential to achieve additional economic growth by supporting key sectors of its new economy. Each of the following industries has unique characteristics that make it a suitable target for development efforts and provides opportunities to build on existing state, regional, and local economic and workforce development efforts.

Target Industry Group #1: Manufacturing, especially Pharmaceutical and Other Chemical Manufacturing

Large and robust, this sector provides a large number of high-wage jobs in Union County. Nearly half of all Manufacturing jobs in the county are in Pharmaceuticals and other Chemical Manufacturing.

Target Industry Group #2: Health Care

This large and fast-growing sector offers a multitude of advancement opportunities for Union County's resident workforce.

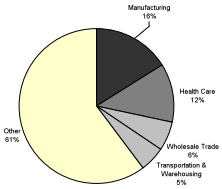
Target Industry Group #3: Transportation, Logistics, and Distribution (TLD), including Wholesale Trade, Transportation, and Warehousing

TLD offers a large number of middle-skill jobs that may be suitable advancement opportunities for low-wage workers in other industries.

Executive Summary

Key Finding # 2: (Continued)

Employment Distribution by Industry in Union County, 2006



Major Other Industries	
Retail Trade	11%
Educational Services	9%
Professional, Scientific & Technical Services	6%
Administrative & Support Services	6%
Accommodation & Food Services	5%

Key Facts

The three target industries account for:

- 39% of all jobs in Union County;
- 44% of total payroll; and
- 25% of new hires (to fill new and replacement jobs)

Other large employment industries (Retail, Educational Services, and others) provide fewer opportunities for new policy and program interventions or are lacking in other key criteria.

Executive Summary

Key Finding #2 (Continued)

Criteria Used to Select Target Industries

	A. Current Economic Impact			B. Employment Potential			C. Availability of Diverse Employment Opportunities		D. Potential for Action
	Employment (2006) A1	Average Wages A2	Total Payroll A3	Recent Growth B1	Expected Growth B2	Employment Concentration B3	Number of New Hires C1	Diversity of Educational Requirements C2	Focus of current economic and workforce development efforts D
Manufacturing	**35,818**	●	●			●	●		●
Retail Trade	29,131		●		●	●	●		
Health Care	**26,103**		●	●	●		●	●	●
Educational Services	21,337		●	●		●			
Professional, Scientific & Technical Services	16,422	●	●	●	●				
Wholesale Trade	**15,162**	●	●	●	●	●			●
Administrative & Support Services	13,721			●	●		●		
Finance and Insurance	11,939	●		●	●				●
Accommodation & Food Services	11,333			●	●		●		
Public Administration	10,757			●					
Transportation & Warehousing	**10,597**					●			●
Construction	10,308	●				●	●	●	
Other Services	9,807			●	●	●		●	
Management of Companies	4,960	●		●	●				
Real Estate	3,658				●				
Information	3,042								●
Arts, Entertainment & Recreation	2,182			●	●				
Utilities	1,151	●						●	

Source: U.S. Census Bureau, Local Employment Dynamics.

Executive Summary

Key Finding #2 (Continued)

Industry Group #1: Manufacturing, especially Pharmaceuticals and Other Chemicals

Manufacturing is the largest economic driver in Union County, providing over 36,000 jobs. Nearly 43% of these jobs (15,241) are concentrated in the knowledge-intensive Chemical Manufacturing sector, which includes Pharmaceutical Manufacturing. The sector provides a large number of high-paying jobs in functional areas that go beyond production, including research and development and corporate management.

Several characteristics make **Pharmaceutical and other Chemical Manufacturing** suitable targets for economic and workforce development efforts:

- **Highly concentrated in Union County compared to New Jersey.**
- **Large supplier of new and replacement jobs.**
- **Many high-wage, knowledge-intensive jobs for Union County's highly educated resident workforce.**
- **Higher-than-average wages.**
- **Potential for action is high – Pharmaceutical sector supported by state and regional economic growth strategies.**

Other key sub-sectors in Manufacturing: While Pharmaceutical and other Chemical Manufacturing make up the largest sector of the Manufacturing industry in Union County, other sectors are also important, including Fabricated Metal (3,474 employees in 2006) and Food Manufacturing (2,318 employees in 2006).

Source: U.S. Census, Longitudinal Employer-Household Dynamics 2006

Key Facts

Pharmaceutical and Other Chemical Manufacturing

- Over 15,000 workers in 2006
- 500+ hires/quarter
  - 150+ new
  - 350+ replacements
- Average wages $122,922/year

Executive Summary

Key Finding #2 (Continued)

Industry Group #2: Health Care

Health Care is an important economic driver in Union County that offers county residents and other workers opportunities to advance their employment and wages through defined career ladders. Large hospitals, including Overlook Hospital, Trinitas Hospital, and Muhlenburg Regional Medical Center, are located throughout the county. Unique characteristics of the Health Care industry in Union County include:

- **Third largest industry employer in Union County (over 26,000 workers in 2006).**
- **Large supplier of new and replacement jobs.**
- **NJLWD projects nearly *25% growth* 2004-14.**
- **Offers diverse employment opportunities with varied requirements and defined career ladders.**
- **Potential for action is high – Health Care supported by regional economic growth plans.**

Key Sub-Sectors: *Ambulatory Health Care Services, Hospitals*

These sectors comprise 67% of Health Care jobs in the county (over 17,000 jobs). Ambulatory Health Services, the highest paying sector, is growing. It currently accounts for nearly 1,200 new hires per quarter.

Source: U.S. Census, Longitudinal Employer-Household Dynamics 2006

Key Facts

Health Care

- Nearly 26,000 workers in 2006.
- 2,800+ hires/quarter
  - 1,000+ new
  - 1,800+ replacements
- Average wages $44,667/year

Executive Summary

Key Finding #2 (Continued)

Industry Group #3: Transportation, Logistics, and Distribution (TLD)

TLD is vital to Union County, both in terms of employment and its relationship to other industries. In addition, the wholesale industry, in particular, provides opportunities for workers in the county's retail sector and other service industries to advance.

- **Large supplier of new and replacement jobs.**
- **Wholesale trade is growing more rapidly than in the state (11% between 2002-06 in Union County vs. -1% in New Jersey).**
- **Higher-than-average wages.**
- **Offers diverse employment opportunities with varied requirements, particularly suitable for advancement of low-wage workers in Retail, TLD, and other industries.**
- **Potential for action is high – TLD is supported by state and regional economic growth plans.**

Key Sub-Sectors: *Merchant Wholesalers (Durable), Merchant Wholesalers (Non-Durable), Truck Transportation, Support Activities for Transportation*

78% of TLD jobs (over 19,000 jobs) are in these sectors, which are highly concentrated in Union County compared to the state. All sub-sectors except truck transportation are growing.

Key Facts

Transportation, Logistics, and Distribution

- 26,000+ workers in 2006
- 3,350+ hires/quarter
  - •1,200+ new
  - •2,100+ replacements
- Average wages $57,319/year

Source: U.S. Census, Longitudinal Employer-Household Dynamics 2006

17.

Executive Summary

Key Finding #3: Demographic trends present policy opportunities and challenges for Union County.

Union County is home to over a half million people (531,088 in 2006), and over half are in the workforce (52%). Between 2001 and 2006, Union County's population grew only slightly, adding nearly 4,000 residents (less than 1% growth). The population is increasing slightly in both young residents of working age (15- to 24-year-olds increased from an average of 11.8% of the population in 2001-03 to an average of 12.5% in 2004-06), as well as among those aged 45 to 64 (23.8% in 2001-03 to 25.4% in 2004-06). Meanwhile, the average percentage of population aged 25 to 44 shrank slightly from 30.7% to 28.2% during the same period.

Educational Attainment and English Language Proficiency

- Like New Jersey, Union County has a more highly educated population than the U.S. average. One-third of adults have a four-year degree or above, compared to just over one-quarter nationwide (27%) and 34% statewide.
- Union County has a slightly higher proportion of adults who have earned less than a high school diploma than the state (16.6% in the county vs. 13.8% statewide).
- The percentage of county residents who earned a two-year college degree or higher increased from an average of 35.8% between 2001 and 2003 to an average of 38.5% between 2004 and 2006.* However, the proportion of those who have less than a high school education remained the same (an average of 16.6%) over these time periods.
- The county has a higher percentage of foreign-born residents compared to the state, and these residents have lower educational attainment levels than the foreign-born population statewide and native-born county residents.
- In addition, the percentage of residents over age 5 who speak English "less than very well" increased from an average of 14.7% between 2001 and 2003 to an average of over 18.3% of the county's population between 2004 and 2006.*
- These demographic trends suggest a continued need for adult basic education services in Union County, as well as a possible increase in the need for English as a Second Language services, in order to help better connect disadvantaged residents with opportunities for advancement in the labor market.

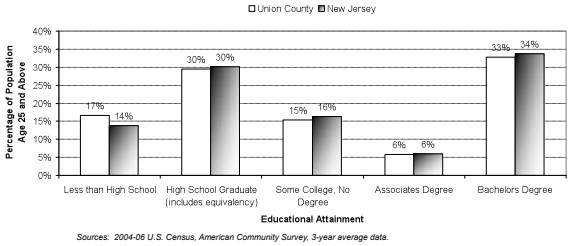
* Due to small yearly sample sizes to collect these data, three-year averages provide a more reliable estimate of the actual change over time.

18.

Executive Summary

Key Finding #3 (Continued)

Highest Level of Educational Attainment, 2004-06
Union County and New Jersey



Sources: 2004-06 U.S. Census, American Community Survey, 3-year average data.

Between 2004-06, Union County had a higher average percentage of residents who had earned less than a high school diploma than the state as a whole (16.6% vs. 13.8%). In all other measures, however, the educational attainment of Union County's adult residents is roughly similar to that of all New Jersey adults during this period.

19.

Executive Summary

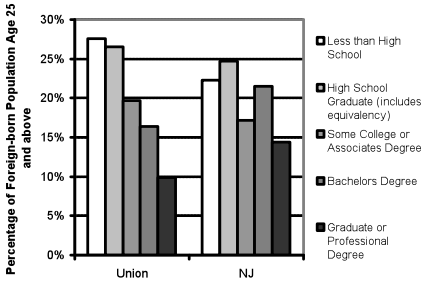
Key Finding #3 (Continued)

Twenty-eight percent of Union County's foreign-born adult residents completed less than high school versus 22% statewide.

The foreign-born also comprised a larger proportion of the population in Union County than in the state (2004-06 average 35% vs. 25% statewide), adding weight to the effect of their educational attainment on county-wide levels.

At both the county and state levels, only 11% of U.S.-born residents had earned less than a high school diploma. More native adults in Union County earned a four-year degree that their native-born

Highest Level of Educational Attainment, Adult Foreign-born Residents, 2004-06



Sources: 2001-06 U.S. Census, American Community Survey, 3-year average data.

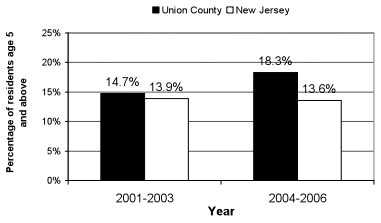
Note: All estimates include immigrants who are not legal U.S.

20.

Executive Summary

Key Finding #3 (Continued)

Percentage of Residents Who Speak English Less Than Very Well, 2001-2006



Sources: 2001- 06 US Census, American Community Survey, 3-year average data.

The percentage of Union County residents who reported speaking English "less than very well" increased from an average of 14.7% in 2001-03 to 18.3% in 2004-06, while rates remained essentially stable statewide during the same period. In the 2004-06 period, Union County had a higher share of residents who had English language difficulties compared to the state (18.3% vs. 13.6%).

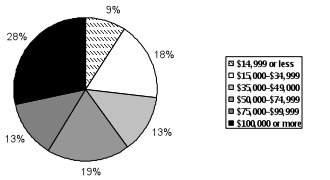
Executive Summary

Key Finding #3 (Continued)

Income and Unemployment

- Median household income in the county is slightly lower than the statewide median ($62,260 in 2006, slightly lower than the New Jersey median of $64,470).
- Closer examination reveals that some residents are doing very well economically, while others are not sharing in the prosperity:
  - In 2006, over 40% of county households had incomes exceeding $75,000.
  - On the other hand, over one-quarter (27%) earned less than $35,000 per year.
  - Approximately 1 out of every 17 households (6%) in Union County has earnings below the poverty level compared to 6.4% statewide.
- Countywide, unemployment rates are similar to New Jersey rates (4.8% vs. 4.6% statewide.), but some urban centers have higher-than-average unemployment rates, including Hillside (7.4%), Roselle (7.0%), Elizabeth (6.8%), and Plainfield (6.4%).

Income Distribution of Residents in Union County (in 2006 inflation-adjusted dollars)



Executive Summary

Summary of Union County's Strategic Advantages and Key Policy Challenges

Strategic Advantages

Union County is close to markets and population centers in New York City and northern and central New Jersey, including ready access to national and international markets via Port Newark/Elizabeth and Newark Liberty Airport. It also has several strong urban centers that serve as economic and community hubs for the county. In addition, Union County has:

- Many highly educated residents, providing knowledge-based employers with access to a skilled workforce.
- A mix of well-established industries, including Pharmaceuticals, Chemicals, and other types of Manufacturing, Health Care, and TLD, as well as emerging opportunities for new business development.
- Several large office or corporate headquarters of international companies, including Alcatel-Lucent, Celgene Corporation, Schering-Plough, Wakefern Foods, and others.
- A large number of high-wage jobs and opportunities for worker advancement.
- Access to high-quality education resources, including Union County College, Kean University, Union County Vocational Technical School within the county, and Rutgers University, New Jersey Institute of Technology, and others in the region.
- Opportunities for inclusion in state and regional economic development efforts, including the northern New Jersey WIRED region and the Portfields region, which may allow Union County to leverage considerable state and federal dollars to support initiatives that benefit county residents.

Key Policy Challenges

Union County also has several workforce and economic growth challenges that new policies and programs should seek to address, including:

- Slower recent economic growth than the state and surrounding region.
- Some residents who are not benefiting from the growth that is occurring in some industries.
- Changes in demographics and educational attainment rates that suggest needs for adult basic education, workforce training, and English as Second Language training for workers to succeed in the labor market.
- Local, county, and regional economic development entities that require a framework for effective collaboration.

Executive Summary

Recommended Action Steps

To promote growth among key industries and to assist residents to enter and advance in the labor market, Union County should take the following steps:

Step 1: Develop a county-level economic growth strategy that is focused on the key industries identified in this report and that involves key local and regional stakeholders.

Step 2: Develop a countywide workforce development plan that addresses general adult education needs, as well as employer skill needs in the three target industries included in the economic growth plan.

Step 3: Create a sustainable organizational structure to support cooperative implementation of county economic growth and workforce plans.

Step 1: Develop a Union County Economic Growth Strategy

Key goals of the county's economic growth strategy should be to:

- Market the strategic advantages of the county and its municipalities to employers;
- Leverage existing state, regional, and local development efforts, including northern New Jersey WIRED initiatives, state economic growth programs, and others to accomplish plan goals;
- Encourage new business development in areas where it is welcomed and, where possible, along existing transportation routes; and
- Focus development efforts around the three key industries highlighted in this report.

Suggested economic growth strategies for these industries include:

- Support a Pharmaceutical and Chemical Manufacturing cluster by leveraging funds from regional initiatives (e.g., NJEIA) to create incubators for new "spin-off" technologies;
- Support a Transportation, Logistics, and Distribution (TLD) cluster by working with new and existing companies to develop relationships between TLD firms and other industries; and
- Support the Portfields initiative by developing a free trade zone, a clean-up plan, and marketing initiatives.



Executive Summary
Recommended Action Steps (Cont'd)

Step 2: Develop a Countywide Workforce Development Plan

Key goals of a county workforce development strategy should be to:

- Ensure that adequate adult education and ESL resources are available in communities that need them most;
- Leverage existing state, regional, and local development efforts, including northern New Jersey WIRED initiatives, state economic growth programs, and others, to accomplish plan goals;
- Develop training and education initiatives that support the development of a skilled workforce in key industries identified in the economic growth strategy.

Suggested workforce development strategies for key industries include:

- Engage the Newark Workforce Investment Board and North Jersey Economic Innovation Alliance to:
  - Connect with the Newark Port One-Stop,
  - Coordinate entrepreneur symposia, and
  - Enhance mentoring and insurance programs designed to meet the demand for truck drivers in TLD.
- Explore a partnership with the Bio-1 WIRED region to expand workforce programs for the Pharmaceutical industry into Union County.
- Establish the Health Career Center (as discussed in the Union County Plan) and offer access to the Newark Workforce Investment Board in exchange for access to Newark's Port One-Stop.
- Use the Retail Skills Center to assist retail, transportation, and other workers to train for sales and customer service positions in the high-wage wholesale trade sector, as well as other customer service and sales leadership positions.
- Support training for Pharmaceutical and TLD repair technician programs.

25.



Executive Summary
Recommended Action Steps (Cont'd)

Step 3: Create a Sustainable Organizational Structure to Implement Economic and Workforce Plans

Stakeholders in the business, education, and government sectors generally agree that four basic elements are necessary to coordinate and activate economic and workforce development initiatives in Union County. These elements are:

- A nonpartisan coordinating council to guide all development efforts,
- An economic and workforce development practitioner network,
- Implementation teams that focus on key projects, and
- An entity to handle public awareness and stakeholder consensus-building.

A version of two of these components currently exists in Union County. The Union County Economic Development Corporation (UCEDC) currently sponsors a quarterly networking and information exchange for economic and workforce development professional practitioners. The Union County Alliance is a strong bipartisan forum for consensus building, stakeholder recruitment, and public awareness. These entities are a logical point of departure for integrating their functions into a broad countywide action agenda.

Stakeholders interviewed strongly recommended individual project-based teams of multi-jurisdictional and sectoral stakeholders to address specific development objectives ranging from multi-county led efforts to maximize benefits from expanding Port activities to contiguous community downtown development strategies that require county-level infrastructure support. Other areas recommended include a Workforce Investment Board-led effort to connect county education resources with the evolving skill and occupational clusters in allied health, and the preservation of pharmaceutical employment levels.

Finally, a neutral, county-level entity with broad community representation is needed to coordinate and facilitate the efforts of the groups mentioned above. This entity will also need to guide implementation efforts among other stakeholders, including the Workforce Investment Board; local, county, regional, and statewide economic development organizations; secondary and postsecondary educational institutions; businesses; transportation; and permitting. While Union County stakeholders must determine how this coordination body is organized, it may be possible to build upon the efforts of an existing entity by expanding membership to ensure adequate representation from all areas and interest groups within Union County.

26.

II. Detailed Analysis of Population, Workforce, and Economic Data for Union County

Section 1:

An Overview of the Union County Workforce and Economy

28.

I. Overview of the Workforce and Economic Landscape of Union County

Introduction

This section of the report provides an overview of the key characteristics of Union County residents and working-age adults, including important demographic changes that may affect economic and workforce development planning. It also provides a broad picture of the Union County economy and ways that employment has changed over the past 10 years.

This area of the report is presented in two parts:

A. Population and Workforce, and

B. Economy.

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Overview

Over a half million people (531,088 individuals, or 6.1% of the population of New Jersey) live in Union County, and more than one-quarter million (273,493 people, or 52% of the population) are in the labor force (employed or unemployed and looking for work).
Between 2001 and 2006, Union County's population grew by 4,000 residents (less than 1% growth). The population is increasing slightly in both young residents of working age (15- to 24-year-olds increased from an average of 11.8% of the population in 2001-03 to an average of 12.5% in 2004-06), as well as among those aged 45 to 64 (23.8% in 2001-03 to 25.4% in 2004-06). Meanwhile, the average percentage of the population aged 25-44 shrank slightly from 30.7% to 28.2% during the same period.

Educational Attainment and Occupation of Residents

Like the state as a whole, Union County has a higher percentage of college-educated adults than the nation. Over one-third of adults in Union County have earned a four-year college degree or higher compared to 27.5% nationwide. In addition, the percentage of Union County's population that attained both two- and four-year college degrees increased slightly between 2001 and 2006.*

However, Union County has a slightly higher percentage of adults who have not earned a high school diploma or equivalent compared to New Jersey (16.6% vs. 13.8%). The county also has both a higher percentage of foreign-born residents compared to the state, and these residents have lower educational attainment levels, on average, than the foreign-born population statewide and native-born county residents. The percentage of the population over age 5 in Union County that reports that they speak English "less than very well" has risen from an average of 14.7% between 2001 and 2003 to an average of 18.3% between 2004 and 2006.

Reflecting the county's diversity of educational attainment levels, the largest job categories Union County residents reported holding jobs in include Management, Professional and Related Occupations, Sales and Office Occupations, and Service Occupations.

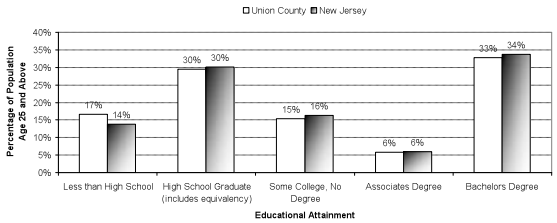
Income, Unemployment, and Poverty

Median household income in Union County was $62,260 in 2006, slightly lower than the New Jersey median of $64,470. Some residents, however, are not sharing in the prosperity. In 2006, 4.8% of Union County residents were unemployed,

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Educational Attainment

Highest Level of Educational Attainment, 2004-06
Union County and New Jersey



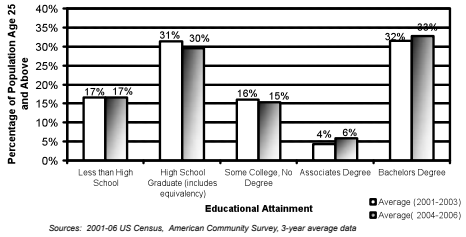
Sources: 2004-06 US Census, American Community Survey, 3-year average data

Overall, educational attainment levels in Union County are similar to New Jersey levels. However, the average percentage of Union County residents who completed less than a high school degree (17%) was slightly higher than the state average (14%) in the 2004-06 period.

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Educational Attainment (continued)

Highest Educational Attainment Level
of Union County Residents, 2001-06



Sources: 2001-06 US Census, American Community Survey, 3-year average data

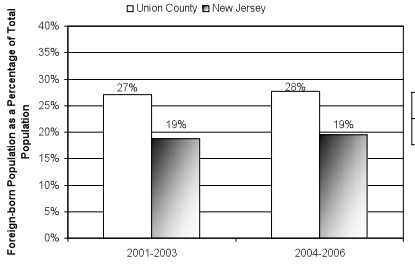
Educational attainment levels in Union County have remained relatively stable over the last five years, with a slight increase in the percentage of people who earned a 2- or 4-year college degree.

Between 2001 and 2006, the percentage of the county's adult population that completed a college degree rose by one percentage point. The proportion of adults who earned less than a college degree remained stable or fell slightly.

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Foreign-Born Population

Foreign-Born Residents, 2001-06



Number of Foreign-born Residents

	Union County	New Jersey
2001-03 (average)	140,818	1,568, 277
2004-06 (average)	145,943	1,672,559

Sources: 2001-06 US Census, American Community Survey, 3-year average data

The percentage of foreign-born residents in Union County is significantly higher than the state average. Over ¼ of Union County's population is foreign-born, compared to less than 1/5 statewide .

I. Overview of the Workforce and Economic Landscape of Union County

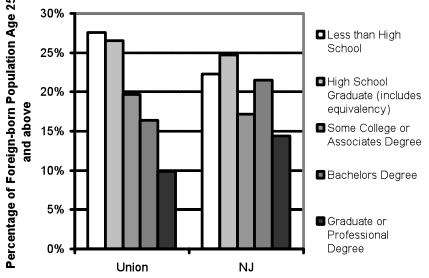
A. Population and Workforce: Educational Attainment of the Foreign-born

Twenty-eight percent of Union County's foreign-born adult residents completed less than high school versus 22% statewide.

The foreign-born also comprised a larger proportion of the population in Union County than in the state (2004-06 average 35% vs. 25% statewide), adding weight to the effect of their educational attainment on county-wide levels.

At both the county and state levels, only 11% of U.S.-born residents had earned less than a high school diploma. More native adults in Union County earned a four-year degree that their native-born

Highest Level of Educational Attainment, Adult Foreign-born Residents, 2004-06



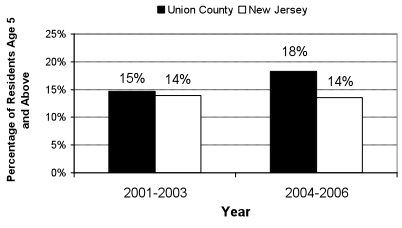
Sources: 2004-06 U.S. Census, American Community Survey, 3-year average data

Note: All estimates include immigrants who are not legal U.S.

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Language Abilities

Percentage of Residents Who Speak English Less Than Very Well, 2001-2006



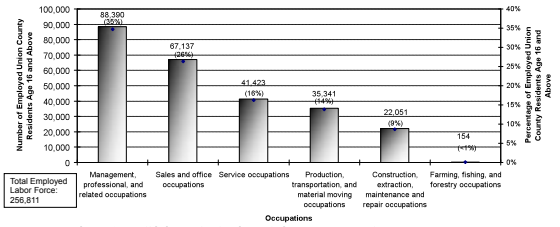
Sources: 2001-06 U.S. Census, American Community Survey, 3-year average data

The percentage of school-age residents who speak English less than well has increased in recent years from an average of 15% between 2001-03 to an average of 18% between 2004-06. Meanwhile, the percentage statewide remained stable at 14%.

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Occupations of Residents

Occupation of Union County Residents, 2004-06 Average Civilian Employed Population 16 Years and Over



Total Employed Labor Force: 258,811

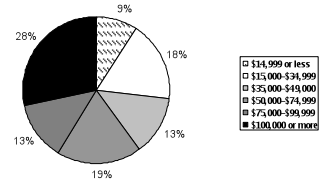
Source: 2004-06 U.S .Census, American Community Survey, 3-year average data

About one-third of the employed residents of Union County (88,390 people) worked in management, professional, and related occupations. Sales and office occupations and service occupations are the second and third largest occupations among working residents of Union County, with 67,137 and 41,423 workers, respectively.

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Income

Income Distribution of Residents in Union County
(in 2006 inflation-adjusted dollars)



Source: 2006 U.S. Census, American Community Survey.

The average income for a household in Union county was $87,577 in 2006.

In 2006, half of all households in Union County had an income less than $62,260

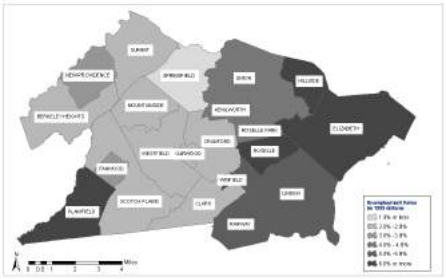
Approximately 1 out of every 17 households (6%) in Union County has earnings below the poverty level. This rate was similar to the statewide figure (6.4%).

In 2006, the average federal poverty level for two-person households was $13,167.

I. Overview of the Workforce and Economic Landscape of Union County

A. Population and Workforce: Unemployment Rates

Unemployment Rates
Union County, 2006



Large municipalities with high unemployment rates in 2006 included:

- Hillside (7.4%)
- Roselle (7%)
- Elizabeth (6.8%)
- Plainfield (6.4%)

Most municipalities with moderate to high unemployment rates are located in the *eastern part* of Union County.

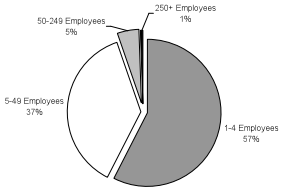
Source: United States Bureau of Labor Statistics and the United States Census Bureau

I. Overview of the Workforce and Economic Landscape of Union County

B. Economy

Union County is home to approximately 14,700 business establishments that employ a total of 237,500 people.

Distribution of Establishments by Size, 2005



The majority of business establishments in Union County (57% or 8,489 in total) employed less than five people.

An additional 37% of establishments (5,492 in total) employed 5 to 49 people in 2005.

Only 1% of establishments (101 total) employed more than 250 people.

Over half (56%) of those who work in Union County are county residents, according to the 2000 U.S. Census. Middlesex and Essex counties provide 13% and 12% of Union County's workers, respectively, while Morris, Somerset, and Monmouth each supply between 4% and 6% of all workers in Union County.

I. Overview of the Workforce and Economic Landscape of Union County

B. Economy: Major Employers in Union County

Several mid- to large-size companies (250+ employees) from a variety of industries are headquartered in Union County, including:

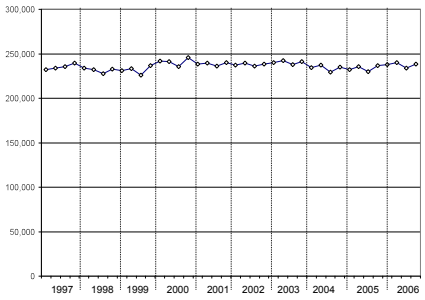
Alcatel-Lucent
Bed, Bath, and Beyond
BOC Group
CR Bard
Celgene Corporation
Havas Advertising
Hayward Industries
Intertek Labtest
Schering-Plough
Total Lubricants USA
Wakefern Food Corporation (Shop-Rite)

Businesses that employ over 1,000 workers in Union County include Bell Labs, ConocoPhilips Bayway Refinery, Kean University, Merck Research Laboratories, Overlook and Trinitas Hospitals, Muhlenburg Regional Medical Center, and others.

I. Overview of the Workforce and Economic Landscape of Union County

B. Economy: Employment Trends

Total Employment in Union County, 1997 to 2006



10-Year Change
Employment in Union County was relatively stable, growing by 0.9% from 1997 to 2006 and adding 2,216 jobs to the economy.

During this period, total employment in New Jersey grew by 8% and total employment in the five counties surrounding Union County increased by 6.7%.

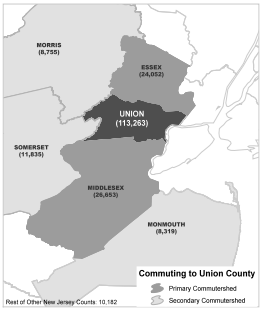
5-Year Change
Since 2002, employment in Union County decreased by 0.2% and the county lost 529 jobs.

Between 2002 and 2006, total employment in New Jersey grew by 2.5% and total employment in the five counties surrounding Union

I. Overview of the Workforce and Economic Landscape of Union County

B. Economy: Place of Residence of Employees

County of Residence of Individuals Employed in Union County, 2000



Source: 2000 Census County-To-County Worker Flow Files (www.census.gov/population/www/cen2000/commuting.html#N.)

In 2000, 49% of the individuals employed in Union County also lived in Union County.

An additional 22% of workers in the county lived in Essex or Middlesex counties. This two-county region is the primary commutershed for Union County.

Smaller percentages of workers lived in Somerset (5%), Morris (4%), and Monmouth (4%) counties. This three-county region is a secondary commutershed for Union County.

Section 2:

Target Industries for Policy Action in Union County

II. Key Industries in Union County

Findings and Selection Criteria

FINDINGS: Union County should focus future economic development and workforce development efforts on the following industry sectors:
- Pharmaceutical and Other Chemical Manufacturing
- Health Care
- Transportation, Logistics, and Distribution

CRITERIA: The Heldrich Center applied the following criteria to select these target industries for Union County's economic and workforce development efforts:

A. Current Economic Impact: The county's future economic and workforce development efforts should focus on those industries that currently have a significant impact on the county's economy by providing a large number of jobs and income to individuals.
Key indicators: 1. Employment, 2. Average Wages, 3. Total Payroll

B. Employment Potential: Future efforts should also focus on industries that have the potential to grow in the near future, as identified by recent growth, projected growth by the New Jersey Department of Labor and Workforce Development, and current concentration in Union County.
Key indicators: 1. Recent Growth, 2. Projected Growth, 3. Concentration of Employment

C. Diversity of Employment Opportunities: Workforce development efforts should be focused on those industries that hire large numbers of individuals and on those industries that provide employment opportunities to individuals with different levels of formal education and training.
Key indicators: 1. Number of New Hires, 2. Educational Requirements of Jobs

D. Potential for Action: Finally, workforce and economic development efforts in the county, where possible, should be coordinated with state and federal resources in order to leverage additional resources.

II. Key Industries in Union County

Summary of Criteria

	A. Current Economic Impact			B. Employment Potential			C. Availability of Diverse Employment Opportunities		D. Potential for Action
	Employment (2006) A1	Average Wages A2	Total Payroll A3	Recent Growth B1	Expected Growth B2	Employment Concentration B3	Number of New Hires C1	Diversity of Educational Requirements C2	Focus of current economic and workforce development efforts D
Manufacturing	**35,818**	●	●			●	●		●
Retail Trade	**29,131**		●		●	●	●		
Health Care	**26,103**		●	●	●		●	●	●
Educational Services	**21,337**		●	●		●			
Professional, Scientific & Technical Servic	16,422	●	●	●	●				
Wholesale Trade	15,162	●	●	●	●	●			●
Administrative & Support Services	13,721			●	●		●		
Finance and Insurance	11,939	●		●	●				●
Accommodation & Food Services	11,333			●	●		●		
Public Administration	10,757			●					
Transportation & Warehousing	10,597					●			●
Construction	10,308	●				●	●	●	
Other Services	9,807			●	●	●		●	
Management of Companies	4,960	●		●	●				
Real Estate	3,658				●				
Information	3,042								●
Arts, Entertainment & Recreation	2,182			●	●				
Utilities	1,151	●						●	

45.

II. Key Industries in Union County

Criteria A: Current Economic Impact - Summary

A1. EMPLOYMENT

Four industries in Union County have over 20,000 workers, including:

1. Manufacturing
2. Retail Trade
3. Health Care
4. Educational Services

The manufacturing industry provides more than 35,000 jobs (15% of the jobs in the county).

A2. AVERAGE WAGES

Union County has seven industries that supply **above-average wages**. These industries, which have average wages that are greater than the county average of $52,000 per year, are:

1. Manufacturing
2. Professional, Scientific, and Technical Services
3. Utilities
4. Management of Companies
5. Finance and Insurance
6. Wholesale Trade
7. Construction

A3. TOTAL PAYROLL

In Union County, the industries with the highest **total payroll** represent the key economic drivers in the county. Total payroll is a function of high industry employment, high average wages, or both.

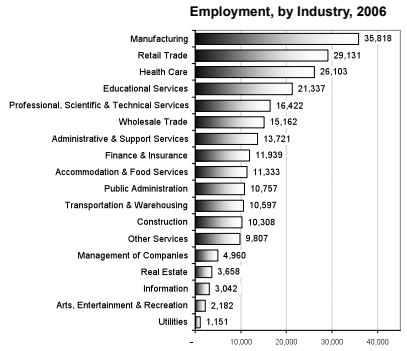
Together, the following six industries account for 2/3 (66%) of total payroll in the county. Alone, each of these industries accounts for more than 6% of total payroll in the county:

1. Manufacturing (24%)
2. Professional, Scientific, and Technical Services (11%)
3. Health Care (9%)
4. Retail Trade (8%)
5. Wholesale Trade (7%)
6. Educational Services (7%)

46.

II. Key Industries in Union County

Criteria A1: Employment

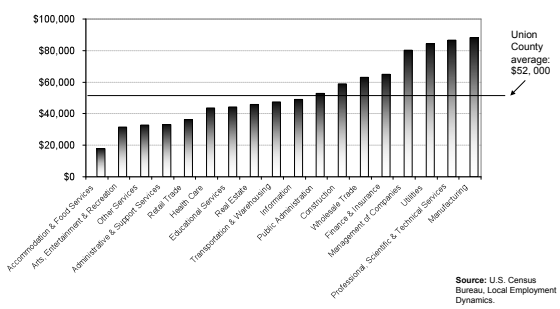


Source: U.S. Census Bureau, Local Employment Dynamics.

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II. Key Industries in Union County

Criteria A2: Average Wages

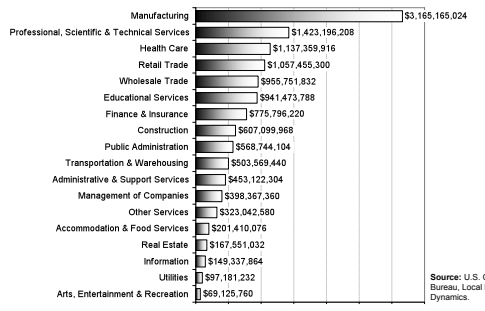


Source: U.S. Census Bureau, Local Employment Dynamics.

48.

II. Key Industries in Union County

Criteria A3: Total Payroll



Source: U.S. Census Bureau, Local Employment Dynamics.

II. Key Industries in Union County

Criteria B: Employment Potential - Summary

B1. RECENT GROWTH

Eleven of the 18 industries in Union County experienced an increase in employment between 2002 and 2006. Four industries increased in employment by 15% or higher.

These include:

1. Management of Companies (91%)
2. Arts, Entertainment, and Recreation (19%)
3. Other Services (18%)
4. Educational Services (15%)

▪The Utilities industry experienced the greatest decrease in employment between 2002-06 (-38%).

▪Union County's largest employment industry, Manufacturing, experienced an employment decrease of -13% during the period.

B2. EXPECTED GROWTH

Employment projections for 2014 indicate higher-than-average **expected growth** in 10 industries in Union County. Three of the industries had significantly higher rates of expected growth:

1. Arts, Entertainment, and Recreation (27%)
2. Administrative (25%)
3. Health Care (24%)

▪The average expected growth across all 18 industries is 9%.

▪Only the Manufacturing (-15%) and Information (-9%) industries are projected to have declining employment growth in Union County.

B3. EMPLOYMENT CONCENTRATION

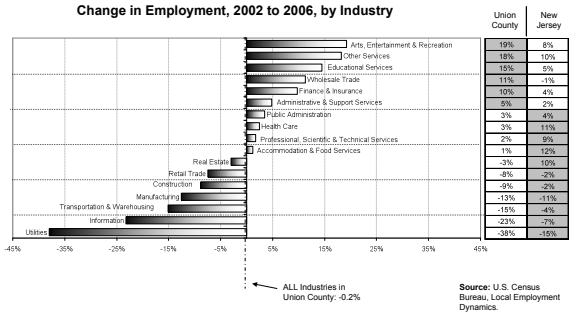
Eight of the 18 industries are concentrated in Union County, as compared to all of New Jersey. This suggests that Union County provides strategic advantages to these industries as a place to do business.

The following industries have the highest level of concentration in Union County:

1. Manufacturing (1.76)
2. Other Services (1.27)
3. Construction (1.24)

II. Key Industries in Union County

Criteria B1: Recent Change in Employment



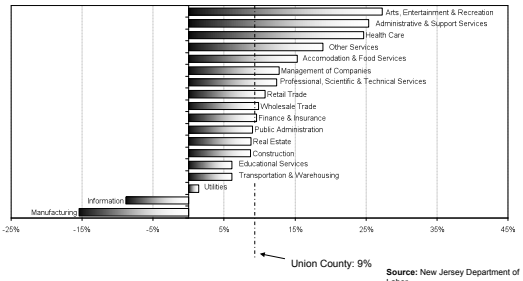
Source: U.S. Census Bureau, Local Employment Dynamics.

NOTE: Data for the **Management of Companies** industry are not shown on this chart. Employment in this industry increased from 1,871 in 2002 to 4,960 in 2006, an increase of 91%.

Although the data show a 3% decrease in the **Real Estate** industry from 2002-2006, there was a 3% increase from 2004 to 2006.

II. Key Industries in Union County

Criteria B2: Projected Change in Employment

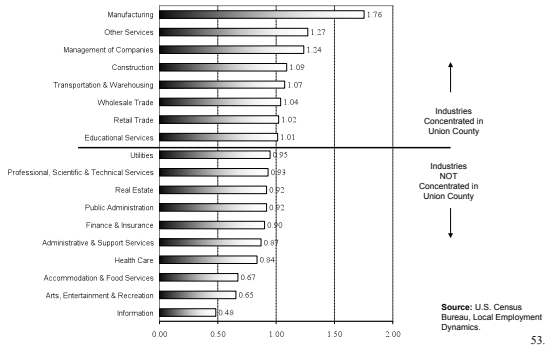


Source: New Jersey Department of Labor and Workforce Development

II. Key Industries in Union County

Criteria B3: Employment Concentration

Level of Concentration, Union County Compared to New Jersey, 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

II. Key Industries in Union County

Criteria C: Employment Opportunities - Summary

C1. NEW HIRES

The number of **new hires** represents all individuals hired to fill new and replacement jobs in a quarter who were not working for the employer during the previous four quarters (recalled employees). The number of new hires helps to identify industries that have the most available job opportunities.

- In Union County, seven industries had an average of more than 2,000 hires per quarter during 2006.
- Two industries, Retail Trade (6,082 new hires per quarter) and Administrative and Support Services (4,541), account for nearly one-third (32%) of new hires in the county in 2006.

C2. DIVERSITY OF EDUCATIONAL REQUIREMENTS

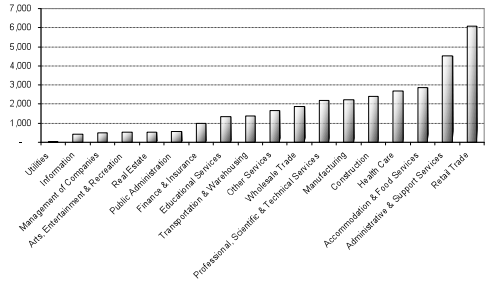
Industries that employ individuals from a wide variety of different education levels can provide employment opportunities for many types of individuals and may provide opportunities for career advancement.

Four industries in New Jersey provide employment to individuals from a variety of education levels: Health Care, Construction, Other Services, and Utilities.

II. Key Industries in Union County

Criteria C1: Number of New Hires

Average Number of New Hires Per Quarter, 2006

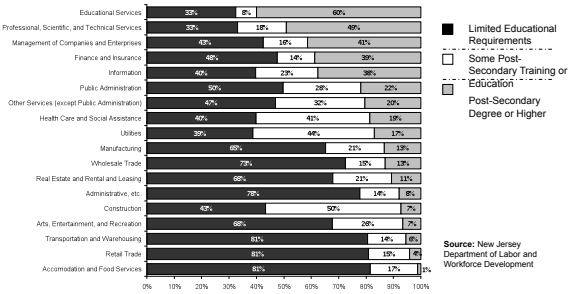


Source: U.S. Census Bureau, Local Employment Dynamics.

II. Key Industries in Union County

Criteria C2: Diversity of Educational Requirements

Distribution of Employment by Educational Requirements, New Jersey, 2005



Source: New Jersey Department of Labor and Workforce Development

II. Key Industries in Union County

Criteria D: Potential for Action

Key Workforce Initiatives of the Economic Growth Strategy for the State of New Jersey, 2007

Innovation Partnership Institute (IPI): The New Jersey Department of Labor and Workforce Development (NJLWD) and the Commission on Higher Education awarded $150,000 grants to consortia of companies and educational institutions to develop and implement curricula tied to the skill needs of the state's key industries. These curricula, which will be developed at the high school, two- and four-year college level, and above, will be shared with other educational institutions in the state. IPIs are under way in **Pharmaceuticals/Life Sciences**, Communications/Information Technology, and Financial Services.

Customized Training: To assist companies to upgrade the skills of their employees, NJLWD is awarding grants to companies in key industries in the state. The grants, which are awarded on a competitive basis, leverage employer resources and are matched with state funds. Grant applications in **Advanced Manufacturing (including Pharmaceutical Manufacturing); Health Care; Transportation, Logistics, and Distribution (TLD);** Financial Services; and Communications/Information Technology are given priority in the application process.

U.S. Department of Labor WIRED Grants - The U.S. Department of Labor awarded $5 million grants to fund the development of regional workforce and economic development efforts. Two regional efforts with significance for Union County are:

North Jersey Economic Innovation Alliance: This region includes Union County and other counties in northern New Jersey. Efforts will focus programs on the region's **Transportation, Distribution, and Logistics; Health Care;** and Finance industries, as well as other high-tech industries, including **Pharmaceutical Manufacturing**.

Bio-1: This region, located in central New Jersey, will focus all of its efforts on the **Pharmaceutical industry**. While this region does not include Union County, county officials may wish to explore

II. Key Industries in Union County

Criteria D: Potential for Action

Six industries that are relevant in Union County have been targeted by state and federal initiatives and therefore provide an opportunity for Union County to leverage additional resources in support of workforce and economic development efforts.

		Federal Workforce Innovation in Regional Economic Development (WIRED) Grants	
Industry	Governor Corzine's Economic Growth Strategy for New Jersey (2007)	North Jersey Economic Innovation Alliance	Bio-1
Pharmaceutical manufacturing	X		X
Healthcare	X	X	
Information/Communications	X		
Finance & Insurance	X	X	
Transportation & Warehousing	X	X	
Wholesale Trade		X	

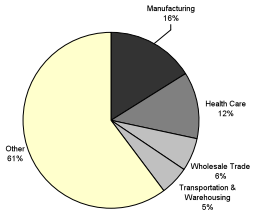
Section 3:

Detailed Information on Target Industries and Sub-Sectors

III. Detailed Information on Key Industries in Union County

Summary

Employment Distribution by Industry in Union County, Second Quarter, 2006



Major Other Industries	
Retail Trade	11%
Educational Services	9%
Professional, Scientific & Technical Services	6%
Administrative & Support Services	6%
Accommodation & Food Services	5%

Manufacturing

- High employment, Largest economic driver in the county by total payroll, Significantly higher-than-average wages, High level of employment concentration compared to the state, Significant number of new hires each quarter, Aligned with state and regional economic development efforts

Health Care

- Significant employment, Second largest economic driver in the county by total payroll, High employment levels, Expected future growth, Diverse and numerous employment opportunities, Aligned with state and regional economic development efforts

Transportation, Logistics and Distribution (TLD) (Wholesale Trade/Transportation and Warehousing)

- High employment (two industries combined), Higher-than-average wages, Significant payroll (combined), Recent growth (wholesale trade), Expected growth (wholesale trade), Employment concentration (both), Aligned with state and regional economic development efforts

Source: New Jersey Department of Labor and Workforce Development, Quarterly Census of Employment and Wages.

III. Detailed Information on Key Industries in Union County

Manufacturing: Summary

Manufacturing, the largest industry in Union County, has long been an important economic engine in the region. The bulk of today's Manufacturing jobs in the county (43%) are concentrated in the chemical sector, especially pharmaceuticals. Other key sectors in Manufacturing in the county include fabricated metals and food manufacturing. Overall, the Manufacturing industry provides high average wages and employs a large number of new hires to fill new and replacement jobs.

Key Facts

For Union County:

Total Employment[1]	36,116
Establishments[1]	775
% fewer than 10 workers[2]	51.8%
% fewer than 50 workers[2]	86.2%
Average Monthly Wages[1]	$6,990.75
Quarterly Turnover[3]	8.4%
New Hires per quarter[3]	2,470
Net Jobs Added per quarter[3]	-64

Key Employers

Union County is home to several large manufacturing employers, including:

- Celgene Corporation
- Conoco-Philips Bayway Refinery
- CR Bard
- Merck Research Laboratories
- Schering-Plough

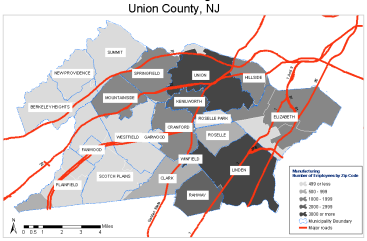
1. *New Jersey Department of Labor and Workforce Development, Quarterly Census of Employment and Wages, Second Quarter 2006.*
2. *U.S. Census Bureau, Zip Code Business Patterns, 2005.*
3. *U.S. Census Bureau, Local Employment Dynamics – Quarterly Workforce Indicators, Second Quarter 2006.*

61.

III. Detailed Information on Key Industries in Union County

Manufacturing: Employment Concentration, by Municipality

Local Concentration of Employment
Manufacturing
Union County, NJ



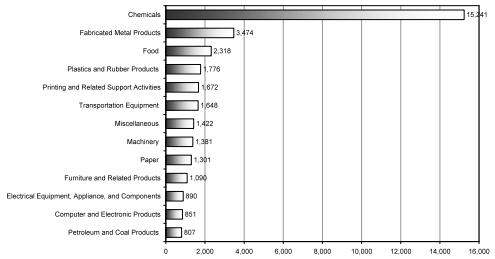
Source: Estimates based on 2005 Zip Code Business Patterns, U.S. Census Bureau.

In 2005, manufacturing employment in Union County was generally concentrated in the eastern part of the county with Union and Linden having the largest number of employees in the industry.

62.

III. Detailed Information on Key Industries in Union County

Manufacturing: Employment, by Sub-Sector, 2006



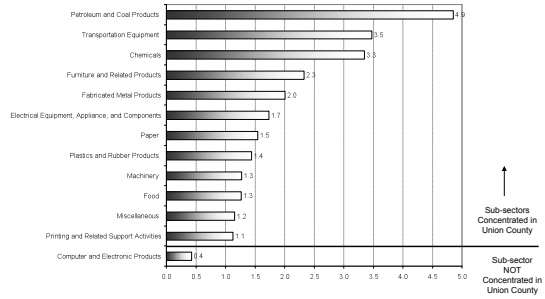
* Seven sub-sectors with fewer than 500 employees in 2006 are excluded. These additional sub-sectors employed 1,938 individuals in 2006, 5% of all manufacturing employees in Union County.

Source: U.S. Census Bureau, Local Employment Dynamics.

63.

III. Detailed Information on Key Industries in Union County

Manufacturing: Employment Concentration, by Sub-Sector, 2006

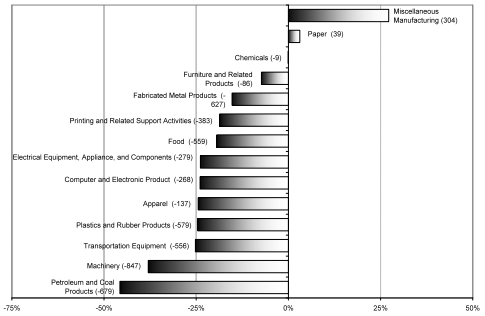


Source: U.S. Census Bureau, Local Employment Dynamics.

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III. Detailed Information on Key Industries in Union County

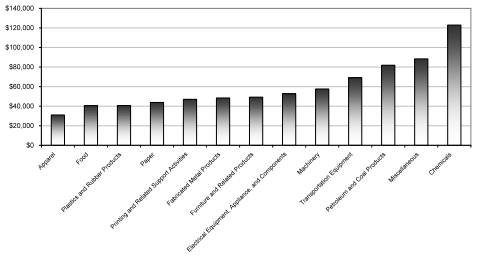
Manufacturing:
Recent Change in Employment, by Sub-Sector, 2002-2006



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

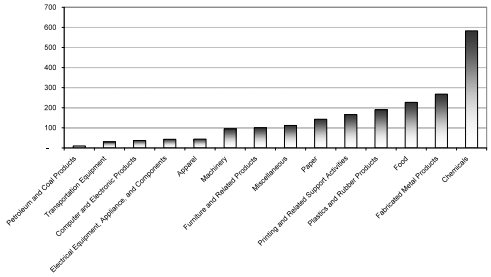
Manufacturing:
Average Wages, by Sub-Sector, 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

Manufacturing:
Number of New Hires per Quarter, by Sub-Sector, 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

Chemical Manufacturing: Summary

Chemical Manufacturing is a key driver of Union County's Manufacturing Industry. The large majority of the over 15,000 jobs in the Chemical sector are in Pharmaceutical and Medicine Manufacturing (12,754). This sector also provides the highest wages and offers a diverse array of jobs ranging from production jobs to occupations in research and management. The largest jobs in the chemical sector include: Packaging and filling machine operators and tenders, chemical equipment operators and tenders, chemists, mixing and blending machine operators and tenders, and first-line supervisors and managers of production and operating workers.

Key Facts

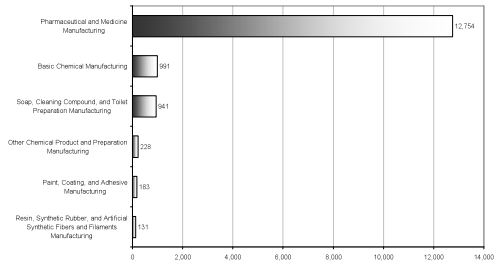
For Union County:

Total Employment[1]	15,241
Establishments[2]	42, including 4 in Pharmaceutical and Medicine Manufacturing
Average Monthly Wages[2]	$122,922/year
Quarterly Turnover[3]	6.5%
New Hires per quarter[3]	583

1. New Jersey Department of Labor and Workforce Development, Quarterly Census of Employment and Wages, Second Quarter 2006.
2. U.S. Census Bureau, Zip Code Business Patterns, 2005.
3. U.S. Census Bureau, Local Employment Dynamics – Quarterly Workforce Indicators, Second Quarter 2006.

III. Detailed Information on Key Industries in Union County

Chemical Manufacturing:
Employment, by Sub-Sector, 2006

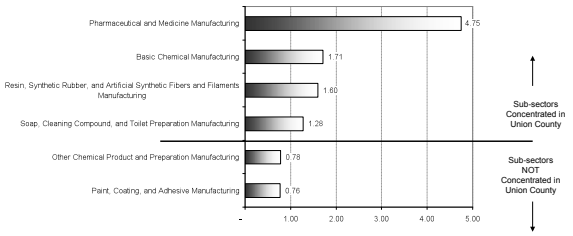


Source: U.S. Census Bureau, Local Employment Dynamics.

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III. Detailed Information on Key Industries in Union County

Chemical Manufacturing:
Employment Concentration, by Sub-Sector, 2006

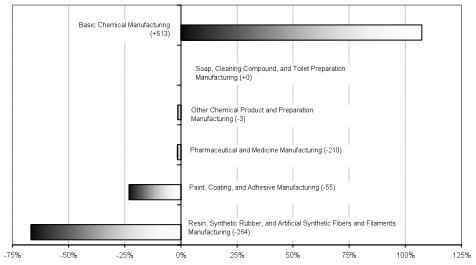


Source: U.S. Census Bureau, Local Employment Dynamics.

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III. Detailed Information on Key Industries in Union County

Chemical Manufacturing:
Recent Change in Employment, by Sub-Sector, 2002-06

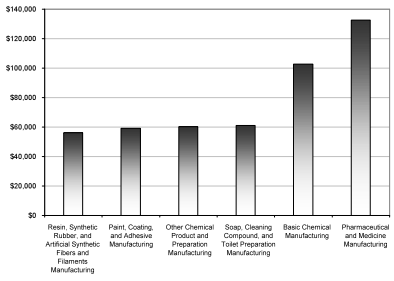


Source: U.S. Census Bureau, Local Employment Dynamics.

71.

III. Detailed Information on Key Industries in Union County

Chemical Manufacturing:
Average Wages, by Sub-Sector, 2006

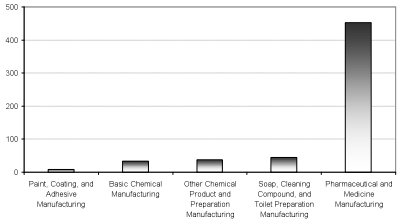


Source: U.S. Census Bureau, Local Employment Dynamics.

72.

III. Detailed Information on Key Industries in Union County

Chemical Manufacturing: Number of New Hires, by Sub-Sector, 2006



III. Detailed Information on Key Industries in Union County

Chemical Manufacturing: Key Occupations in Chemical Manufacturing

Ranked by prevalence in the Chemical Manufacturing industry

Occupations	Union County			Average Wage in the Union County Region*
	Estimated Employment: 2004 (All Industries)	Estimated Employment: 2014 (All Industries)	Annual Average Job Openings (All Industries)	
Packaging and Filling Machine Operators and Tenders	1,850	1,600	40	$21,490
Chemical Equipment Operators and Tenders	250	200	10	$38,900
Chemists	750	750	30	$65,170
Mixing and Blending Machine Setters, Operators, and Tenders	550	500	10	$28,610
First-Line Supervisors/Managers of Production and Operating Workers	1,400	1,250	30	$52,440
Chemical Technicians	750	700	20	$38,330
Laborers and Freight, Stock, and Material Movers, Hand	5,200	5,150	170	$21,420
Chemical Plant and System Operators	200	150	10	$60,260
Medical Scientists, Except Epidemiologists	1,650	2,050	70	$80,710
Inspectors, Testers, Sorters, Samplers, and Weighers	950	800	20	$32,780
Packers and Packagers, Hand	2,500	2,650	60	$16,980
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,500	1,600	50	
Maintenance and Repair Workers, General	1,950	2,050	50	$35,150
Secretaries, Except Legal, Medical, and Executive	5,650	5,250	110	$34,770
General and Operations Managers	3,400	3,750	100	$125,880
Biological Technicians	250	300	10	$41,950
Production Workers, All Other	350	200	10	$32,860
Helpers--Production Workers	500	450	10	$21,270
Shipping, Receiving, and Traffic Clerks	1,450	1,400	30	$28,050
Industrial Machinery Mechanics	500	400	10	$44,680

III. Detailed Information on Key Industries in Union County

Health Care: Summary

The Health Care industry provides the prevention, treatment, and management of illness and the preservation of mental and physical well-being. From personal care services and counseling to medications, this industry provides many services to Union County and neighboring regions.

Health Care is the third largest industry in Union County. The industry provides a large number of job opportunities and occupations in the industry have a diversity of educational requirements and defined career ladders, which may provide advancement opportunities for low-wage workers. The largest occupations in the industry include registered nurses; medical secretaries; nursing aides, orderlies, and attendants; home health aides; and licensed practical nurses.

Key Facts

For Union County:

Total Employment[1]	26,211
Establishments[1]	1517
% fewer than 10 workers[2]	72.8%
% fewer than 50 workers[2]	94.41%
Average Monthly Wages[1]	$3772.50
Quarterly Turnover[3]	8.3%
New Hires per quarter[3]	2,703
Net Jobs Added per quarter[3]	307

Key Employers

Union County is home to several large Health Care employers, including:

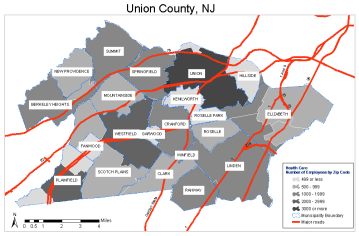
- Muhlenburg Regional Medical Center
- Overlook Hospital
- Trinitas Hospital
- Robert Wood Johnson Hospital - Rahway

1. *New Jersey Department of Labor and Workforce Development, Quarterly Census of Employment and Wages, Second Quarter 2006.*
2. *U.S. Census Bureau, Zip Code Business Patterns, 2006.*
3. *U.S. Census Bureau, Local Employment Dynamics – Quarterly Workforce Indicators, Second Quarter 2006.*

III. Detailed Information on Key Industries in Union County

Healthcare: Employment Concentration, by Municipality

Local Concentration of Employment
Health Care
Union County, NJ

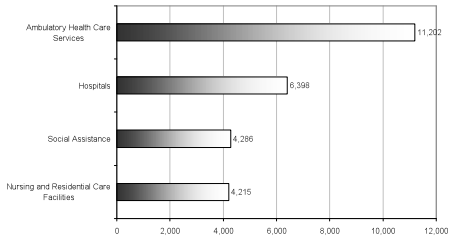


Source: Estimates based on 2005 Zip Code Business Patterns, U.S. Census Bureau.

Employment in Health Care was located throughout Union County in 2005. The municipalities with the highest concentration of Health Care employees were Union, Westfield, and Plainfield.

III. Detailed Information on Key Industries in Union County

Health Care:
Employment, by Sub-Sector, 2006

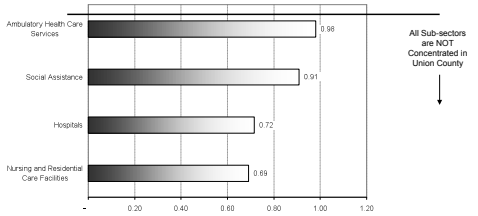


Source: U.S. Census Bureau, Local Employment Dynamics.

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III. Detailed Information on Key Industries in Union County

Health Care:
Employment Concentration, by Sub-Sector, 2006

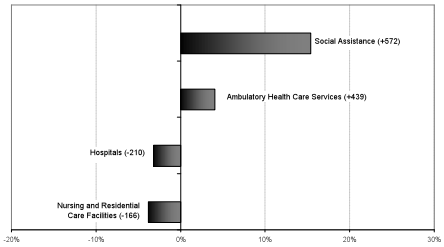


Source: U.S. Census Bureau, Local Employment Dynamics.

78.

III. Detailed Information on Key Industries in Union County

Health Care:
Recent Change in Employment, by Sub-Sector, 2002-06

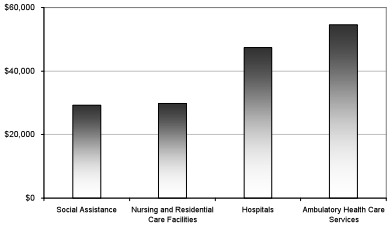


Source: U.S. Census Bureau, Local Employment Dynamics.

79.

III. Detailed Information on Key Industries in Union County

Health Care:
Average Wages, by Sub-Sector, 2006

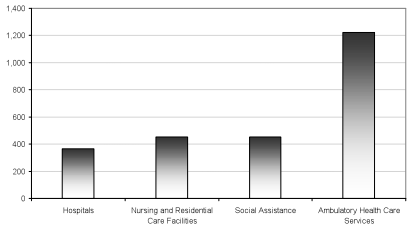


Source: U.S. Census Bureau, Local Employment Dynamics.

80.

III. Detailed Information on Key Industries in Union County

Health Care:
Number of New Hires, by Sub-Sector, 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

Health Care:
Key Occupations in Ambulatory Health Care Services, Hospitals, and Nursing and Residential Care Facilities

Ranked by prevalence in the selected sub-sectors

Occupations	Union County			Average Wage in the Union County Region*
	Estimated Employment: 2004 (All Industries)	Estimated Employment: 2014 (All Industries)	Annual Average Job Openings (All Industries)	
Registered Nurses	3,900	4,800	170	$66,240
Medical Secretaries	1,150	1,300	30	$29,890
Nursing Aides, Orderlies, and Attendants	2,450	3,000	90	$24,170
Home Health Aides	1,200	1,750	70	$20,300
Licensed Practical and Licensed Vocational Nurses	850	1,000	30	$44,790
Medical Assistants	450	600	30	$29,150
Dental Assistants	1,900	2,450	110	$30,320
Maids and Housekeeping Cleaners	1,050	1,150	40	$19,070
Billing and Posting Clerks and Machine Operators	800	750	10	$33,830
Office Clerks, General	5,900	6,050	150	$25,270
Receptionists and Information Clerks	1,500	1,700	60	$24,590
Secretaries, Except Legal, Medical, and Executive	5,650	5,250	110	$34,770
Healthcare Support Workers, All Other	200	250	10	$29,270
First-Line Supervisors/Managers of Office and Administrative Support Workers	2,700	2,800	70	$48,460
Radiologic Technologists and Technicians	300	350	10	$53,060
Dental Hygienists	950	1,200	40	$71,480
Physicians and Surgeons, All Other	300	350	10	$144,340
Medical and Clinical Laboratory Technologists	200	250	10	$54,060
Rehabilitation Counselors	400	500	20	$27,690
Food Servers, Nonrestaurant	350	350	10	$20,330

III. Detailed Information on Key Industries in Union County

Transportation, Logistics, and Distribution: Summary

Close to Port Newark/Elizabeth and other major transportation hubs and the New York, Connecticut, and New Jersey consumer markets, Union County is a major location for goods movement, storage, and distribution businesses. The Wholesale Trade and Transportation and Warehousing industries comprise the core of this supply chain.

Wholesale Trade

The sixth largest industry in Union County, wholesalers generally act as intermediaries in the distribution process. Wholesale operators in the region purchase goods from producers and rely on the transportation sector to distribute these goods to retailers and end consumers in the New York/New Jersey metropolitan area and beyond. This industry has been experiencing much recent growth, which is expected to continue.

Key Facts

For Union County:

Total Employment[1]	15,101
Establishments[1]	1039
% fewer than 10 workers[2]	68.0%
% fewer than 50 workers[2]	93.1%
Average Monthly Wages[1]	$5,393.25
Quarterly Turnover[3]	8.1%
New Hires per Quarter[3]	2,129
Net Jobs Added per Quarter[3]	394

Transportation and Warehousing

One of the major industries in the region, this industry is comprised of businesses that plan and implement goods movement and storage. Highly connected to the wholesale industry and the next step in the supply chain after goods leave the warehouse, this industry is an important component of Union County's economy.

Key Facts

For Union County:

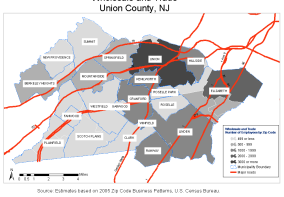
Total Employment[1]	10,644
Establishments[1]	658
% fewer than 10 workers[2]	67.0%
% fewer than 50 workers[2]	93.6%
Average Monthly Wages[1]	$4,264.75
Quarterly Turnover[3]	7.8%
New Hires per Quarter[3]	1,416
Net Jobs Added per Quarter[3]	159

1. New Jersey Department of Labor and Workforce Development, Quarterly Census of Employment and Wages, Second Quarter 2006.
2. U.S. Census Bureau, Zip Code Business Patterns, 2006.
3. U.S. Census Bureau, Local Employment Dynamics – Quarterly Workforce Indicators, Second Quarter 2006.

III. Detailed Information on Key Industries in Union County

Transportation, Logistics, and Distribution:
Employment Concentration, by Municipality

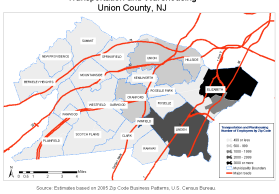
Local Concentration of Employment
Wholesale and Trade
Union County, NJ



Source: Estimates based on 2005 Zip Code Business Patterns, U.S. Census Bureau.

In 2005, Wholesale Trade employment was generally concentrated in the eastern part of Union County with Union and Elizabeth having the greatest number of employees in this industry.

Local Concentration of Employment
Transportation and Warehousing
Union County, NJ

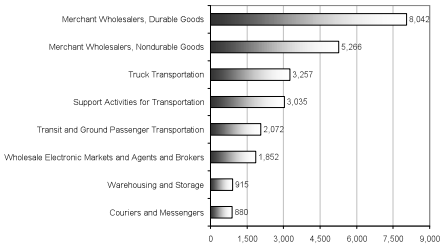


Source: Estimates based on 2005 Zip Code Business Patterns, U.S. Census Bureau.

The eastern part of Union County had the largest concentration of employees in Transportation and Warehousing in 2005. Elizabeth and Linden had the highest number of employees in this industry.

III. Detailed Information on Key Industries in Union County

Transportation, Logistics, and Distribution: Employment, by Sub-Sector,* 2006

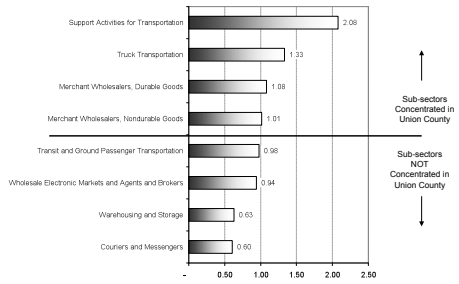


* Sub-sectors with fewer than 250 employees in 2006 were excluded, including water transportation (241), pipeline transportation (77), air transportation (54), rail transportation (0), scenic and sightseeing transportation (0), and postal service (0).

Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

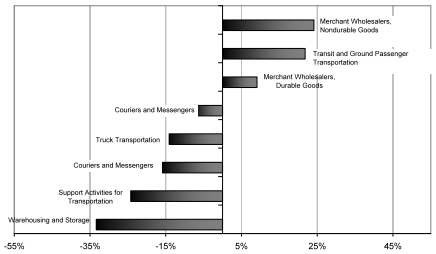
Transportation, Logistics, and Distribution: Employment Concentration, by Sub-Sector, 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

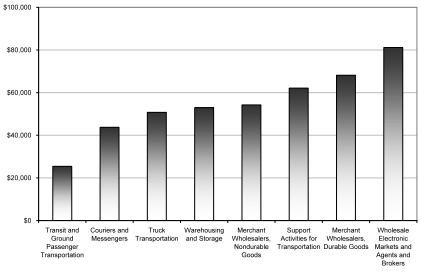
Transportation, Logistics, and Distribution: Recent Change in Employment, by Sub-Sector, 2002-06



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

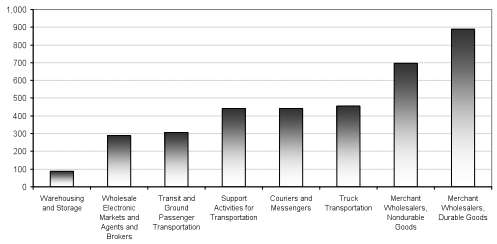
Transportation, Logistics, and Distribution: Average Wages, by Sub-Sector, 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

Transportation, Logistics, and Distribution: Number of New Hires, by Sub-Sector, 2006



Source: U.S. Census Bureau, Local Employment Dynamics.

III. Detailed Information on Key Industries in Union County

Transportation, Logistics, and Distribution: Key Occupations in Support Activities for Transportation, Truck Transportation, and Warehousing and Storage

Ranked by prevalence in the selected sub-sectors

Occupation	Union County			Average Wage in the Union County Region*
	Estimated Employment: 2004 (All Industries)	Estimated Employment: 2014 (All Industries)	Annual Average Job Openings (All Industries)	
Truck Drivers, Heavy and Tractor-Trailer	3,000	3,200	70	$37,800
Laborers and Freight, Stock, and Material Movers, Hand	5,200	5,150	170	$21,420
Industrial Truck and Tractor Operators	1,450	1,500	30	$27,040
Truck Drivers, Light or Delivery Services	2,900	3,250	60	$28,260
Office Clerks, General	5,900	6,050	150	$25,270
Packers and Packagers, Hand	2,500	2,650	60	$16,980
Stock Clerks and Order Fillers	3,600	3,250	130	$21,070
General and Operations Managers	3,400	3,750	100	$125,880
First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	900	1,050	30	$62,780
Customer Service Representatives	3,400	4,050	120	$32,250
Shipping, Receiving, and Traffic Clerks	1,450	1,400	30	$28,050
Bookkeeping, Accounting, and Auditing Clerks	4,500	4,600	90	$35,100
Bus and Truck Mechanics and Diesel Engine Specialists	500	550	20	$44,350
First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	650	700	20	$46,640
Cargo and Freight Agents	400	400	10	$35,510
Dispatchers, Except Police, Fire, and Ambulance	500	550	10	$36,290
First-Line Supervisors/Managers of Office and Administrative Support Workers	2,700	2,800	70	$48,460
Driver/Sales Workers	850	1,000	30	$22,960
Transportation, Storage, and Distribution Managers	300	300	10	$81,670
Maintenance and Repair Workers, General	1,950	2,050	50	$35,150

Acknowledgements

The findings and recommendations in this report, *The Union County Economic and Workforce Competitiveness Project*, were produced under a contract between the County of Union and the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey.

The principal authors of this report were Dr. Aaron Fichtner and Jennifer Cleary. William Tracy and Richard Kinney conducted numerous interviews and were instrumental in completing this project, as was Neil Ridley. Additional analysis and writing for this report was provided by Paimann Lodhi, Stephanie Luk, and Kyeong-Su Kim. Robb C. Sewell edited the report.

Special appreciation is due to the following individuals for their guidance and assistance throughout the project: Al Faella, Economic Development Director; Frank Guzzo, Human Services Director; William Inglefield, Special Assistant to the Director of Human Services; and Bette Jane Kowalski, Union County Freeholder Chairwoman.

A variety of other individuals and organizations provided vital information for this report through interviews with Heldrich Center researchers. See Appendix A for a full list of organizations included in interviews.

Appendix A
Interview Contacts

Government and Planning

Township of Cranford, Downtown Management Corporation
Kathleen Prunty

Elizabeth Department of Planning and Community Development
Oscar Ocasio

North Jersey Transportation Planning Authority
Cliff Sobel

The Union County Alliance
Michael Murray

Union County Economic Development Corporation
Maureen Tinen, Dan Devaney, Bill O'Dea

Union County Department of Economic Development and Division of Planning and Community Development
Al Faella, Kamal Saleh, Liza Betz, Stephen Meckham

Union County Department of Human Services
Frank Guzzo

Union County Workforce Investment Board
Margaret Neafsey, Joseph Keenan (Also Councilman, City of Elizabeth, and Union County

Education

Kean University
Dahwood Farahi

Union County College
Paul Jurmo
Dr. Farrell

Union County Superintendent of Schools
Carmen Centuolo

Union County Vocational-Technical Schools
Dr. Thomas Bistocchi

Employers and other Stakeholders

Cali Futures
Brant Cali

Celegene
Sol Barer

Conoco Philips
Mike Karlovich

Greater Elizabeth Chamber of Commerce
Gordon Haas

Employers and other Stakeholders (cont'd)

Muhlenburg Regional Medical Center
Nancy A. Fiamingo

Norfolk Southern Railroad
Rich Crawford

Overlook Hospital
Grant Knaggs

Schering-Plough Corporation
Joseph Starkey

Suburban Chamber of Commerce
Maureen Kelly
Joe Steiner

Trinitas Hospital
Glen Nacion

Wakefern Corporation
Robert Gal

RUTGERS

Economic Overview

James W. Hughes, Dean

2012

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Edward J. Bloustein School
of Planning and Public Policy











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Planetizen's Top 15 Graduate Planning Programs, 2012

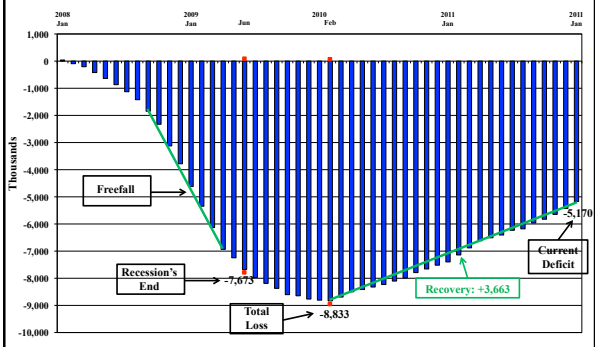
Rank	School
1	Massachusetts Institute of Technology
2	Cornell University
3	Rutgers, The State University of New Jersey
4	University of California, Berkeley
5	University of Illinois at Champagne-Urbana
6	University of North Carolina, Chapel Hill
7	University of Southern California
8	Georgia Institute of Technology
9	University of California, Los Angeles
10	University of Pennsylvania
11	Harvard University
12	University of Michigan
13	University of California, Irvine
14	University of Illinois at Chicago
15	University of Texas at Austin

Source: Planetizen.

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U.S. Private-Sector Employment

Cumulative Losses (thousands), Jan. 2008 – Jan. 2012



Source: U.S. Bureau of Labor Statistics.

RUTGERS

U.S. Private-Sector Employment Deficit

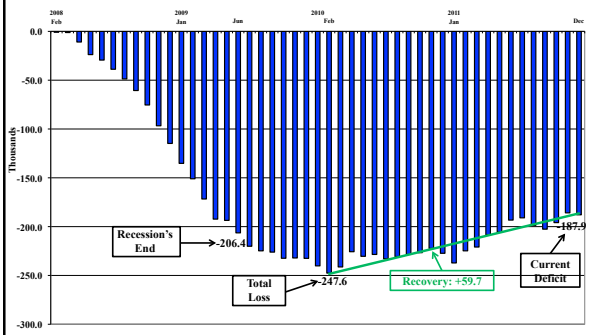
Period	Employment Change
January 2008 – February 2010	-8,874,000
February 2010 – February 2012	+3,663,000
Current Deficit	-5,211,000

Source: U.S. Bureau of Labor Statistics.

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NJ Private Sector Employment

Cumulative Losses: Feb. 2008 – Dec. 2011



Source: New Jersey Department of Labor and Workforce Development.

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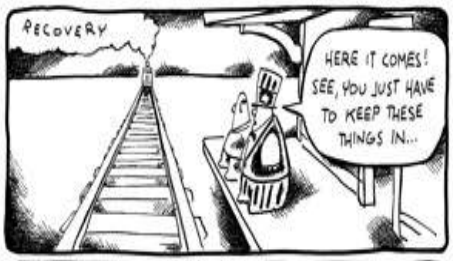
New Jersey Private-Sector Employment Deficit

Period	Employment Change
January 2008 – February 2010	-247,600
February 2010 – December 2011	+59,700
Current Deficit	-187,900

Source: U.S. Bureau of Labor Statistics.

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The Recovery is on track…



Source: Tom Toles, *Washington Post.*

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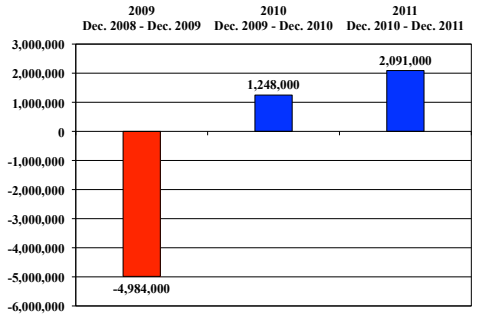
But it's narrow gauge



Source: Tom Toles, *Washington Post.*

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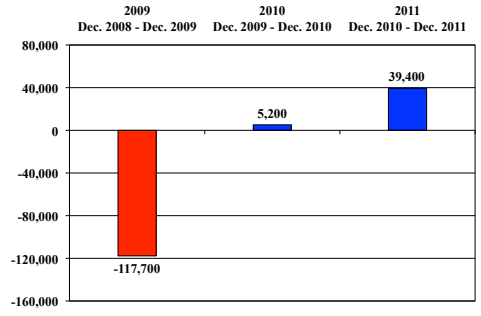
U.S. Private-Sector Employment Change 2009, 2010, 2011



Source: U.S. Bureau of Labor Statistics.

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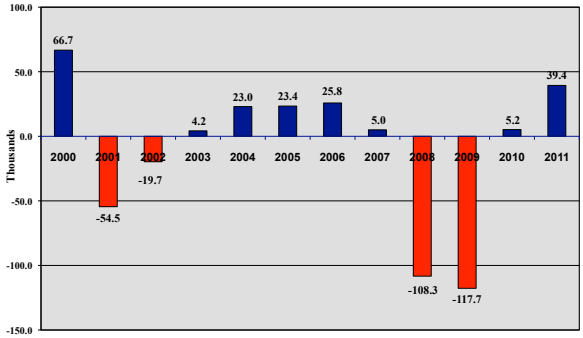
New Jersey Private-Sector Employment Change 2009, 2010, 2011



Source: U.S. Bureau of Labor Statistics.

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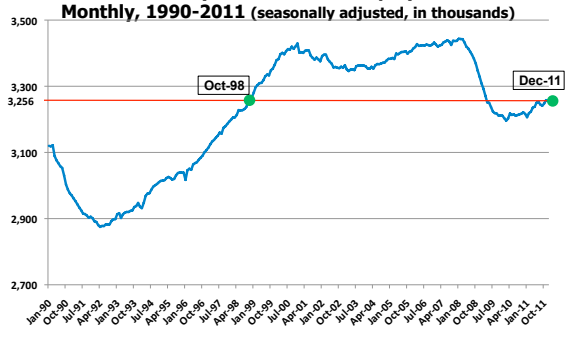
New Jersey Private Sector Employment Change Annual Change (December to December), 2000-2011



Source: New Jersey Department of Labor and Workforce Development.

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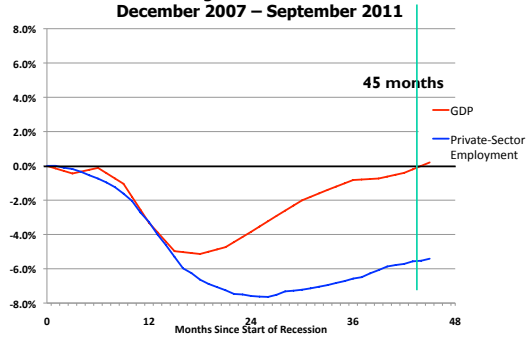
New Jersey Private Sector Employment
Monthly, 1990-2011 (seasonally adjusted, in thousands)



Source: New Jersey Department of Labor.

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U.S. Private-Sector Employment and GDP Recoveries
Percent Change Since Start of Recession
December 2007 – September 2011



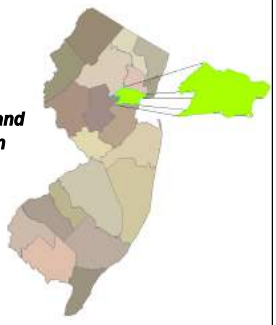
Sources: U.S. Bureau of Labor Statistics, U.S. Bureau of Economic Analysis, National Bureau of Economic Research.



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Rising to the Challenge:

Strategies for Improving Workforce and Business Competitiveness in Union County



Prepared for
The County of Union, New Jersey

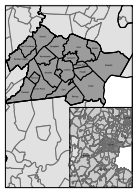
Prepared by
John J. Heldrich Center for Workforce Development
Edward J. Bloustein School for Planning and Public Policy
Rutgers, The State University Of New Jersey

March 2012

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Background

- In 2007, under a project sponsored by the Board of Chosen Freeholders, Union County contracted with the Heldrich Center to analyze the local economy , to identify **"Target Industries"** for workforce and economic development policy, and to assist with initial implementation. The report identified three key industries:
  - **Transportation, Logistics, Distribution (TLD)**
  - **Health Care**
  - **Pharma Manufacturing**



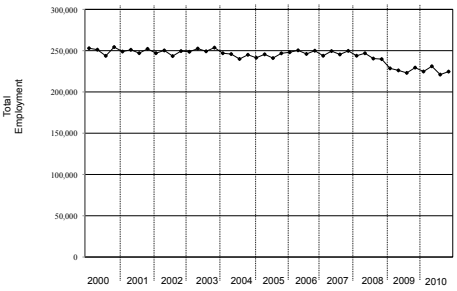
Sector Highlights:

1) **Large economic drivers**
2) **Higher than average wages**
3) **Opportunities to support business growth and advancement for residents**

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Time For Action:
Union County Faces a Jobs Recession Challenge

Total Employment in Union County, 2000-2010



Source: U.S. Census Bureau, Local Employment Dynamics.

Union County in Context

% Change 2007-10:

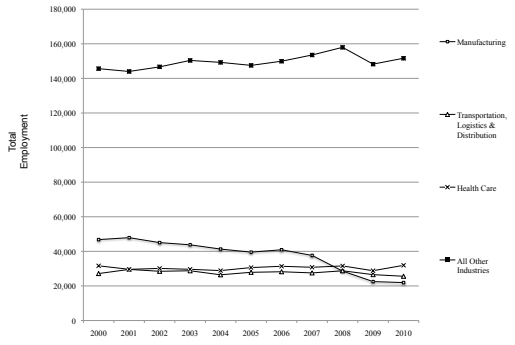
Union: 10%

NJ: 5.5%

22.

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Total Employment in Union County, 2000-2010, by Industry

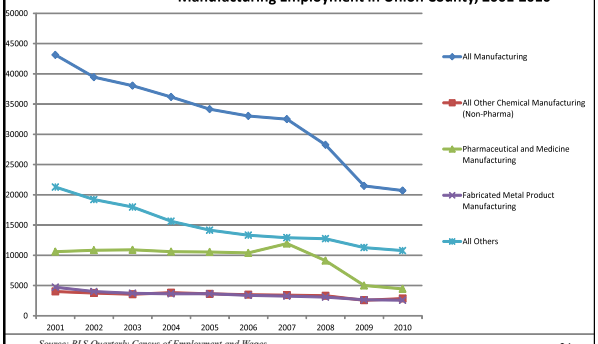


Source: U.S. Census Bureau, Local Employment

23.

RUTGERS **Pharma Manufacturing in Decline, But Stabilizing**

Manufacturing Employment in Union County, 2001-2010



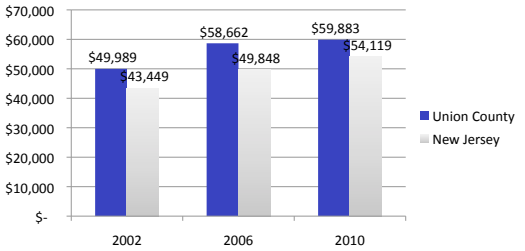
Source: BLS Quarterly Census of Employment and Wages

24.

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Union County Workers Still Earn High Wages

Average Earnings of Individuals Employed in Union County and New Jersey in 2002, 2006 and 2010



*2002 and 2006 figures adjusted for inflation

Source: U.S. Census Bureau, Local Employment Dynamics.

25.

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However, Potential Skills Mismatches Exist Between County's Workforce and Business Needs

- **Many residents and businesses would benefit from improved access to adult and postsecondary education**
  - Compared to NJ, fewer residents have bachelor's degrees (31% vs. 35%)
  - 16% of all residents have less than a HS diploma or GED (13% in NJ)
    - Over ¼ of foreign-born residents
  - People who have limited English skills make up a growing share of the County's population, comprising nearly twice the share of residents comapa red to NJ (21.3% vs. 12.3%).



26.

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Charting the Way Forward: Sector-Focused Strategies

- **TLD** and **Health Care** remain important **workforce** and **economic development** targets
  - Key economic drivers
  - Growth expected
  - Opportunities for low income workers to advance
  - Good wages

- **Pharma and Other Advanced Mfg.** still important for **economic development**
  - Historic presence
  - High wages
  - National focus on Advanced Mfg.
- **Green Jobs** offer new area for **workforce re-training**
  - Re-training may increase business competitiveness

27.

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Accomplishments in Target Industries

- County economic development officials educated on industry trends and encouraged to focus efforts on **Pharma Mfg., TLD, and Health Care**.
- County Workforce Investment Board **(WIB) forms official focus on TLD and Health Care** industries to align with economic development priorities.
- Union County, Heldrich, and others partner on **Federal WIRED** grant, **NJLWD's Regional Economic Development Initiative (REDI) and Talent Networks**
  - **Employer Advisory Councils** and **Employer/Education/Workforce Roundtable events**
  - Informed stakeholders **of industry skill needs and trends**
- Union County College developed new **TLD curriculum**

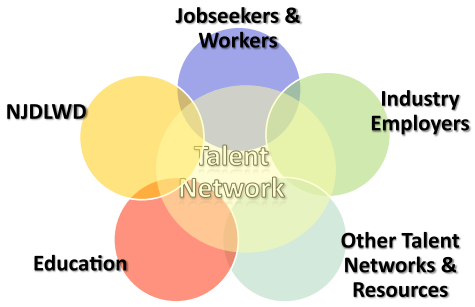


28

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Recent Development and Accomplishments:

Union County/Heldrich Partnership in TLD and Health Care Talent Networks & Other Sector Initiatives



29

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Recommended Strategies



- **Continue TLD and Health Care Talent Network Partnership with Heldrich Center**
  - Improve UCC industry curricula (ESL, Leadership)
  - "Stackable" credentials
  - Enhance knowledge of workforce and education staff
  - Improve industry guidance to jobseekers/students
  - Explore regional training partnership ideas
- **Expand Economic Development Efforts in Advanced Manufacturing, including Pharma, through participation in Other Talent Network Initiatives**
  - Advanced Manufacturing and BioNJ Talent Networks can supplment local economic and workforce development plans for Pharma/other Mfg.

30.

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Recommended Strategies



- **Focus Green Training efforts on incumbent workers and "greening" of existing curricula in key sectors**
  - $400,000 Congressional grant for green courses
  - NJ Utilities Workers Union partnership with other states to "green" training programs for utilities, including Elizabethtown Gas
- **Explore braiding of funding streams to expand/improve workforce services**
  - Other states co-locate One Stops on CC campuses



Seek Federal Funding to Improve Community College and Workforce Responsiveness to Target Industries

31.

John J. Heldrich Center for Workforce Development

Economic Competitiveness in Union County, 2006-2012: An Update and Look Ahead

by Jennifer Cleary

December 2013

research report

Table of Contents

Acknowledgments ii

Executive Summary 1

Introduction 5

Union County Today: An Update 6

Economic and Workforce Policy Developments in Union County 13

A National Perspective: Strategies for Aligning Public Workforce Systems to Support Economic Development in Key Industries 16

Other Promising Sector Practices from Publicly Run Workforce Systems 19

Conclusions and Recommendations 26

Endnotes 27

References 28

Acknowledgments

The John J. Heldrich Center for Workforce Development would like to thank the Union County Board of Chosen Freeholders for its generous support of this research. Thanks are also due to Al Faella, Union County manager; Frank Guzzo, director, Union County Department of Human Services; and Bill Inglefield, senior economic advisor, Union County, for their support and guidance throughout this project.

This report was written by Jennifer Cleary, senior project manager at the Heldrich Center at Rutgers, The State University of New Jersey. Assistance with data analysis was provided by Qianqi Shen. Heldrich Center senior writer/editor Robb C. Sewell edited and formatted the report, while communications/media assistant Jade McClain edited the manuscript.

Executive Summary

In 2006, the Union County Board of Chosen Freeholders launched the **Union County Economic and Workforce Competitiveness Project** to support economic growth in the region. The county contracted the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey to analyze economic data and recommend workforce strategies to support growth in key industry sectors. The first report to result from this effort encouraged that the county target workforce strategies toward three of its largest high-wage, job-producing industries: **transportation, logistics, and distribution (TLD); health care; and pharmaceuticals manufacturing** (John J. Heldrich Center for Workforce Development, 2008).

In response to that report, Union County launched strategies and partnerships to advance workforce and economic development in these and other key sectors, including **retail**. This report is designed to inform these policy efforts by providing an updated look at Union County's economy. It offers new recommendations for targeting workforce efforts and discusses promising program models used in other states to align workforce development efforts in support of economic growth.

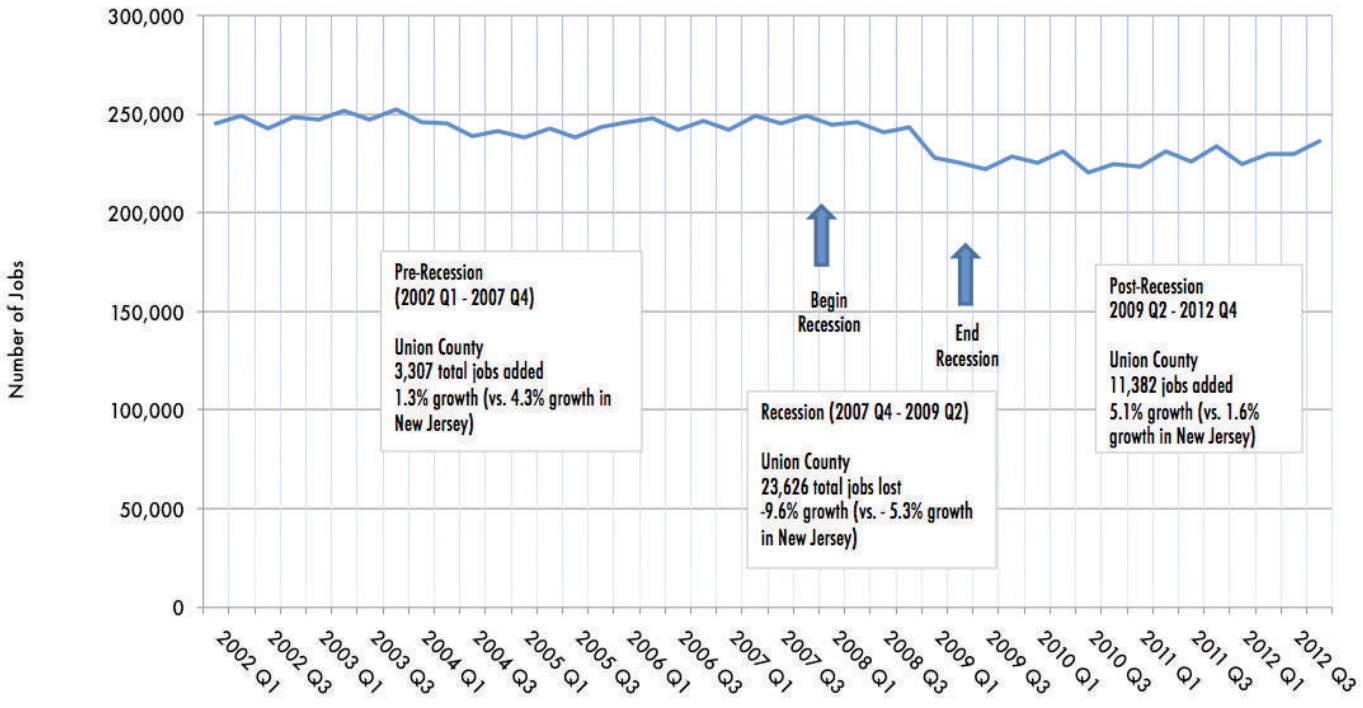
Key Findings

The Heldrich Center identified several key findings, as described below:

Finding #1. Union County's manufacturing-based economy was hard hit by the recession. Recovery is slow, but is outpacing recovery statewide and wages remain higher than average.

Union County lost over 23,600 jobs, nearly 10% of its total employment, during the Great Recession (December 2007 to June 2009). This was nearly twice the percentage of jobs lost statewide. By the end of 2012, Union County had recovered over 11,000 jobs, a growth rate of 5.1% since June 2009. (See Figure 1.) While more growth is needed, the economy is recovering faster in Union County than statewide, where employment levels have grown only 1.6% since the end of the recession.

Figure 1. Total Employment, Union County, 2002 Q1 to 2012 Q4



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Many of Union County's job losses were concentrated in manufacturing, which lost 6,700 jobs during the recession, a drop of over 18%. Taking a wider view, the county's manufacturing industry shed over half of its jobs in the past decade, dropping from 44,000 jobs at the start of 2002 to just over 20,300 jobs at the close of 2012. Pharmaceutical and medicine manufacturing alone lost over 15,000 jobs between 2007 and 2010 (U.S. Census Bureau, 2012a).

Despite the restructuring of jobs in Union County over the past several years, average monthly wages in Union County in 2012 were $5,150, slightly more than the statewide average of $4,948. Average wages for new hires also remained somewhat higher in Union County ($3,736) compared to New Jersey ($3,042) (U.S. Census Bureau, 2012a).

Finding #2. Health care, TLD, retail, and other industries now dominate the local economy, but manufacturing still accounts for nearly 1 in 10 jobs.

The health care and social assistance, TLD, and retail industries now rank as the three largest industries in Union County. (See Table 1.) Together, they provided nearly 4 out of 10 jobs in Union County in 2012. Manufacturing, while much leaner than in the past, accounted for nearly 1 in 10 jobs (U.S. Census Bureau, 2012a). Statements from local company representatives indicate that the pharmaceutical manufacturing industry is still committed to providing new jobs in the county, though primarily in areas outside of manufacturing, including management, administrative, and research & development jobs. This shift may be partially reflected in the growth witnessed in the administrative and support and waste management industry, which moved from the sixth to the fifth largest industry in the county between 2006 and 2012. Educational services employment also grew over this period, moving the industry from the fifth largest to the fourth largest.

Finding #3. Many county residents lack skills needed for high-skill, high-wage employment.

Compared to New Jersey, fewer residents in Union County have Bachelor's degrees (31% vs. 35%) and more residents have not attained a high school diploma or GED (16% vs. 13%). Among the foreign born in Union County, 25% have not attained a high school diploma or GED. Adults who have limited English skills comprise nearly twice the share of residents in the county as compared to the state (21.3% in Union County vs. 12.3% in New Jersey) (U.S.

Table 1. Rank and Percentage of Total Employment for Union County's Largest Industries, 2012 Q4 and 2006 Q4

Industry	2012 Q4		2006 Q4	
	Rank	% of Total Employment	Rank	% of Total Employment
Health Care	1	14%	2	13%
Transportation, Logistics, and Distribution	2	13%	4	11%
Retail Trade	3	12%	3	12%
Educational Services	4	10%	5	9%
Administration and Support & Waste Management and Remediation Services	5	9%	6	6%
Manufacturing	6	9%	1	15%
All Others	NA	33%	NA	34%
Total	NA	100%	NA	100%

Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Census Bureau, 2012b). Together, these trends suggest that more residents may need additional education and training to gain the skills needed to attract high-skill, high-wage jobs.

Finding #4. Union County supports sector initiatives to speed growth in key industries.

Union County has taken steps to align workforce and education with employer needs in key industries. Efforts include having the Workforce Investment Board establish supportive policies, including a resolution to focus workforce efforts and training funds on supporting employers and workers in TLD, health care, and other key industries identified as economic growth targets; partnering with regional and statewide groups, such as the New Jersey talent networks, North Jersey Partners, and Together North Jersey, which use federal and state grant funds to improve workforce responsiveness to industry needs; developing new curricula to support the workforce needs of employers in key industries; and restructuring workforce services to increase support for job seekers with barriers to employment.

Finding #5. Research on sector strategies supports Union County's activities and suggests additional strategies to benefit employers and workers.

Participants in well-managed, sector-focused education and training were employed more steadily and earned nearly $4,500 more over two years than those in other programs, according to the first experimental national study of sector strategies (Maguire, Freeley, Clymer, Schwartz, & Conway, 2010). A John J. Heldrich Center for Workforce Development (2007) study of a sector-focused construction training program in Essex County also demonstrated positive earnings results for many participants. Other studies show that employers report satisfaction, increased productivity and profits, and an overall strong return on investment for supporting sector strategies (Conway, Blair, & Helmer, 2012).

Characteristics of promising sector-focused programs include: developing supportive policies; establishing strong links with employers; convening employers and partners and/or connecting with existing collaborative efforts; sharing up-to-date industry information with employers and job seekers; providing sector-specific training aligned with employer skill needs, including industry-contextualized basic skills and English as a Second Language (ESL) training, if needed; providing the supports needed to promote successful completion and job placement; building training that leads to career advancement; and recruiting and screening participants based on employer needs (Maguire et al., 2010; National Association of Workforce Boards and National Network of Sector Partners, 2012). Providing stipends to hard-to-serve job seekers and encouraging employment stability — not necessarily job stability — may also help to improve outcomes for participants and businesses (Hamilton & Scrivener, 2012).

Conclusions and Recommendations

Union County's economy has moved from being based on manufacturing to one with jobs requiring a wider range of skills and education levels. The Union County Board of Chosen Freeholders, the Workforce Investment Board, and other county offices have taken important steps toward supporting growth in key industries important to economic growth. However, changing industry needs and demographic characteristics of residents suggest that Union County needs to do more to prepare all residents to succeed in its new economy and to continue to attract high-wage jobs. Promising practices from public systems in other states suggest the following additional strategies to consider:

Recommendation #1. Continue to support the growth of the health care and TLD sectors and expand efforts in other target industries.

Given the evidence for the effectiveness of sector-focused strategies, county officials should consider continued support for sector-focused employment and training initiatives in **health**

care and TLD, the county's largest industries. County officials should also consider efforts in other industries targeted for economic development, including **retail and hospitality**, which is now the county's third largest industry, as well as **advanced manufacturing, biopharma, and green jobs**, which are important targets for stimulating new, high-wage job growth in Union County.

Recommendation #2. Improve connections with New Jersey's talent networks.

The New Jersey Department of Labor and Workforce Development established talent networks to improve connections among job seekers, employers, and workforce and education systems in seven key industries[1] — TLD, health care, advanced manufacturing, biopharma, technology, financial services, and retail and hospitality. By working with talent networks in targeted industries, Union County can leverage talent network connections and resources to improve staff and job seeker knowledge of the skill and hiring needs of key industries in the local economy, engage employers in local efforts, provide resources and host events that benefit local employers and job seekers, and help local officials identify new funding.

Recommendation #3. Dedicate staff to support sector-focused efforts and targeted job seekers.

While connecting with the state's talent networks will enhance local efforts, it cannot replace them. To be successful, Union County should dedicate several staff to focus on and ensure the success of sector initiatives. Roles for dedicated staff may include: establishing metrics and measurement techniques to track the success of key initiatives, acting as local "sector experts" at One-Stop Career Centers to advise job seekers and local employers about industry trends, providing or arranging for supportive services that allow persons with barriers to employment to succeed in sector-focused training and employment, and implementing sector-specific recruitment and screening practices.

Recommendation #4. Ensure sector training provides contextualized basic skills and ESL training for workers who need these skills.

Many residents and businesses in Union County would benefit from improved access to adult and postsecondary education, including ESL and basic skills training. A number of studies have shown, however, that contextualized education — teaching these skills using work-relevant examples — is most effective for employers and workers. Union County should consider enhancing its existing TLD, health care, and other industry-specific training to include basic skills and ESL instruction to the greatest extent possible. To reach additional residents who may not come to the One-Stop Career Centers for services, county officials should consider partnering with local nonprofit providers to offer training.

Recommendation #5. Establish long-term goals for industry-focused economic and workforce development.

To align local programming with best practices and enhance outcomes for job seekers and employers, Union County officials should consider convening appropriate stakeholders to set long-term goals for its industry-focused strategy. Key efforts that align with best practices, but that may take significant time and coalition building to support and build, include enhancing the county's "stackable" non-credit credentials model by linking it to for-credit degree programs and offering credit based on proven competencies, establishing regional partnerships with other counties and municipalities that share common economic interests, and seeking new sources of federal and nonprofit funding to support key initiatives.

Introduction

Union County is an important hub of economic and trade activity in New Jersey. Home to many transportation assets, including Newark Liberty International Airport, Elizabeth Marine Terminal, and a number of major rail lines and highways, Union County serves local, regional, national, and international markets. The county is a vibrant, culturally and economically diverse community with nearly one-quarter million workers spanning dozens of industries.

To implement sound policies that ensure prosperity for Union County, policymakers need up-to-date information on economic and demographic trends and information on what policies have worked in similar areas. This information can be used to develop strategic economic development plans and workforce strategies that support economic growth by providing current and prospective employers in the area with the skilled and productive workforce they need to be competitive in a challenging global economy.

As part of an initiative of the Union County Board of Chosen Freeholders to develop such a strategic growth plan, the county contracted the John J. Heldrich Center for Workforce Development in 2007 to analyze the local economy and workforce, to identify promising target industries and strategies for workforce and economic development, and to provide technical assistance for early start-up activities.

2008 Report: A Brief Summary

From 1997 to 2007, Union County's economy steadily supported nearly a quarter million jobs and wages remained higher than the state average (John J. Heldrich Center for Workforce Development, 2008). While the county shed jobs in equipment and other manufacturing during this period, it added jobs in pharmaceuticals; transportation, logistics, and distribution (TLD); health care; and several other industries, resulting in a stable employment picture. Lower-than-average educational attainment among residents and a growing number of individuals who reported having difficulty speaking English, however, demonstrated that county officials needed to support development of a skilled workforce for its key industries to promote continued economic growth and to ensure prosperity for employers and residents.

The research resulted in a report, completed in 2008, that recommended that county policymakers develop an economic and workforce competitiveness strategy focused on three industries — **pharmaceuticals, TLD, and health care**. The pharmaceutical industry, which is highly concentrated in Union County, has a historical presence in the area, provides high-wage jobs, and attracts highly skilled residents to the area. TLD and health care offer large numbers of jobs and have numerous entry-level and middle-skill job opportunities to help county residents at all levels of education to advance and become prosperous.

An Updated Look at Union County and Key Strategies for Supporting Economic and Workforce Development

Following the release of the Heldrich Center's 2008 report, the Great Recession and ensuing economic crisis challenged economies around the globe. This report examines the effects that the recession and recovery have had on jobs in Union County and provides an updated look at the county's economy, residents, and recent steps toward securing a prosperous economic future for residents and businesses.

This report provides an update on the county's economic and resident profile, examines the implications for existing industry-focused workforce efforts, and recommends new sector workforce practices based on promising and successful efforts launched in other states.

The Heldrich Center analyzed recent labor market and demographic data and conducted web-based research to identify effective and promising workforce practices that support economic development. The practices identified the role that One-Stop Career Centers and

Table 2. One-Stop Career Centers Investigated for this Study

Location	One-Stop	Population Served	Management Type
Los Angeles, CA	Logistics/Transportation Academy	Urban	Nonprofit
Santa Rosa, CA	Sonoma County JobLink	Urban	Nonprofit
Greenwood Village, CO	Arapahoe/Douglas Works!	Urban/Suburban, Denver/ Aurora Metro Area	Government
Chicago, IL	Chicago ServiceWorks & ManufacturingWorks	Urban	Nonprofit
Salem, MA	North Shore Career Center	Suburban (Boston)	Government
Six Locations in Southeastern Minnesota	Workforce Development Inc.	Rural	Nonprofit
New York, NY	Workforce 1	Urban/New York City	Nonprofit
Portland, OR	Worksystems Inc.	Urban/Portland Metro Area	Nonprofit
Lancaster, PA	CareerLink	Urban	Government

Workforce Investment Boards (WIBs) can play in the implementation of "sector strategies," the most commonly used approach to support economic growth through workforce development.

Heldrich Center staff consulted numerous research reports to gather information on effective and promising practices. In addition, staff conducted in-depth, web-based research on a number of individual programs (see Table 2).

Sector strategies, which align workforce preparation with the needs of employers in industries identified as economic growth targets, are a relatively new approach to workforce development, especially when implemented at the local level by WIBs and publicly run One-Stop Career Centers. As a result, some examples of promising practices presented in this report focus on the efforts of nonprofit One-Stop Career Centers. However, efforts were made to find the most transferable options to profile when identifying particular practices.

Union County Today: An Update

The economy and demographics of Union County have changed significantly in recent years, presenting new challenges and opportunities for policymakers. The following sections provide an overview of the changes that occurred recently in jobs, wages, and demographics. In addition, this report provides an update on the policy developments and programs developed by county officials since the 2008 report.

Jobs

The number of jobs in Union County remained relatively stable between 2002 and 2007, hovering at or near 250,000 jobs. Union County was home to nearly 246,400 jobs at the end of 2006, a figure that rose to nearly 249,000 just prior to the Great Recession, which struck in the fourth quarter of 2007. The economic recession that began in December 2007 and ended in June 2009 had a particularly damaging effect on county employment, as it did elsewhere around the globe. During the Great Recession, Union County shed 23,626 jobs, nearly 10% of its total employment. By contrast, New Jersey shed just over 5% of its total

jobs over the recession period. (See Figure 1 on page 1.)

While Union County has not rebounded to pre-recession job levels, the recovery has been somewhat more robust in the county that it has been statewide. From the end of the recession in June 2009 through the end of 2012, jobs in Union County grew by 5.1% (11,382 jobs). By contrast, jobs have grown by only 1.6% over the same period throughout the state. **This represents a significant change in direction for Union County compared to the state, as prior to the recession, the county was growing jobs at a slower rate than the state (1.3% vs. 4.3%), and the county lost nearly twice the percentage of jobs as the rest of the state during the recession (9.6% vs. 5.3%).** (U.S. Census Bureau, 2012a).

Industry Highlights

The Heldrich Center's 2008 report recommended that Union County officials consider aligning economic and workforce development efforts around the **manufacturing (especially chemical and pharmaceutical manufacturing), health care, and TLD** industries due to their vital contributions to the local economy and their ability to provide good jobs for county residents. This section explores job growth trends in these industries in recent years and identifies other industries influencing the county's economy since the release of the 2008 report.

In 2006, manufacturing, health care, TLD, and retail trade were the four largest industries in Union County in terms of total employment. As noted in Table 1 on page 2, together, they accounted for half of all jobs in 2006. While manufacturing employment had been in decline for at least a decade prior to 2006, it was still Union County's largest industry, providing 15% of all jobs in the county in 2006. Many of those jobs were concentrated in chemical and pharmaceutical manufacturing, which led to the recommendation in the 2008 report that pharmaceutical manufacturing be a target for workforce and economic development.

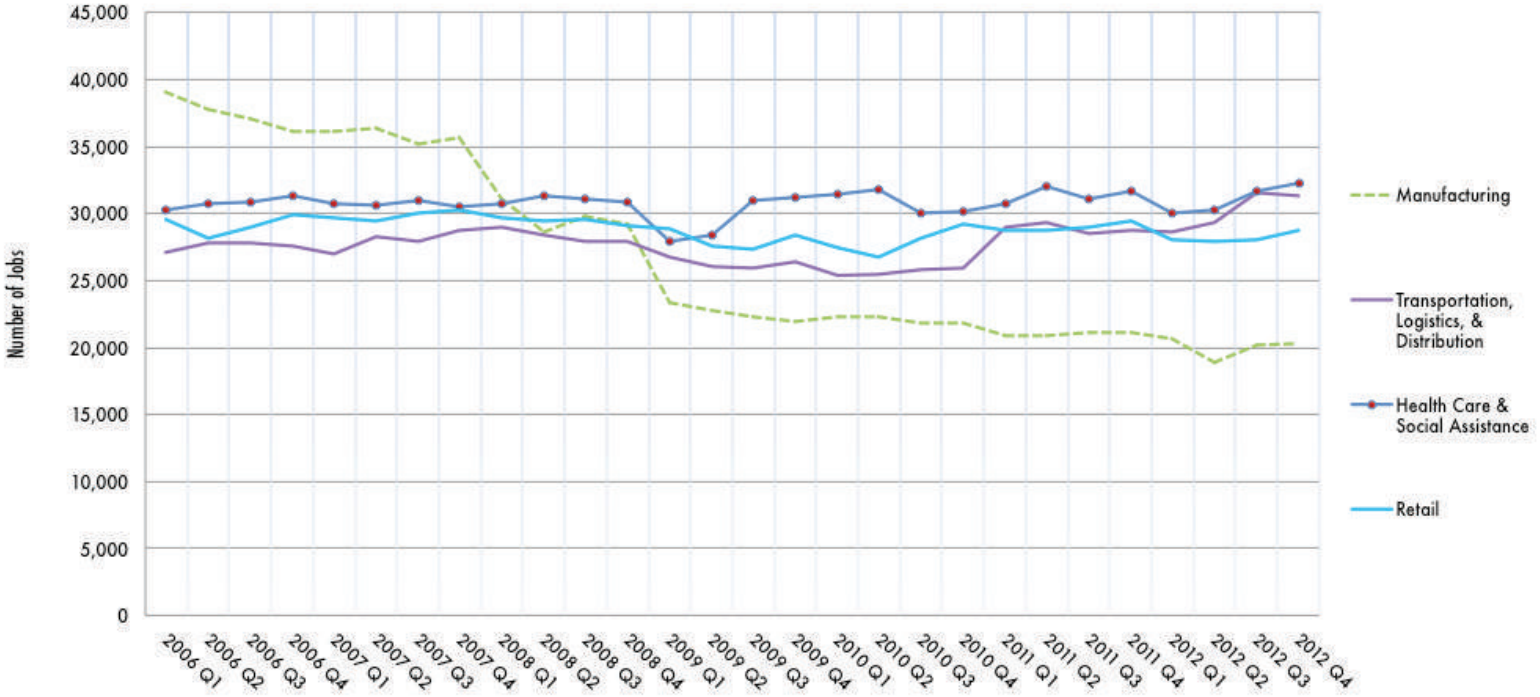
Health care, TLD, and retail trade continue to be strong forces in Union County's economy. Together these three industries accounted for one-third of all jobs in the county in 2012. Health care provided 14% of county jobs in 2012, compared to 13% in 2006. TLD increased from 11% to 13% of all jobs and retail trade remained stable at 12%. By 2012, however, manufacturing's share of employment had dropped from 15% to just 9% of all jobs in Union County, moving it from the largest industry in the county to the sixth largest industry.

As indicated in Figure 2, the recession had a particularly negative effect on the manufacturing industry in Union County. The industry shed over 6,700 jobs during the recession, and has continued to lose jobs since then, though at a slower pace. Overall, as shown in Figure 3, the industry lost over 15,000 jobs between 2006 and 2012.

Health care and social assistance, TLD, and retail, on the other hand, all fared relatively well between 2006 and 2012. While some recession effects are apparent in all of these industries, health care and TLD both recovered well. TLD jobs grew exceptionally well, especially in 2012. In fact, TLD added over 3,700 jobs between 2006 and 2012, making it the county's second fastest growing industry next to administrative and support and waste management and remediation services (see Figure 3). Health care has returned to pre-recession employment levels, adding nearly 900 jobs between 2006 and 2012. The retail industry has not yet experienced a full recovery from the recession-era job losses. The county's retail industry had nearly 1,200 fewer jobs at the end of 2012 compared to the end of 2007. However, the retail industry added jobs throughout much of 2012, putting it on a track to full recovery.

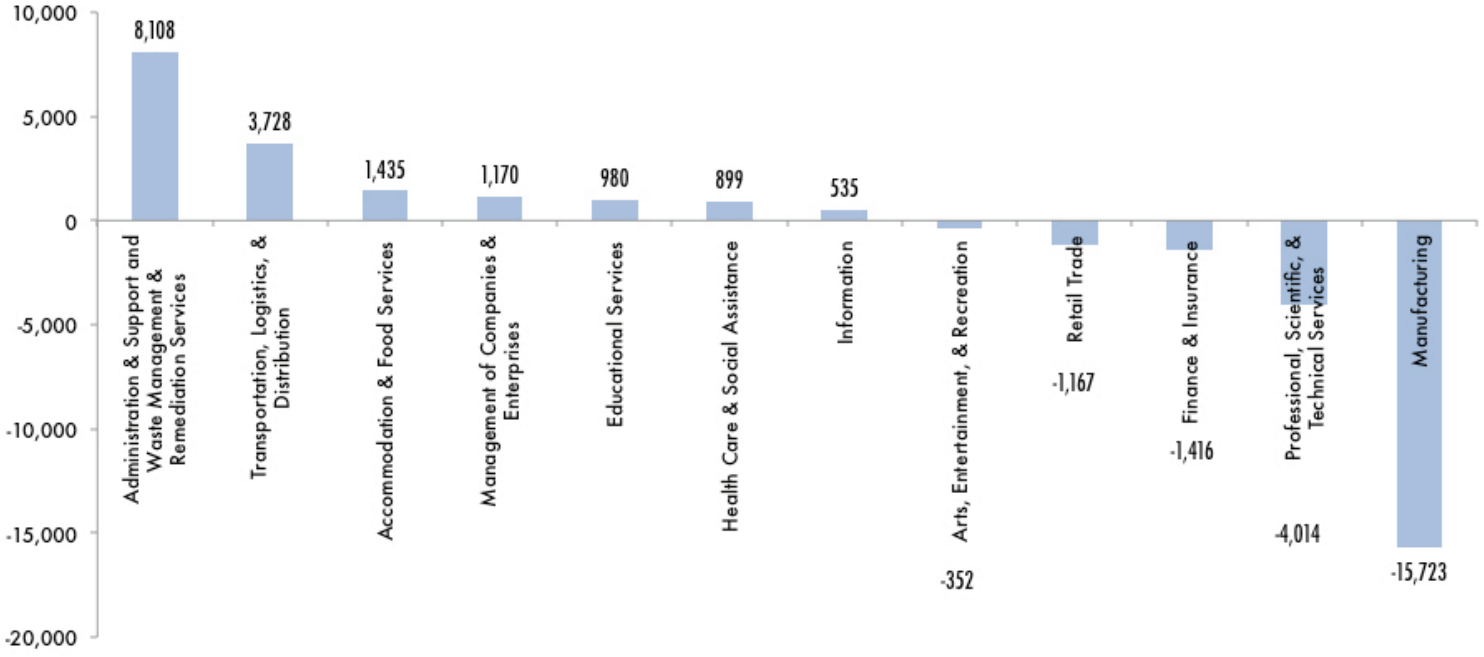
Administrative and support and waste management and remediation services added over 8,100 jobs between 2006 and 2012 (see Figure 3), making it the county's fastest growing and fifth largest industry by 2012. In addition, several other major industries added jobs over the period, including accommodation and food

Figure 2. Employment in Key Union County Industries, 2006 to 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Figure 3. Job Gains and Losses in Union County Industries with Over 5,000 Workers, 2006 to 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

services, management of companies and enterprises, educational services, and information.

Key Industries: A Look Ahead

As the state and national economies continue to emerge from the effects of the recession, however, recovery may not occur on a steady upward trajectory for all industries, so some caution on the part of policy stakeholders is warranted.

There is reason to hope for the future growth prospects of key industries in Union County, however. The future for TLD looks bright. In early 2012, the New York Shipping Association reported record levels of cargo coming into Port Newark and Elizabeth Terminal, the world economy is picking up gradually, and a major expansion of the port's capacity is scheduled over the next few years and will likely lead to growth in transportation, warehousing, and other parts of the industry. Most experts also project the health care industry to grow as people age and Baby Boomers require additional care and social assistance.

Despite the large and precipitous loss of manufacturing jobs, Union County also maintains important links to the pharmaceutical industry, which has historically been a large presence in the county. However, the nature of the business in Union County is changing. Merck Pharmaceuticals reported at a 2012 Union County Means Business! meeting that the pharmaceutical industry is still quite strong in Union County, but the make-up of industry jobs is shifting from a manufacturing focus to global corporate management and research & development.

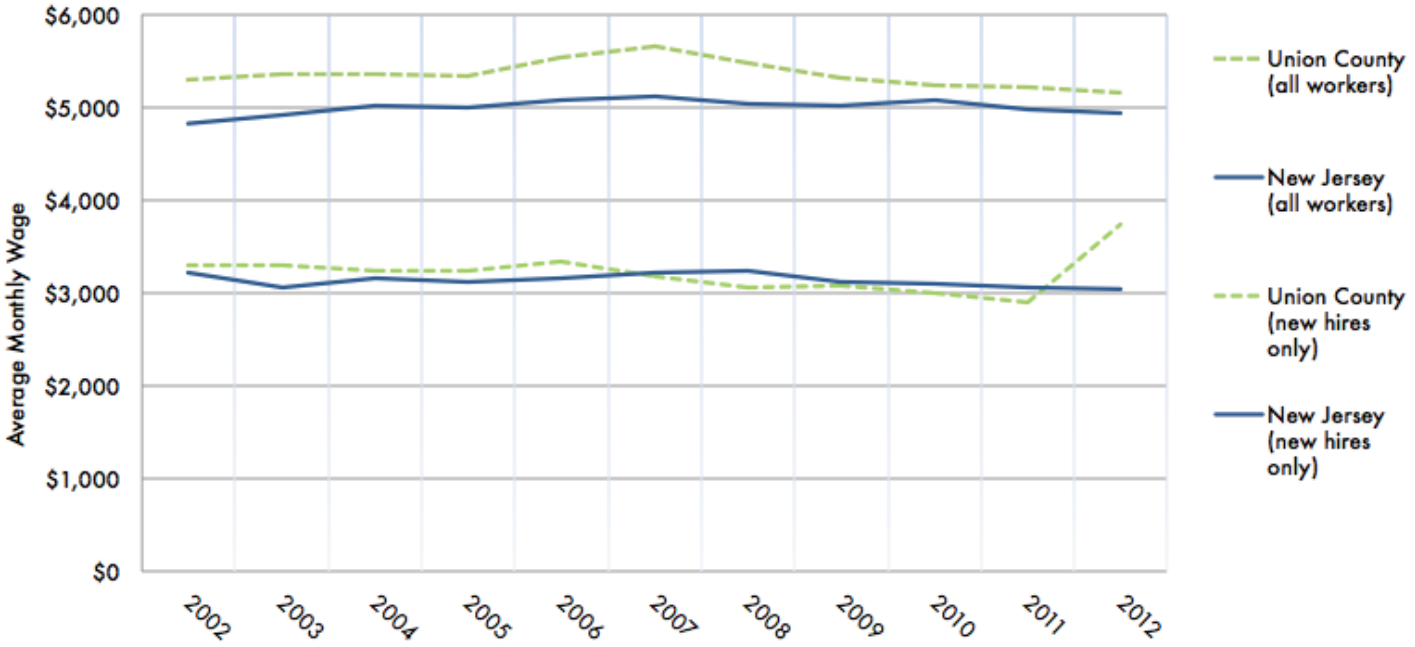
Wages

Following a peak just prior to the Great Recession, wages for all workers in Union County have been on a downward trend. (See Figure 4.) Recessionary job losses in Union County, many of which were in the high-wage manufacturing sector, are likely responsible for this trend. Despite this, Union County still maintains a slight advantage over the state with regard to average monthly wages for all workers and for new hires. As indicated in Figure 4, average monthly wages for all workers in Union County peaked in 2007 at $5,652,[2] nearly 11% higher than the statewide average wage of $5,115. By 2012, the average monthly wage in Union County had dropped by nearly 8% to $5,150. Statewide, average monthly wages dropped less than 3% over the same period. However, despite the sharper drop, Union County's average monthly wages still remained higher than the statewide average in 2012 (U.S. Census, 2012a).

As seen in Figure 4, Union County maintained a slight advantage over the state with regard to wages for new hires prior to 2007. Following the recession and continuing through 2011, however, wages for new hires dipped slightly below the state average wage for new hires. Figures for 2012 are more promising, but given the dramatic uptick since 2011, it is possible that these figures will be revised downward in future estimates. Given that Union County has a higher cost of living than several other counties in New Jersey, a downward or even a stable trend in new hire wages compared to the state could make it more difficult for newly hired workers to thrive in Union County.

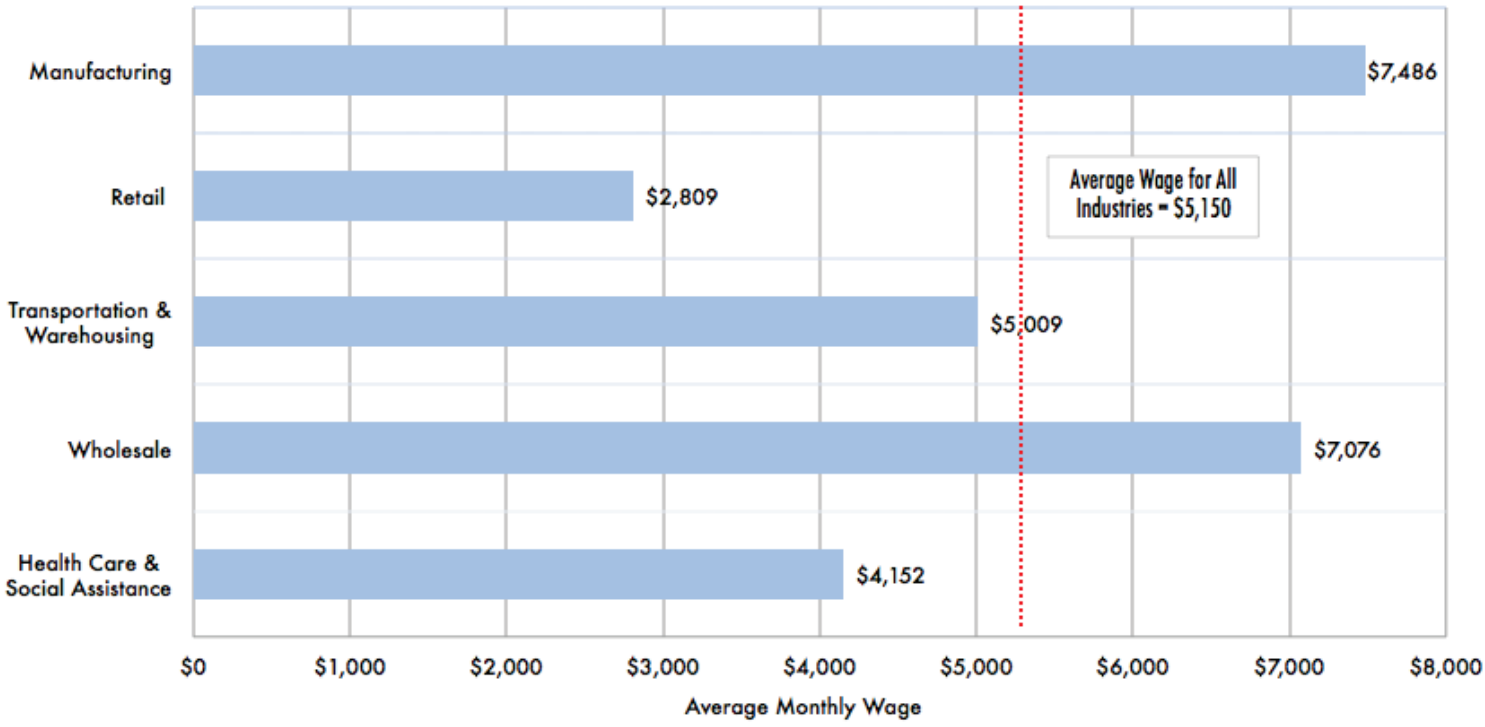
Several of Union County's key industries paid above $5,150, the average wage for all workers in 2012 (see Figure 5). Manufacturing had the highest monthly average wage among the county's top industries, paying workers an average of $7,486 per month, over $2,300 more per month than the average worker in Union County. Wholesale trade, a major component of the county's TLD industry, had a monthly average wage of $7,076 in 2012, over $1,900 more than the average for all industries. Transportation and warehousing and health care and social assistance paid wages slightly below the county average for all workers in 2012, paying workers $5,009 and $4,152, respectively. Retail had the lowest average monthly wage ($2,809).

Figure 4. Average Monthly Wages for All Workers and New Hires in Union County and New Jersey



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Figure 5. Average Monthly Wages for Key Industries in Union County, All Workers, 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

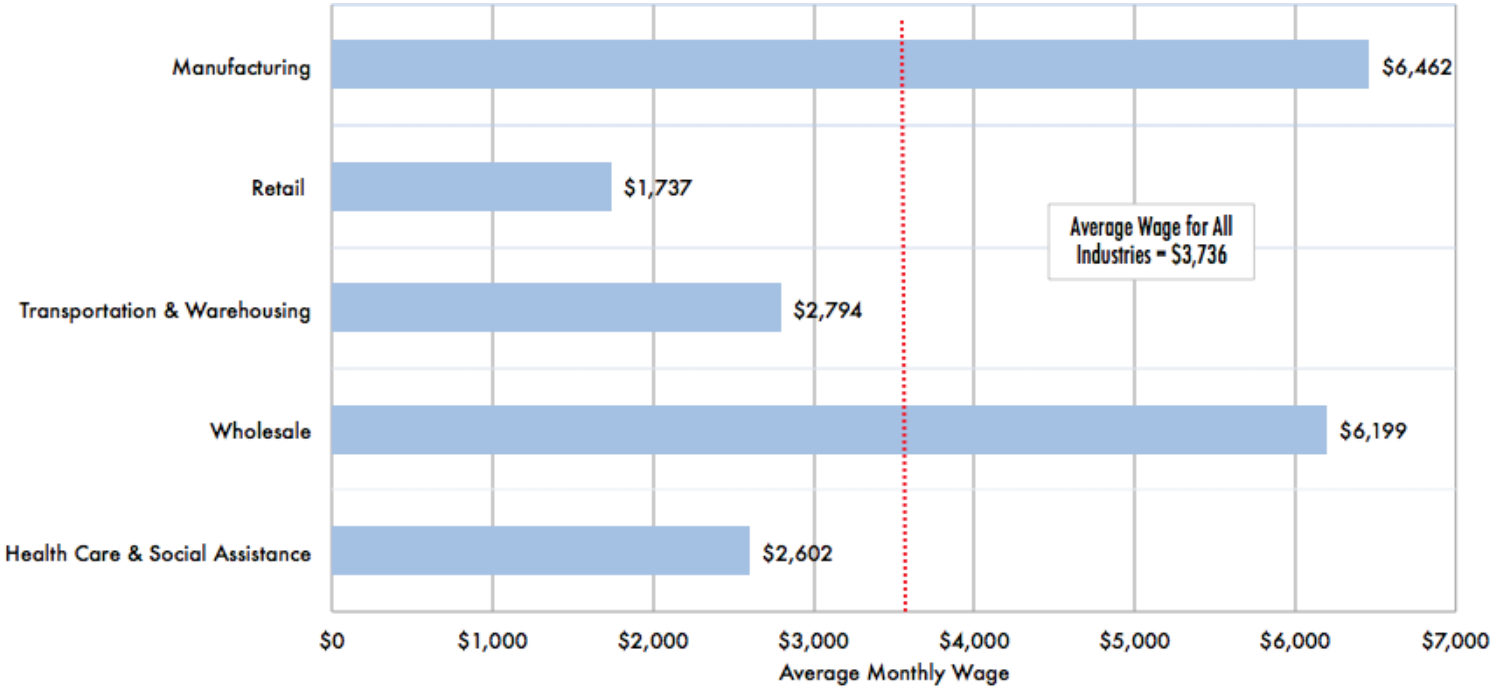
Patterns are similar when looking at average monthly wages for new hires (see Figure 6). The average new hire's monthly earnings for 2012 were $3,736. Manufacturing jobs paid new hires $6,462, which is more than $2,700 higher than the average monthly wage for all new hires. Wholesale trade paid an average $6,199 to new hires, also significantly above the average. Transportation and warehousing and health care and social assistance paid $2,794 and $2,602, respectively, or nearly $1,000 less than the average for new hires across all industries. Retail had the lowest average monthly wage for new hires at $1,737 — nearly $2,000 less than the average. It should be noted, however, that the average wage for new hires in 2012 was approximately $1,000 higher than it had been in 2011. It is difficult to tell whether this is due to a change in the jobs structure in the county during that time, or whether this may be a data error. When accessing the most recent data through the U.S. Census, initial figures are subject to later revision.

Demographic Characteristics

In 2010, the most recent year for which comparative demographic data are available, Union County was home to 536,499 residents, or 6% of the state's population. The population in Union County grew by 2.7% between 2000 and 2010, compared to a growth rate of 4.5% throughout the state.

Union County households are slightly less well off than households in other parts of the state, but other measures of wealth and poverty are nearly equal. Median household income averaged $66,791 during the 2006 to 2010 period, approximately $3,000 less than the median household income statewide ($69,811) in the same period. At the time of the Heldrich Center's 2008 report, the median household income in Union County was approximately $2,200 less than the figure for the state as a whole. However, per capita annual income (in 2010 inflation-adjusted dollars) was $34,096

Figure 6. Average Monthly Wages for Key Industries in Union County, New Hires Only, 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

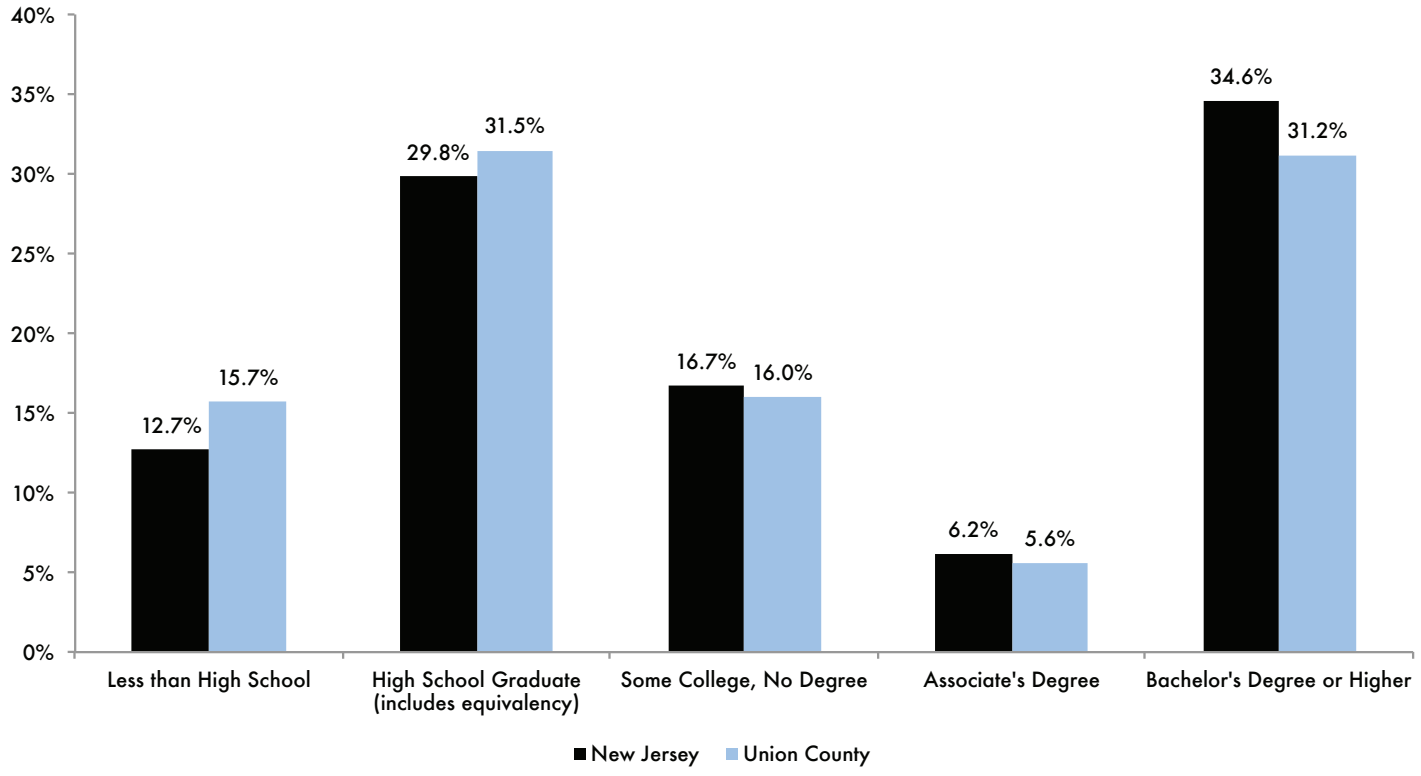
between 2006 and 2010, roughly the same as the statewide figure ($34,858). Also, 9.1% of all residents in both Union County and the state had incomes below the poverty level in 2010, up from 6% in Union County in 2006.

As shown in Figure 7, compared to the statewide average, residents in Union County have attained less formal education. Nearly half (47.2%) of those age 25 or above in Union County have earned a high school diploma/equivalent or less, compared to just 42.5% statewide. The rate of adults completing at least some college or an Associate's degree is roughly the same (22.9% statewide compared to 21.6% in Union County), but Union County has fewer adults who have completed a Bachelor's degree or above (31.2% in Union County vs. 34.6% statewide). These figures and trends are roughly the same as those examined in the Heldrich Center's 2008 report.

With nearly 3 in 10 residents born outside of the United States, Union County is second only to Hudson and Middlesex Counties in terms of its share of immigrants (2006 to 2010). Statewide, just over 2 in 10 residents indicated that they were foreign-born during this period. The percentage of foreign-born residents has risen by approximately one percentage point in Union County and in the state since the Heldrich Center published the 2008 report.

Not only does Union County have a large share of immigrants, the profile of this immigrant population is quite different than the profile of the foreign-born statewide. As illustrated in Figure 8, nearly 60% of foreign-born adults in Union County have earned only a high school diploma/equivalent or less, compared to 46% statewide. Foreign-born adults in Union County are slightly more likely to have completed some college or an Associate's degree (19.2% vs. 17.8% statewide), but only 22% of immigrants in Union County have earned a Bachelor's degree or above, compared to 36.2% statewide. Also, residents who reported difficulty speaking English make up a growing share of the county's population. The percentage of residents who reported difficulty speak-

Figure 7. Highest Level of Educational Attainment, New Jersey vs. Union County, 2010



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

ing English rose from 14.7% in 2001-2003 to 21.3% in 2008-2010. Currently, Union County has nearly twice the share of residents who reported difficulty speaking English compared to the state (21.3% in Union County vs. 12.3% statewide). (See Figure 9.)

Economic and Workforce Policy Developments in Union County

Since the release of the 2008 report, Union County has implemented a number of important initiatives to support economic and workforce development in key industries, including TLD, health care, and pharmaceuticals, the three industries recommended as targets based on economic analysis, and green jobs, an emerging job area in Union County. This section outlines Union County's key accomplishments in these areas.

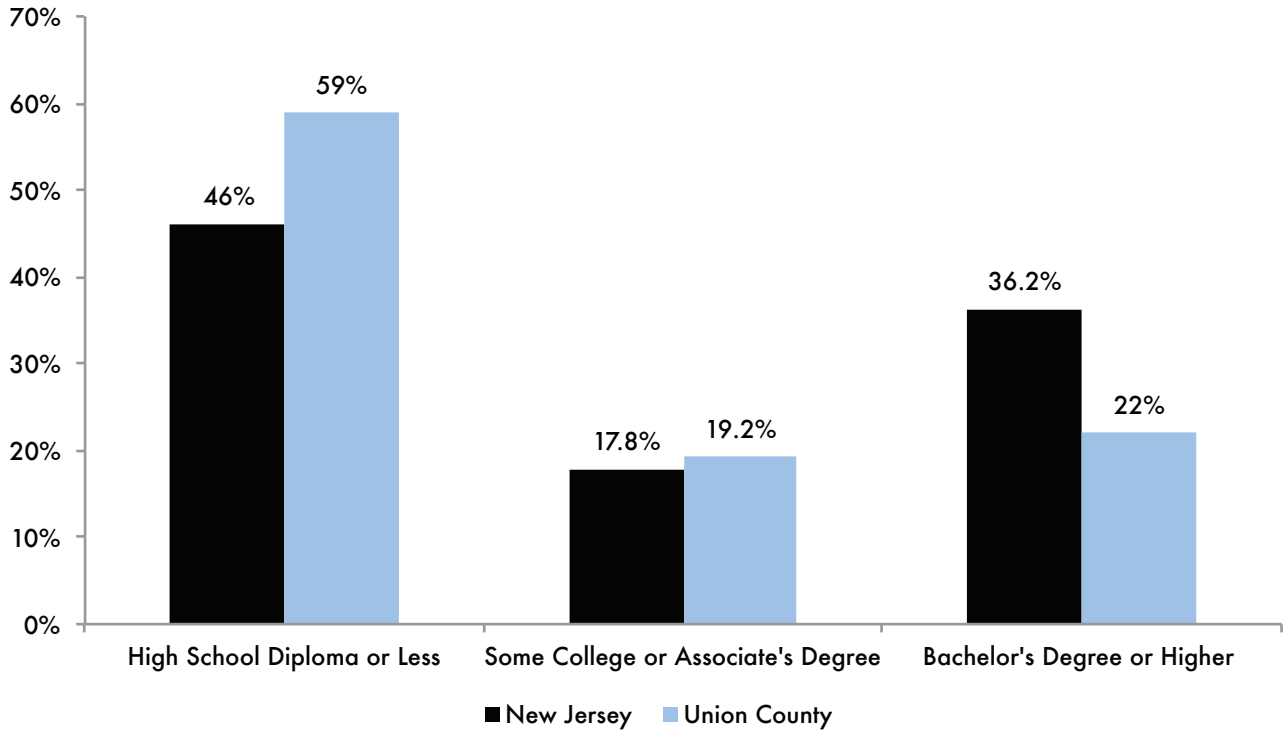
Strategy #1. Developed a formal agreement to align workforce development activities with economic development goals.

In 2008, the Union County WIB passed a resolution to focus WIB efforts on TLD and health care, two industries that provide large numbers of entry-level and middle-skill jobs. WIB officials pledged to support economic growth in these industries by participating in local and regional efforts to develop a pipeline of skilled workers for the industry. The resolution passed by the WIB represented a formal pledge to align workforce development activities with economic development goals.

Strategy #2. Built key partnerships in regional and state sector-focused workforce and economic development strategies.

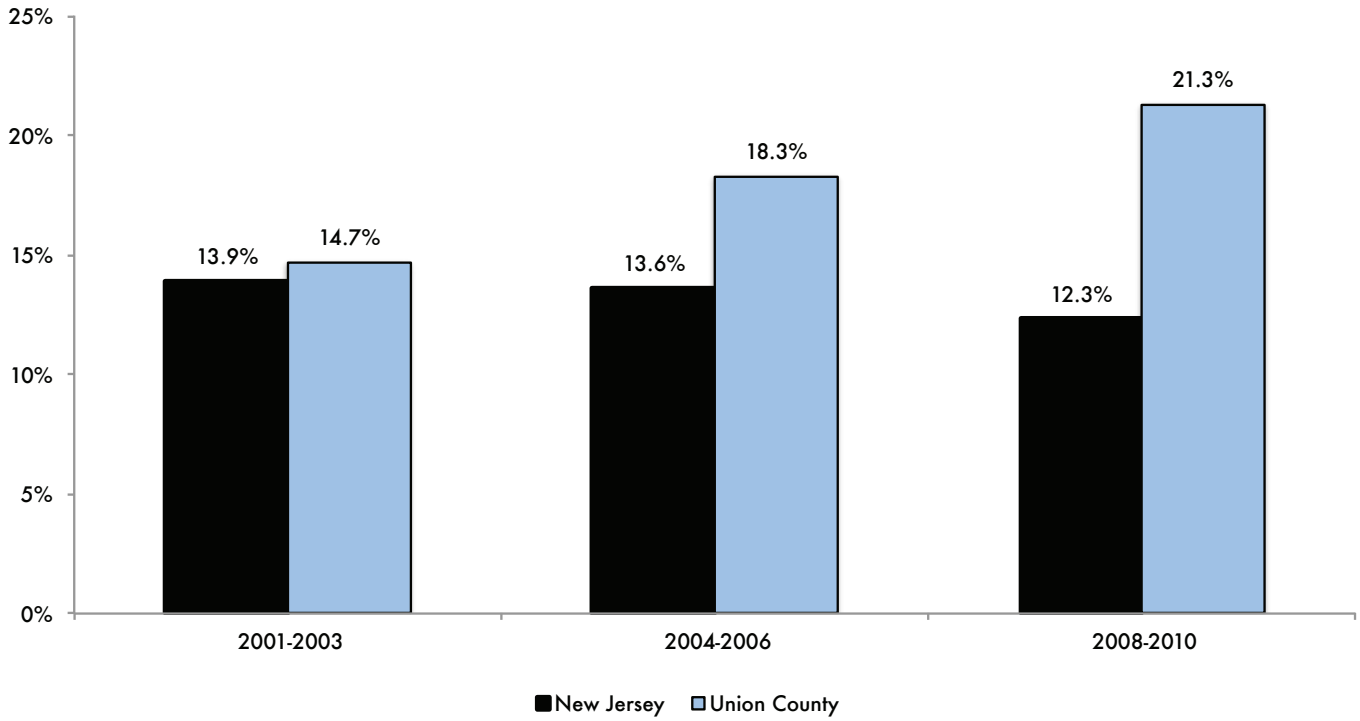
Union County has been a leader in sector-focused workforce and economic development efforts in New Jersey for many years. The county was a founding participant in the North Jersey Partners collaborative, a sector-focused

Figure 8. Educational Attainment of Foreign-born Residents Age 25 and Above, Union County vs. New Jersey, 2010



Source: American Community Survey, U.S. Census Bureau, 2012

Figure 9. Percentage of Residents Who Speak English Less than Very Well, 2001-2010, New Jersey and Union County



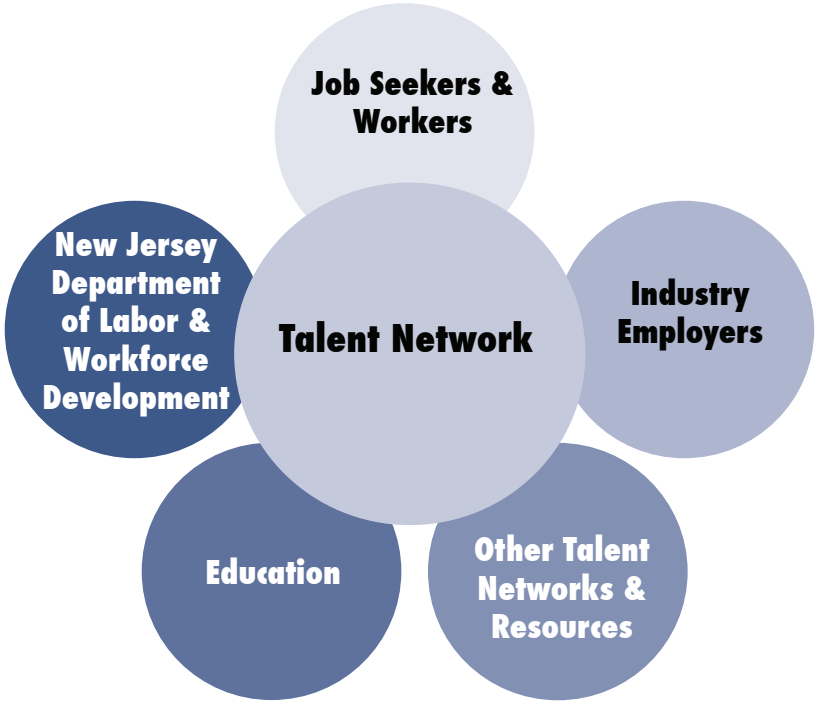
Source: American Community Survey, U.S. Census Bureau, 2012

regional initiative funded by a $5 million Workforce Innovation Regional Economic Development (WIRED) grant from the U.S. Department of Labor and later supported through state-funded Innovation Partnership Institute (IPI) and Regional Economic Development Initiative (REDI) grants. The WIRED, IPI, and REDI grants funded curriculum development and training in TLD, health care, and technology, and supported the development of employer roundtables that allowed partners to obtain regular input from industry employers about their workforce needs. A key accomplishment was Union County College's development of a new entry-level curriculum for warehouse workers in the TLD sector.

More recently, Union County has partnered with New Jersey's TLD and health care talent networks. In 2011, the New Jersey Department of Labor and Workforce Development began the talent network initiative, which now includes talent networks covering seven major industries in the state, as well as an eighth talent network designed to assist businesses affected by Superstorm Sandy. Talent networks bring employers in the state's key industries together with workforce, education, and economic development staff who can address employers' workforce concerns and help them to stay competitive in today's difficult economic climate. Figure 10 illustrates the key relationships that the talent networks were established to maintain and enhance. The talent networks have several key goals, including: acting as a single point of contact for employers; gathering intelligence on the emerging workforce needs of the industry; educating job seekers and workforce intermediaries, including One-Stop Career Center staff, WIB staff, colleges, and others, about the workforce needs of the industry; hosting and attending events that enhance connections between workforce, education, and economic development systems and employers; and developing and implementing key strategies to address industry workforce needs.

As part of its work on the New Jersey TLD Talent Network, Union County was engaged in sourcing skilled workers for large employers in the region, such as Continental Airlines, and has been participating in discussions regard-

Figure 10. The Systems and Stakeholders Connected through New Jersey's Talent Networks



ing how to improve connections among One-Stop Career Centers, employers, community colleges, and other partners. One-Stop Career Center and college staff in Union County assisted in recruiting job seekers and employers for job fairs and career awareness events in the region. Union County College also hosted several events in partnership with the talent networks that attracted key TLD employers and job seekers.

Strategy #3. Supported business growth in key industries through training.

The Union County WIB has allocated much of its federal training vouchers toward key industries. According to officials, 50% of Workforce Investment Act training vouchers must support training in TLD or health care, while an additional 30% can go toward training in one of five other industries designated for economic development in New Jersey by the Governor's Office.

Union County College and county officials have also been active in creating new curricula to support the emerging skill needs of employers in the county's key industries.

As many businesses transform their operations to include green products, services, and/or processes, Union County has developed new training programs to aid businesses and job seekers in "going green." Businesses are transforming their product lines and business processes in many industries, including TLD, health care, and pharmaceuticals; this transformation may require new and existing workers to learn new skills. With a $400,000 grant from the U.S. Congress, Union County College and other partners have come together to develop "green" courses. A partnership between the utility workers' unions in New Jersey and other states is also working to "green" training programs for utilities, including Elizabethtown Gas.

More recently, Union County workforce officials have been working with administrators at Union County College to develop the Union County Directions and Choices program. The "choices" portion consists of introductory courses designed to prepare middle-skill workers for jobs in TLD, health care, and other key industries (the "directions" portion is discussed below). In health care, non-credit credentials will "stack" together to allow students multiple points of entry and exit. Currently, the

programs are designed to meet the demands of employers for middle-skill workers with at least a high school diploma. In the future, additional steps will be taken to integrate more entry-level and basic skills and ESL courses.

Strategy #4. Provided specialized supports for job seekers who face barriers to employment.

Union County has moved several of its public workforce system staff to offices that serve individuals in the Temporary Assistance to Needy Families (TANF) and other intensive social assistance programs. These staff are able to provide more one-on-one support for job seekers and workers who face barriers to employment, as well as more easily link them to needed supportive services, including transportation, housing, and basic skills training or ESL assistance.

In addition, the "directions" portion of Union County College's new Directions and Choices program (see above) will allow workforce staff to leverage technology more effectively to serve workers who face fewer barriers to employment. From help with skills assessment and job search techniques to résumé development, job seekers will be able to access a robust set of online tools,and staff will be organized to support job seekers effectively, while freeing up additional time to assist those who need more intensive support.

A National Perspective: Strategies for Aligning Public Workforce Systems to Support Economic Development in Key Industries

Access to a skilled workforce is often the primary factor businesses consider when choosing a location. In today's fast-paced, skills-intensive economy, workforce development is economic development. However, many states and localities are struggling to understand what works and to effectively align the activities of their publicly funded workforce systems to support the economic growth of important industries.

Sector-focused employment and training strategies may offer the most promising approaches for connecting unemployed workers to jobs and assisting employers to address their critical skill needs. While numerous national studies of traditional workforce training approaches have revealed minimal gains in employment and wages among participants over time, some sector-based strategies are producing better outcomes for participants and, presumably, for employers as well.

The National Network of Sector Partners (2002), a leading national group dedicated to advancing the practice of sector-based initiatives, defines these efforts as having four characteristics:

> "(1) they target and focus deeply on the needs in a single industry, building partnerships between multiple employers and community players to build an effective bridge to the jobs in the industry;
>
> (2) they target low income or low wage workers to improve their relationships to the industry and create pathways to skilled employment;
>
> (3) they are led by strategic intermediaries, whose role is to build and sustain the partnerships needed and to achieve a 'win/win' for the industry, workers, and community; and
>
> (4) they achieve changes in the industry — whether in improved human resource policies, improved competitiveness, or expanded career ladders — along with skill and support service gains for workers."

This section explores recent evidence on the success of sector-focused employment and training strategies and identifies recent efforts that One-Stops and WIBs are taking in other areas of the United States to better support economic prosperity for workers and employers through sector-focused initiatives.

The Evidence for Sector-based Employment and Training Strategies

In 2010, Public/Private Ventures (P/PV) released a summary report of an experimental design study — the gold standard of research — of three mature sector-focused employment and training programs. The project was the first rigorous study of such programs to be conducted on a national scale (Maguire et al., 2010).

The findings from the P/PV report revealed that participants in sector-focused training initiatives earned approximately $4,500 more, on average, than control group members over a two-year period. Participants were also employed more steadily, especially in the second year following the program. Over half of the participants, compared to just 41% in the control group, were employed during all 12 months of the second year following program completion. Despite working more hours, earnings gains resulted from participants working in higher-wage jobs than the controls, not just from working more hours. Participants were much more likely than controls to work more hours in jobs that paid at least $11 per hour. They were also more likely to work in jobs with benefits. Finally, earnings gains for participants were higher for every subgroup examined. So, people of every gender, race, and background benefitted to some degree from the sector program (Maguire et al., 2010).

By contrast, a recent national study of non-sector-specific workforce services provided to individuals receiving TANF found far less to highlight in terms of results. In 2012, MDRC released the results of an experimental design study of 12 programs across the United States using different models to assist TANF recipients to retain and advance employment. Only three of the programs had any positive results compared to the control group. All three programs produced annual earnings gains that ranged from $500 to $640 above the earnings of control groups. Two of the three programs also showed some improvement over controls in the rate of employment, but these gains were very modest (Hamilton & Scrivener, 2012). These results are similar to the results of other large evaluations of publicly funded employment and training programs.

While no systematic research is available on the effects of sector-focused employment and training initiatives on regional economic growth or employer profits, the positive gains for workers suggest that employers are finding enough value in these programs to hire and retain these workers. Better employment outcomes for participants, therefore, may equal gains not only for job seekers and workers, but also for employers in key industries.

The following programs were included in the P/PV study: the Wisconsin Regional Training Partnership, an effort among unions and employers that develops two- to eight-week training programs in construction, manufacturing, and health care, which was developed in response to employer requests and clear market demand; Jewish Vocational Services in Boston, a community-based nonprofit that operates One-Stop Career Centers in the Boston area offering training in medical billing and accounting; and Per Scholas, a social venture in New York City that trains computer and other electronic repair technicians through a computer refurbishment and recycling program.

Maguire et al. (2010) and Hamilton and Scrivener (2012) do reveal some important information about the types of sector-focused strategies that contribute to success for job seekers and workers. All of the programs in the P/PV study were run by non-governmental organizations, though it is not clear if this was a major factor in their success. Researchers did note a number of common program elements that appeared to be important factors, including:

Element #1. Strong and adaptive program organization aided by a mix of public and private funding.

All of the programs demonstrated a strong ability to understand the skill and workforce needs of employers, to source candidates who fit those needs, and to obtain the fund-

ing and resources needed to build appropriate responses. To do so successfully, the organizations displayed an ability to understand and adapt quickly to change. If local labor markets changed, staff had that knowledge right away and made immediate changes to enrollments and curricula. If funding changed, they made staff changes to ensure quality service delivery.

Researchers note that having access to resources and support from public and private sources appeared to assist organizations in adapting to new information and changes in any one source of revenue. Mixing private funding with public resources also allowed programs to experiment with new approaches that may be more constrained under public spending rules.

Element #2. Strong links to local employers.

All of the organizations included in the study have a long history of building effective relationships with employers. Each leveraged these relationships and built new ties in their target sector. They brought together employers and sometimes workers to understand the skill needs of employers in targeted sectors. Several organizations also hired staff from the target sector and organized internal activities around key aspects of the industry. Employers were also involved in not only identifying skill needs, but monitoring and shaping the training provided to job seekers.

By building strong, focused linkages with employers and unions (where relevant), program providers understood the specific skills and credentials local employers preferred, and job counselors had an in-depth understanding of the application and hiring process. Staff were able to provide detailed guidance to job seekers on how to navigate union processes in the construction industry to ensure they were included on hiring lists, for example. Staff were also knowledgeable about relevant industry certification tests and training, and job conditions and requirements that may not be listed in job descriptions.

Programs used several strategies to improve and deepen their relationships with sector employers, including developing internships as part of their training delivery strategies. Many trainees gained hands-on experience with sector employers during training and were able to show employers their skills first hand. Another strategy used was to focus on job development with small- and medium-sized employers, such as local doctors' offices. Participants were also encouraged to target smaller employers in their job searches as a way of practicing the networking skills learned in job readiness courses.

Element #3. Contextualized basic skills and technical training.

Many workforce and community college programs offer generic basic skills, ESL, and job readiness skills courses that are prerequisites for entering occupational training programs. The programs included in the study, however, integrated all of this instruction into an occupationally focused program that taught all of these skills within the context of the targeted occupation. For example, an 80-hour construction training program provided participants with basic math instruction using industry-based tools and examples, and taught these concepts alongside more advanced technical training. Real-world examples of common problems encountered on the job were used in some programs to encourage participants to transfer classroom knowledge to applied situations. All programs included components on job readiness. Foundation courses that discuss expected behaviors, work conditions, and workplace norms for the sector are required for all participants. Contextualized life skills training was also offered, including résumé assistance, listening and speaking skills, and other modules. Instructors for these courses were often workers who had the in-depth knowledge of the target job and the credibility needed to relate effectively to participants. Often, staff with industry experience and staff more experienced with general job preparation would teach courses together.

Element #4. Targeted recruitment and screening of applicants based on employer skill needs.

Successful programs profiled in the P/PV report did an excellent job of identifying, screening, and training candidates who met the skill and job readiness requirements employers specified. Staff developed checklists that helped them to determine whether individuals would benefit from the program and whether they would be likely to succeed in the job after training. Entrance requirements reflected the basic skills needed to complete training and the industry's key job requirements. No specific tools were used, but staff interviewed each candidate at least once after basic skills testing and group orientation sessions to determine appropriateness. Orientation sessions and interviews also allowed candidates to determine whether they were truly interested in the training and the targeted career path (Maguire et al., 2010).

Element #5. Services to support training completion and placement.

All of the programs provided a range of individualized support services to help participants complete training and obtain and retain a job in the target sector. From childcare to transportation to assistance with housing, immigration, or other legal issues, all programs had some way to ensure participants had access to needed services. Internal or external case managers or employment specialists were generally responsible for assessing participants' needs during intake, and handling referrals from other program staff throughout the program. Some agencies provided services directly or had formal agreements with support agencies, while others worked effectively with TANF case managers and other public agencies to address participants' support needs.

Element #6. Financial incentives in addition to other employment services.

All of the programs that were found to be successful in the MDRC study provided financial stipends to TANF recipients in addition to workforce services. These stipends, typically several hundred dollars per month, tended to increase employment and earnings among participants. No effects were observed on job advancement, however, and some of the earnings effects disappeared over time, but that may have been reflected by the economic downturn (Hamilton & Scrivener, 2012).

Element #7. Encourage employment stability, not job stability.

Programs that encouraged workers to stay in the same job did not have promising results, but those that encouraged stable employment, regardless of employer, were more successful. Low-wage workers may do better in the labor market by switching employers rather than staying with one employer and hoping to move up a career ladder. Wage and job advancements were more likely for those who changed jobs, but who maintained a steady record of employment.

The P/PV study provides evidence that, under the right conditions, sector-focused employment and training programs can improve outcomes for job seekers, employees, and businesses. It should be noted, however, that the employment outcomes observed in the study were achieved prior to the economic recession. In today's challenging environment, sector-focused efforts still have the potential to outperform other methods, but results may not be as dramatically positive as those observed by researchers.

Other Promising Sector Practices from Publicly Run Workforce Systems

One-Stop Career Centers are designed to act as workforce intermediaries between job seekers and employers. A workforce intermediary is "an organization with a deep understanding of worker and employer issues in a specific industry" (National Network of Sector Partners, 2013). WIB and One-Stop Career Center staff

have important roles to play in sector initiatives. Across the nation, local WIBs are engaging in sector strategies in a variety of ways. Key roles the public workforce system is playing in sector initiatives in other states include:

- Developing policies that support sector initiatives;
- Convening partners and/or joining existing collaboratives to understand local demand, design sector approaches, and integrate funding streams;
- Acting as a sector-focused labor market intermediary;
- Gathering, using, and sharing data on job demand and workforce/education supply;
- Developing sector-specific jobs; and
- Building career pathways through industry-specific job search assistance, training, and other support services to job seekers.

Promising Practice #1. Developing policies that support sector initiatives.

A key way that WIBs and local policymakers can contribute to the development and success of sector initiatives is to create supportive policies that promote their implementation in the community.

The workforce investment system is built around the concept of consumer choice. To make responsible and informed choices, however, job seekers often need guidance, information, and support. Several states and local areas have taken steps to guide consumers toward training choices that provide them with the best opportunities for finding a job that fits their skills and that helps to develop a pipeline of skilled workers for targeted industries.

The DC Workforce Investment Council in Washington, D.C. sets policies that established its commitment to support key sectors. In addition, the Council dedicated funding to support training for occupations in demand in these key industries. The Council established such policies in health care, which resulted in a strong partnership with the D.C. Hospital Association and its member affiliates. Illinois and Washington State have also established similar policies and have aligned funding priorities with the skill needs of targeted sectors (National Association of Workforce Boards and National Network of Sector Partners, 2012).

Minnesota - Workforce Development, Inc. (WDI) provides workforce services on a sliding scale according to its list of hot jobs. If the employment assistance relates to a listed hot job, WDI will fund the training for up to two years. If the job is not on the list but is growing, WDI will fund the training for up to one year. Declining jobs are not eligible for training support. Reimbursement for other allowable expenses also depends on this sliding scale.

Pennsylvania - CareerLink identified seven industry clusters as priorities for its services, based on their growth, competitiveness, and ability to provide family-sustaining jobs. For job seekers who are considering longer-term training, the CareerLink Web site (n.d.) expresses that "the training that the customer wishes to pursue must provide them with skills that are in demand."

Promising Practice #2. Convening partners and/or joining existing collaboratives to understand local demand, design sector approaches, and integrate funding streams.

WIBs and One-Stop Career Centers organize meetings of local industry employers or engage in wider efforts designed by others to bring employers together to discuss their workforce needs. Employers can provide insight into occupations experiencing skills shortages, pro-

vide valuable feedback on the skills or credentials that many candidates lack, and help to guide the development and implementation of education and training efforts.

To be successful, sector initiatives require coordination among:

- WIBs and One-Stop Career Centers;
- Nonprofits that provide support services to job seekers;
- Education and training providers; and
- Other key stakeholders, including economic development officials (National Association of Workforce Boards and National Network of Sector Partners, 2012).

Convening partners is time consuming, so WIBs should look to join regional and statewide initiatives designed to accomplish similar goals. Coordinating local and regional or state outreach efforts will also help to ensure that employers are not overburdened by requests from various entities for similar information. These wider efforts can provide a regional perspective and strengthen the connections local WIBs can build with industry leaders and other stakeholders interested in addressing industry skill needs. Participation in such efforts, however, should not replace local outreach efforts to employers, as these employers need to be familiar with local workforce and education staff in order to engage with them on the sometimes difficult work of building new curricula and designing other complex approaches to building a skilled pipeline of workers.

The Greater Cincinnati Workforce Network, a collaboration of four local WIBs, employers, and other stakeholders from Indiana, Kentucky, and Ohio, had employers take the lead in planning education and training initiatives to address skill gaps in three key industries — health care, advanced manufacturing, and construction. Employers identified skills shortages and training needs, recruited incumbent workers for training, and provided financial support for training.

WIBs also play an important role in convening local partners to ensure that sector-specific approaches to addressing industry workforce needs are planned and accomplished effectively. Convening partners can also help to identify complementary funding sources than can be woven together to support initiatives.

California - Partnerships Instrumental for the Logistics/Transportation Academy

Community Career Development (CCD), a workforce development nonprofit, operates a One-Stop WorkSource Center in Los Angeles. In response to an RFP from Los Angeles' WIB for a One-Stop to explore a training program on logistics, CCD partnered with community colleges to form a logistics training program and was awarded the funds. CCD has since convened a logistics working group to provide training programs for entry-level and incumbent workers to meet employer needs in the transportation/logistics industry. CCD partnered with the Los Angeles County Metropolitan Transportation Authority to form a highly regarded bus operator bridge program, through which it offers on-site training.

Together, partners can help to identify potential revenue streams to support sector-specific education, training, and job search assistance, as well as wraparound supports for workers. Some funds other programs have used to support WIB-led sector initiatives include:

- Workforce Investment Act (WIA) discretionary funds
- State appropriations/general revenue
- Incumbent worker training

- Adult education
- WIA incentive funds
- WIRED grants
- Postsecondary education
- TANF
- Community-based job training grants
- Other federal government funds
- Philanthropic foundations
- Partnership contributions
- Unemployment Insurance surplus
- Fund pool from nursing home assessment
- Wagner Peyser (www.sectorstrategies.org, n.d.).

Promising Practice #3. Acting as a sector-focused labor market intermediary.

One-Stop Career Centers can provide sector-specific services and information to job seekers and employers to facilitate meaningful employment connections that help employers to grow and job seekers to succeed economically. The most common approaches are to disseminate information on industry job demand and supply to workers and to dedicate staff to provide specialized support and counseling for job seekers interested in industry jobs and training. These services can be integrated into the operations of a generalized One-Stop Career Center or carried out through the establishment of sector-specific One-Stops.

Promising Practice #4. Gathering, using, and sharing data on job demand and workforce/education supply.

To meet the workforce needs of industries targeted for economic development, WIBs and One-Stop Career Centers need to understand the local economic landscape, including recent employment trends and emerging demand for jobs. Knowledge of existing education assets and the skill sets of job seekers are also necessary for identifying and addressing education and skill gaps in key industries. Finally, workforce systems need to share data and information on industry and job trends with job seekers, employers, and others to facilitate informed decision-making.

The Workforce Boards of Chicago conducted employer surveys and analyzed education and labor market information in target industries, including transportation and health care, to inform the development of employer panels and key strategies to address employer workforce needs in key industries. Using quantitative and qualitative information from employers and educators, they developed detailed industry reports and strategies to address industry skill needs.

In **Colorado, Arapahoe/Douglas Works!** conducted a study from July 2008 to June 2009 to determine the effect of its sectoral programs on job placements, business earnings, and sales in its service area. While the results are not publicly available, the study measured the center's effectiveness in keeping key industries competitive. The center will use the study to partner with business leaders in key industries, other workforce centers, and education systems to supply a steady stream of labor to support the local economy.

Minnesota - Workforce Development, Inc. undertook a labor market analysis to identify jobs with the greatest demand in health care, manufacturing, high technology and bio-science, and services and trades.

In some states, WIB and One-Stop staff are directly engaged in collecting and analyzing labor market information and other data to improve decision-making and response to industry skill needs. While convening employers is important, such meetings do not allow WIBs and One-Stops to observe broader patterns in the local industry labor market that may be important. Labor market information can also help program planners to identify areas of the industry with large employment, which can help them to develop strategic plans for recruiting employers for more in-depth discussions on skill needs.

Local area staff can often work with state officials or existing statewide sector strategy groups to obtain and analyze labor market data and degree completion data to better understand what education exists and where potential skill gaps may be emerging. Some WIBs also conduct surveys with local employers. This data, **when coupled with hands-on knowledge of the industry based on relationships with employers**, can help local areas to identify jobs that are in high demand, potential gaps in the education pipeline, and other information. New data from online job postings are now available to many state labor market information analysts. These data contain specific information about the skill needs of local employers and may be helpful to local areas.

WIBs and One-Stops around the United States are also packaging and sharing labor market information with job seekers and other stakeholders to assist job seekers to connect with in-demand jobs in industries targeted for economic growth. Ideally, this information should reflect trends in the local economy and give job seekers access to data and information that is helpful for making decisions about which jobs, education, and training to pursue based on employer demand.

In **Oregon, Worksystems Inc.** publishes a monthly newsletter to inform job seekers of Oregon labor market trends. It also develops special publications on job vacancies to alert job seekers about industries that are experiencing labor shortages

The Web site for **Arapahoe/Douglas Works! Workforce Center** lists the top 10 industries for growth and the top 10 industries with projected job losses. The content is provided by the One-Stop Career Center's workforce economist. The site also features information to educate job seekers, including industry profiles, occupational saturation tables, and a job-creating industries report.

WIBs can also connect to state-level resources that provide local information. Examples include:

Pennsylvania's CareerLink system has identified seven industry clusters as priorities for its services, based on their growth, competitiveness, and ability to provide family-sustaining jobs. For job seekers to learn more, the Web site features reports on each industry cluster, occupations within that cluster, and the industries that comprise the cluster. The CareerLink site also highlights high-priority occupations and a list of 100 hot jobs for job seekers to consider.

Virginia created virginiaview.org, which links data from multiple sources and provides an easy way for job seekers, employment counselors, and others to access the data. The site can help employment counselors work with clients to determine if job and training targets offer "good bets" in terms of employment and training.

Promising Practice #5. Creating sector-focused job development efforts.

Some One-Stop Career Centers are hiring or designating staff to become experts in industries targeted for economic and workforce development. These staff are tasked with keeping up with industry trends via labor market information and through building ties with industry employers, and providing industry-specific job search advice and assistance to interested job seekers.

Colorado - Arapahoe/Douglas Works! dedicated One-Stop staff to opening an on-site health care recruiting center to match workers with employment and training opportunities in response to a local nursing labor shortage. The center trained 209 registered nurses to offset a 7% local vacancy rate.

Massachussetts - Modeled on an earlier experience in sector strategy, the North Shore Career Center became involved in the Jobs in Aerospace Manufacturing Project (JAM) in Massachusetts. The center appointed staff in its business services unit to attend JAM meetings to establish relationships and gain expertise on the industry. A JAM case manager is based at the center, as well. Career center staff attend JAM program events and provide JAM students with assessment, job preparation, and job development services.

California - Sonoma County Job Link staff cover certain industries to better address local labor shortages. When Santa Rosa's tourism industry was experiencing a shortage, Job Link staff addressed the gap by working with a local community college to connect job seekers to certification courses in hotel management and the culinary arts.

Oregon has two One-Stop Career Centers for the health care industry. The Oregon Health Care Career Center helps young people identify opportunities and connect with appropriate training for in-demand skills in the field. The Oregon Center for Nursing is a nonprofit career center launched in 2002 to address a nursing shortage. It offers nursing workforce analysis and research, nursing workforce diversity, nursing leadership development, long-term care leadership development, and support of nursing education initiatives and innovations.

New York, NY - Workforce1 has three sector-based career centers for health care, transportation, and manufacturing. Each has an industry advisory council to provide in-depth knowledge of the industry and employer needs. Each center has a different operator. A for-profit contractor runs the transportation center, LaGuardia Community College runs the health care center, and a nonprofit will run the manufacturing center. The Workforce1 Transportation Center was launched in June 2008, and offers job preparation, occupational training, and job placement assistance tailored to the transportation industry for both unemployed and incumbent workers. According to its Web site, the center has achieved 1,300 job placements, enrolled more than 340 individuals in occupational training, and provided over 80 employers with recruitment and training services. The Workforce1 Healthcare Career Center is located on LaGuardia Community College's campus, and provides training and placement in health care careers. It was opened in October 2009 in response to employer demand for skills in the health care industry. According to its Web site, the center expects to help over 750 workers receive job placements or promotions in its first two years. LaGuardia Community College offered eight stimulus-funded training programs geared toward the health care field. Over 200 students were expected to enroll in the programs.

Other areas are dedicating entire One-Stop Career Center sites to servicing the workforce needs of particular industries. Such an approach provides a single point of contact for employers and job seekers, but may be more vulnerable if economic changes force quick employment shifts in a particular industry. Such centers can dedicate all of their staff and other resources to addressing the skill and workforce needs of a particular industry. Sometimes, satellite offices of One-Stop Career Centers are created to focus on the needs of a targeted sector and to provide services in a location that is convenient for job seekers and employers.

Minnesota – Ramsey County WIB has partnered with several hospitals, adult education staff, and local colleges to develop a stackable credential model in health care that allows job seekers to earn a medical records clerk certificate for credit. This credential, in addition to counting toward an Associate's degree, also counts toward the receipt of a medical records certificate, thus allowing access to a wider range of jobs. Students who need basic skills training attend Adult Basic Education (ABE) and/or ESL courses that are co-taught by ABE/ESL instructors and industry training instructors.

Promising Practice #6. Building career pathways through industry-specific job search assistance, training, and other support services to job seekers.

Public workforce systems are taking two key steps to build career pathways for job seekers that include industry-specific job search assistance, targeted and stackable training for key industry jobs, and supportive services for job seekers.

Step #1, Create stackable credential models for training that address industry skill shortages and use contextualized approaches to teaching basic skills.

Working with partners such as employers and community colleges, WIBs and One-Stop staff around the United States are working to design **accelerated, contextualized, industry training programs** to allow job seekers to earn smaller credentials that "stack" together to comprise a more substantial credential. For example, a job seeker may take a course that results in an industry certification and credits that can be used toward an Associate's degree. These programs allow job seekers to enter and exit training based on their schedules and resources.

Such stackable credentials training, sometimes referred to as career pathways training, also links a range of technical, basic, job readiness, and, where needed, ESL skills that are needed for an occupation. Unlike traditional training models, basic, ESL, and job readiness skills are often taught alongside technical skills and are taught within an industry context rather than in a generic format. In addition, various training tracks that lead to related careers are often developed together, allowing job seekers to access credentials for a range of related jobs that lead to higher wages. For example, an introductory course for warehouse workers may include an overview of warehouse operations and safety requirements, an introduction to job readiness requirements in the warehousing sector, ESL instruction on warehouse-related vocabulary, and the technical skills needed to earn a forklift operator's certificate. Career pathways training may also provide job seekers with a broad overview of careers in the industry to allow them to plan future career and education moves. Finally, courses are generally accelerated to accommodate the scheduling needs of job seekers and employers. Courses do not follow a traditional semester schedule, but meet more often and at times that are convenient for students.

Step #2, Ensure job seekers have access to the supports needed to succeed at training and work.

To increase the likelihood of successful training completion and successful job placement and retention, WIBs and One-Stop Career Centers can assist job seekers to access the

support services they need. Through partnerships with nonprofits, TANF, Food Stamps, and other government programs, WIBs can devise ways to assess job seekers' circumstances and support needs. Referrals to local partners can often be sufficient to help job seekers access needed housing, transportation, or other types of assistance.

Conclusions and Recommendations

Union County's economy and demographic profile are changing rapidly. There are fewer high-paying manufacturing jobs, more goods movement and service occupations in industries such as health care and retail, and a rising percentage of residents who lack key skills and credentials needed to succeed in high-wage employment. These trends present both challenges and opportunities for Union County.

Sector-focused workforce and economic development efforts undertaken in Union County in recent years have provided valuable support for employers and workers. Union County's economy, while hurt worse than New Jersey during and after the recession, is also recovering faster and average monthly wages in the county remain higher than the state average.

Union County has taken a number of important policy steps in recent years that align with current best practices in other areas. Recent evidence of the economic benefits of sector-focused employment and training strategies and examples of promising models from One-Stop Career Centers around the nation offer additional guides for Union County. Building upon existing local and statewide sector initiatives, Union County officials can improve their current efforts by considering the following recommendations.

Recommendation #1. Continue to support the growth of the health care and TLD sectors and expand efforts in other target industries.

Given the evidence for the effectiveness of sector-focused strategies, Union County officials should consider continued support for education and workforce initiatives in **health care and TLD** as a key means to support economic development. County officials should also consider efforts in other industries targeted for economic development, including **retail and hospitality**, which is now the county's third largest industry, as well as **advanced manufacturing, biopharma, technology, and green jobs.** All of these industries are important targets for stimulating new, high-wage job growth in the county.

To ensure that education programs align well with both the demand for workers and the skill needs of targeted occupations, it is important to ensure that education and training institutions engage multiple employers in the curriculum development process. Employers need to have input at every stage of the process and engagement with employers can be greatly improved if they have multiple, ongoing points of contact with the program through job shadowing, internship/co-operative education projects, and structured feedback sessions. This engagement is often the most difficult part of the process for educational and workforce institutions to maintain, but is critical to success. The Systematic Curriculum and Instructional Development process can be helpful in this regard. More information can be found at: *http://www.dacumohiostate.com/SCID.htm*.

Recommendation #2. Improve connections with New Jersey's talent networks.

The New Jersey Department of Labor and Workforce Development established talent networks to improve connections among job seekers, employers, and workforce and education systems in seven key industries — TLD, health care, advanced manufacturing, biophar-

ma, technology, financial services, and retail and hospitality. Recently, another talent network was formed to focus on recovery efforts from Superstorm Sandy. The talent networks work closely with industry employers to understand employers' skill and workforce needs. By working with talent networks in targeted industries, Union County can leverage connections and resources to improve staff and job seeker knowledge of the skill and hiring needs of key industries in the local economy, engage employers in local efforts, provide resources and host events that benefit local employers and job seekers, and help local officials identify new funding. Talent networks are already assisting local areas to develop and implement sector-focused workforce and economic development solutions.

Recommendation #3. Dedicate staff to support sector-focused efforts and targeted job seekers.

While connecting with the state's talent networks will enhance local efforts, it cannot replace them. To be successful, Union County should dedicate several staff members to focus on and ensure the success of sector initiatives. Roles for dedicated staff may include: establishing metrics and measurement techniques to track the success of key initiatives, acting as local "sector experts" at One-Stops to advise job seekers and local employers about industry trends, providing or arranging for supportive services that allow persons with barriers to employment to succeed in sector-focused training and employment, and implementing sector-specific recruitment and screening practices.

Recommendation #4. Ensure sector training provides contextualized basic skills and ESL training for workers who need these skills.

Employers who offer high-wage jobs need ready access to workers who have the skills and education needed to perform well. Many residents in Union County lack important skills and credentials that many employers require. These residents would benefit from improved access to adult and postsecondary education, including ESL and basic skills training. Many studies have shown, however, that contextualized education — teaching these skills using work-relevant examples — is most effective for employers and workers. Union County should consider enhancing its existing TLD, health care, and other industry-specific training to include basic skills and ESL instruction to the greatest extent possible. To reach additional residents who may not come to the One-Stop for services, county officials should consider partnering with local nonprofit providers to offer training.

Recommendation #5. Establish long-term goals for industry-focused economic and workforce development.

To align local programming with best practices and enhance outcomes for job seekers and employers, Union County officials should consider convening appropriate stakeholders to set long-term goals for its industry-focused strategy. Key efforts that align with best practices, but that may take significant time and coalition building to support and build, include enhancing the county's "stackable" non-credit credentials model by linking it to for-credit degree programs and offering credit based on proven competencies, establishing regional partnerships with other counties and municipalities that share common economic interests, and seeking new sources of federal and nonprofit funding to support key initiatives.

Endnotes

1. Another talent network was recently established to focus on recovery efforts from Superstorm Sandy.

2. All wages are expressed in 2012 dollars to adjust for inflation.

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Edward J. Bloustein School of Planning and Public Policy

ATTACHMENT E

Local Planning Guidance Framework August 19, 2016

TO: **Local Elected Officials**
Local Workforce Development Board Chairs and Executive Directors

FROM: **New Jersey State Employment and Training Commission**
New Jersey Department of Labor and Workforce Development

SUBJECT: **Local Planning Guidance Framework for Implementation of the Workforce Innovation and Opportunity Act**

Date: **August 19, 2016**

I. **Purpose.** The purpose of this Local Plan guidance is to provide instructions to local workforce development boards regarding the preparation and submission of the first Local Plan as required under the Workforce Innovation and Opportunity Act (WIOA).

II. **Background.** The Workforce Innovation and Opportunity Act (WIOA) requires each local workforce development board (WDB) to develop and submit, in partnership with the chief elected official (CEO), a comprehensive four-year plan to the Governor. The local plan shall support the vision, goals and strategy described in the State plan and otherwise be consistent with the State plan. The Local WIOA four-year plan will be effective July 1, 2016 - June 30, 2020. Local Plans must comply with the requirements outlined in WIOA (in particular Section 108) and align with and support the strategies described in the New Jersey WIOA Combined State Plan. The State shall provide technical assistance and labor market data, as requested by local areas, to assist with such local planning and subsequent service delivery efforts. Each Local Plan forms a portion of the Regional Plan for the region in which the WDB is located. The Local Plan must adhere to all state and local public comment requirements and must be submitted to the State Employment and Training Commission (SETC) no later than December 15, 2016. (Please note, as outlined below in Section VI, Plan Preparation and Submission Process, local areas must keep in mind their timeline to allow time for approval processes by Chief Elected Officials or other local requirements as well as the 30-day Public Comment period. These must all be completed for final submission on December 15, 2016.)

III. **Technical Assistance.** To ensure each Local Plan is compliant with WIOA requirements and aligns with the New Jersey WIOA Combined State Plan, technical assistance for Local Plans will be provided by the State Employment and Training Commission, and in particular the Regional contact for the region in which the local area is located. These Regional staff are:

Name and Contact Information	WDB Assignments
Gary Altman Acting Executive Director Phone: 609- 633-0605 Email: Gary.Altman@dol.nj.gov	**NORTH:** Bergen Essex Greater Raritan Hudson/Jersey City Newark Morris/Sussex/Warren Passaic Union
Maureen O'Brien-Murphy Sr. Policy Analyst Phone: 609-777-1724 Email: Maureen.obrien-murphy@dol.nj.gov	**CENTRAL:** Monmouth Ocean Mercer Middlesex
Sheryl Hutchison Deputy Director Phone: 609-292-8900 E-mail: Sheryl.hutchison@dol.nj.gov	**SOUTH:** Atlantic/Cape May Burlington Camden Cumberland/Salem Gloucester

IV. **Local Planning Regulations.** WIOA requires Local Boards and chief elected officials to participate in a regional planning process resulting in a comprehensive four-year plan, which shall be modified every two years. Each area prepares a Local WIOA Plan that serves as a portion of the Regional Plan. The Local Plan shall include the following elements (drawn directly from the Act Section 108):

- An analysis of the regional economic conditions
- An analysis of the workforce in the region and the knowledge and skills needed to meet the employment needs of the employers in the region
- The local board's strategic vision and goals for preparing an educated and skilled workforce
- A strategy to work with the entities that carry out the core programs to align resources available to the local area, to achieve the strategic vision and goals
- A description of the workforce development system in the local area and strategies to deliver services and expand employment and training opportunities for eligible individuals. See the attached template table for this work.
- The strategies and services that will be used in the local area to facilitate engagement of employers, coordinate workforce development with economic development, UI programs, rapid response and other partners
- The one-stop delivery system in the local area including all its components, supportive services and partnerships

- How the local board will coordinate education and workforce investment activities with relevant secondary and postsecondary education programs
- The competitive process to be used to award the sub-grants and contracts in the local area for WIOA activities
- The local levels of performance to be used to measure the performance of the local area
- The actions the local board will take toward becoming or remaining a high-performing board
- A description of how training services will be provided
- Other documentation and attestations as required by DOL.

The Local Planning Guidance Framework attached outlines the above listed WIOA requirements and provides a template for preparing the Local Plan.

V. **Local Plan Framework.** Each local area shall participate in a local planning process and adhere to the Framework while preparing the Local Plan. In order to respond appropriately to each of the elements of the Framework, Local Plans are anticipated to be 50-75 pages in length.

VI. **Plan Preparation and Submission Process**:
Local Plans must be submitted by each local area, to the New Jersey State Employment and Training Commission (SETC), via email to your **SETC liaison (see above list)**, with copy to SETC@dol.nj.gov by the due date of December 15, 2016.

Prior to the date on which the local board submits a local plan, the local board shall—

a. Make available copies of a proposed local plan to the public through electronic and other means, such as public hearings and local news media; ensuring that the document is available in accessible formats;
b. Allow members of the public, including representatives of business, representatives of labor organizations, and representatives of education to submit to the local board comments on the proposed local plan, not later than the end of the 30-day period beginning on the date on which the proposed local plan is made available; and
c. Include with the local plan submission any such comments that represent disagreement with the plan.

The Local Plan submitted (including any future modification to such a local plan) shall be considered to be approved by the Governor at the end of the 90-day period beginning on the day the Governor receives the plan (including such a modification), unless the Governor makes a written determination during the 90-day period that—

(i) deficiencies in activities carried out under this subtitle or subtitle B have been identified, through audits conducted under section 184 or

otherwise, and the local area has not made acceptable progress in implementing corrective measures to address the deficiencies; this may include failure to address outstanding state or federal issues that require corrective action or improvement plans;

(ii) the plan does not comply with the applicable provisions of the Act; or

(iii) the plan does not align with the State plan, including failing to provide for alignment of the core programs to support the strategy identified in the State plan in accordance with section 102(b)(1)(E).

VII. Firewalls and Conflict of Interest

For purposes of future solicitations, federal and state procurement regulations include strong language regarding the relationship between plan creation, solicitation and one-stop operator selection. Local Workforce Development Boards retain the responsibility to ensure that proper firewalls are created and that the process to develop and implement the local plan does not result in an actual or subsequent conflict of interest.

APPENDIX A: LOCAL PLAN FRAMEWORK

Instructions:
Please address all of the elements outlined below in your Local Plan. In doing so, if the local area is not fully prepared to provide a complete response to the specified element at the time of plan submission, the plan must indicate how the local area and WDB plan to address the respective requirement over the life of the Local Plan timeline. The SETC reserves the right to determine whether the plan is responsive or require revisions.

Please address the following elements in a narrative of 50 - 75 pages and follow the framework and section numbering outlined below. The entire local plan should demonstrate how the local area supports and aligns with the following key elements and themes of the state plan, and is consistent with the regional plan.

Goals of New Jersey's Talent Development Strategy:
New Jersey's strategic talent development strategy is focused on two foundational goals:

1. Building an Innovative, Skilled Workforce to Power Economic Growth
2. Building Economic Opportunity for all New Jersey Residents

The Mission of New Jersey's Talent Development Strategy:
New Jersey will increase the number of residents with an industry-valued credential or degree through high quality partnerships and integrated investments.

Five Strategic Themes:
New Jersey's Talent Development Strategy is focused on five critical themes.

- Theme 1: Building Career Pathways with a focus on Industry-Valued Credentials
- Theme 2: Expanding High-Quality Employer-Driven Partnerships
- Theme 3: Providing Career Navigation Assistance through One-Stop Career Centers and Broad Partnerships
- Theme 4: Strengthening Governance through Effective Workforce Development Boards and Regional Collaborations
- Theme 5: Ensuring System Integrity through Metrics and Greater Transparency

The most important way to strengthen New Jersey's workforce is to build **High Quality Partnerships** with a wide range of employers, state departments, local governments, educational institutions, organized labor and community-based organizations that play critical roles in the labor market. Regional planning within the workforce development system provides an opportunity to strategically coordinate services, resources, and strategies that contribute to the development of talent throughout New Jersey.

Local Plan Elements
The Local Plan will include at a minimum the following elements. This list and the Framework attached are drawn directly from the Workforce Innovation and Opportunity Act, Section 108.

Introduction: Provide an introductory consideration of how the local area understands and plans to implement locally the Goals, Mission and Five Strategic Themes of the New Jersey Talent Development Strategy outlined above, and the concepts and strategies outlined in the New Jersey Blueprint for Talent Development. This summary should provide specific consideration of current practices within the local area as well as new and promising practices, methods and strategies being planned.

I. Describe the strategic planning elements consisting of—

a. An analysis of the local and regional economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. The New Jersey Department of Labor and Workforce Development (LWD) is committed to supporting local areas in preparation of this analysis. This analysis may be drawn from existing data, including Regional Plans. In particular, New Jersey asks that your Local Plan include this reference in order to comply with USDOL requirements:
   - "*Please refer to Section II. Regional Data Analysis of the [North/Central/South] Regional Plan submitted to the State on October 3, 2016 for an initial analysis responding to this element.*"

   However, local areas are expected to also present additional data and analysis about unique economic, industry and labor market information, information on demographics and target populations, and other key information regarding the local area. Any use of non-LWD data must cite its source, timeliness and validity.

b. An analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations. Describe how the local area plans to work in conjunction with the New Jersey Talent Development Centers, Talent Networks, Targeted Industry Partnerships and other industry and occupational associations and networks in developing and delivering in-demand services. Analysis of alignment between key industry pipeline and the provision of services by the one stop system should be included.

c. An analysis of the workforce in the region, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment. Your analysis must be supported by data. Any use of non-LWD data must cite its source, timeliness and validity.

d. An analysis of the workforce development activities (including education and training) in the region, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the region.

Local areas should address the range of current activities within the local area delivered by WIOA Core and Partner programs, and other programs, including:

- WIOA Title I Adult
- WIOA Title I Dislocated
- WIOA Title I Youth
- Title II Adult Education/Literacy
- Title III Wagner-Peyser Employment Service Program
- Title IV Vocational Rehabilitation
- Senior Community Service Employment Program
- Jobs for Veterans State Grant
- Migrant and Seasonal Farmworkers Program
- Ex-Offender Programs
- Carl T. Perkins Career and Technical Education Act
- Unemployment Insurance
- WorkFirst New Jersey (TANF) Employment and Training Program
- SNAP Employment and Training Programs
- New Jersey Workforce Development Partnership Program
- New Jersey Supplemental Workforce Fund for Basic Skills
- And other local public or other programs with which the local workforce system collaborates.

e. Describe the **local board's strategic vision and goals** for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of the Act[i] in order to support regional economic growth and economic self-sufficiency. Describe how this supports the regional plan efforts and potential for shared cost. Describe how the local plan may differ from the regional plan, with a justification for the variance.

f. Taking into account analyses described above, a strategy to work with the entities that carry out the core programs to align resources available to the local area, to achieve the local area's strategic vision and goals.

II. Describe the workforce development system in the local area, including identifying the programs that are included in that system and how the local board will work with the entities carrying out core programs and other workforce development programs to support alignment to provide services. Identify any areas of weakness in service delivery or resources and discuss rather regional or local solutions are most appropriate.

The local area should include in this description plans for services delivered by WIOA Core and Partner programs, and other programs, including:

- WIOA Title I Adult
- WIOA Title I Dislocated
- WIOA Title I Youth
- Title II Adult Education/Literacy
- Title III Wagner-Peyser Employment Service Program
- Title IV Vocational Rehabilitation
- Senior Community Service Employment Program
- Jobs for Veterans State Grant
- Migrant and Seasonal Farmworkers Program
- Ex-Offender Programs
- Carl T. Perkins Career and Technical Education Act
- Unemployment Insurance
- WorkFirst New Jersey (TANF) Employment and Training Program
- SNAP Employment and Training Programs
- New Jersey Workforce Development Partnership Program
- New Jersey Supplemental Workforce Fund for Basic Skills
- And other local public or other programs with which the local workforce system collaborates.

III. Describe how the local board, working with the entities carrying out core programs, will
    a. expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment,
    b. how the local board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, and
    c. improve access to activities leading to an industry valued credential, as made available through the Industry-Valued Credential List published by the New Jersey Department of Labor and Workforce Development. Highlight how the local area's education and occupational training programs will include employability skills (soft skills) training, experiential learning opportunities; including classroom training, on-the-job training, internships, externship, registered apprenticeship and any other training methods that are delivered.

IV. Describe the strategies and services that will be used in the local area in order to—
    a. Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs.
    b. Support a local workforce development system that meets the needs of businesses in the local area.

c. Better coordinate workforce development programs and economic development.
d. Strengthen linkages between the one-stop delivery system and unemployment insurance programs.
e. Create linkage during program delivery between individual customers and employers.

This description should include implementation of initiatives such as

- Incumbent worker training programs
- On-the-job training programs
- Customized training programs
- Industry and sector strategies
- Career pathways initiatives
- Utilization of effective business intermediaries
- And other business services and strategies, designed to meet the needs of employers in the local area. It should also include content on how the area is supporting and or expanded registered apprenticeship in demand industries.

V. Describe how the local board will drive an effective partnership between workforce development activities and economic development activities in both the local area and in the region. This will include a description of how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the Local WDB will promote entrepreneurial skills training and microenterprise services.

VI. Describe the one-stop delivery system in the local area, including—
a. Describe how the local board will ensure the continuous improvement of one stop operator/ providers of services through the system and ensure that such providers meet the employment needs of local employers, and workers and jobseekers. Include in this description the local board's process for selecting and evaluating providers through solicitations (Requests for Proposals) for services, process for utilizing the Eligible Training Provider List (setting of local standards of the Eligible Training Provider List), review of sub-grantee budgets and reports, and a description of the local area's monitoring and compliance unit and their activities;
b. Describe how the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means; such as distance learning
c. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188 of the Act regarding non-discrimination, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and

programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities;

d. Describe the flow of services delivered at the One-Stop centers, including a discussion of the utilization of state and local staff for each area, in compliance with federal and state law. A diagram of customer flow and services provision may be provided as an appendix to the plan, as appropriate.
e. Describe the roles and resource contributions of the one-stop partners. This should include a description of the local Workforce Development Board's Memoranda of Understanding (MOU) agreements with the local one-stop partners and resource sharing agreements. Also include a description of the steps taken, and any agreements reached with partners, regarding One-Stop infrastructure costs and shared costs. These local MOUs and agreements should be included as attachments. The following are key elements of the MOUs:
    - Mission/Vision of the Local System
    - Agreement:
        - Parties to the agreement
        - Duration of Agreement
        - Process for Updating and Reviewing MOU for Local WDB Certification
        - Definition of Roles/Responsibilities of Each Party
        - Description of One-Stop delivery services provided by each partner
        - Dispute Resolution Procedures
        - Breach of Agreement
        - Severability
        - Modification of Agreement
    - Infrastructure Costs* and Resource Sharing Agreement
    - Oversight and Review Schedule of Local Workforce System
    - Description of Technical Assistance Available for the Partnership
    - Referrals:
        - Within the Partnership
        - Within the Local Area
    - Access for individuals with barriers to employment, including individuals with disabilities
    - Performance and other reporting requirements
    - Record retention and personally identifiable information policies
    - Signatures [Local Board, one-stop partners, chief elected official(s)]

** The development of guidance on Infrastructure Costs is ongoing at this time.*

VII. Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area. Include a description of how your education and occupational training programs will include employability skills training content (soft skills) that prepares workers for a range of workplace activities

and behaviors and a range of skills that are required to succeed in today's workforce.

VIII. Describe how the local board will coordinate workforce development activities carried out in the local area with statewide rapid response activities, as described in section 134(a)(2)(A) of the Act.[ii]

IX. Youth Activities:
    a. Describe and assess the type and availability of youth workforce development activities in the local area, including activities for youth who are individuals with disabilities, which description and assessment shall include an identification of successful models of such youth workforce development activities. Local Areas should use their WIA to WIOA Youth Transition Plans as the baseline for this section and may add additional activities and plans if developed since those Plans were submitted.
    b. Describe how your area will satisfy the requirement for 75% of WIOA Title I Youth funds to be used for Out-of-School Youth, and 20% of total youth funds to be used for work experience activities.
    c. Describe the design framework for youth programs in the local area, and how the 14 program elements required in § 681.460 are to be made available within that framework.
    d. Clarify how and if the area will be securing any youth program elements without the procurement of programs and services.

X. Describe how the local board will coordinate education and workforce development activities carried out in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

XI. Describe how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of transportation, including public transportation, and other appropriate supportive services such as; child care and public housing.

XII. Describe plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

XIII. Describe how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of adult education and literacy activities under Title II in the local area, including a description of how the local board will carry out, consistent with subparagraphs (A) and (B)(i) of section

107(d)(11) and section 232, the review of local applications submitted under Title II[iii].

a. This section must include a description of how the local area will effectively refer one-stop clients to WIOA Title II programs and how Title II program recipients will access one-stop center services. Include information about existing and planned efforts for co-location and co-enrollment of title II activities within the one stop system.
b. Describe all literacy services including those provided through the workforce learning link, WFNJ and any other WIOA program and services.
c. Describe the referral process out of literacy program into a career pathway.

XIV. Describe the replicated cooperative agreements (as defined in section 107(d)(11)) between the local board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.[iv] Describe in this section what internal mechanisms will support these initiatives and how these technical assistance initiatives are coordinated with or supported by the Department of Vocational Rehabilitation and the New Jersey Commission for the Blind and Visual Impaired.

XV. Identify the entity responsible for the disbursal of grant funds described in section 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under section 107(d)(12)(B)(i).[v]

XVI. Describe the competitive process to be used to competitively select the One-Stop Operator, and to award the sub-grants and contracts in the local area for activities carried out under WIOA Title I.

XVII. Describe how the local levels of performance negotiated with the Governor and chief elected official pursuant to section 116(c), will be used to measure the performance of the local area and will be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system, in the local area.[vi] Describe any additional performance measures developed or used locally.

XVIII. Describe the local board as follows:

a. Membership: provide a list of members, and indicate alignment with new requirement per SETC policy #2015-01 and WIOA. Include description of

how membership aligns with New Jersey key industries and local area priorities.

b. Discuss recruitment plans to address any deficiencies.
c. Describe development/training programs with board members.
d. Describe the actions the local board will take toward becoming or remaining a high-performing workforce development board, consistent with the factors developed by the State.

XIX. Describe staff and partner development and training efforts. Provide plans/timeline for such trainings. Include both local and partner staff efforts.

XX. Describe how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c)(3)(G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.[vii] Within this section, be sure to address how training will lead to industry-valued credentials.

XXI. Describe process to create the local plan, and provide assurances that it was an open and transparent process, including:

a. List and describe any meetings of workgroups, taskforces or similar efforts. Documentation of these meetings, including minutes and attendees, must be maintained locally. Include a list of the participants and their organizations. (This should include local elected officials, local public entities, regional and local economic development partners, WIOA system partners such as Adult Education and Literacy providers, community colleges, Talent Networks, Talent Development Centers and other entities with a stake in the local workforce system and plan.)
b. Describe the process used by the local board to make available copies of the proposed local plan to the public, through electronic and other means such as public hearings and local news media; ensuring that the document was made available in accessible formats.
c. Describe the process used to provide an opportunity for public comment, including comment by representatives of businesses, representatives of labor organizations, and representatives of education and input into the development of the local plan, prior to submission of the plan. Describe any additional local requirements or processes for local public comments. Provide a list of stakeholders who were notified of the opportunity for public comment. Include as an attachment to the Local Plan any such comments including those that represent disagreement with the plan.

XXII. Describe how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.

XXIII. Priority of Service:

a. Describe how the local board will ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA sec. 134(c)(3)(E) and § 680.600
b. Veterans Services: Each local area must develop and describe its policy for providing Veterans services and maintaining the Priority of Service as required by USDOL.

Roles and Responsibilities of Jobs for Veterans State Grant Funded Staff: USDOL-VETS provides LWD with an annual grant to cover Disabled Veteran Outreach Program (DVOP) staff and Local Veterans Employment Representatives (LVERs) in New Jersey local workforce areas. DVOPs focus their effort on providing intensive services to eligible veterans with defined significant barriers to employment. LVERS outreach to businesses on behalf of all veterans. USDOL wants DVOPs to focus exclusively on the hardest to place subset of the veteran population. USDOL advocates for the delivery of time intensive, one-on-one services using a case management approach. In order to ensure that DVOPs only see eligible veterans with barriers to employment, each local area must have a veterans' customer flow plan that assumes all staff in the One-Stop are "veterans staff." Customer pre-assessments should be conducted during triage or registration and veterans who are either ineligible because of their term or type of military service or because they don't have a significant barrier should receive "Priority of Service" (go to the front of the line for services and training), but should not be automatically sent to the DVOP. USDOL estimates that 70%-80% of veterans coming into the One-Stop should be served by Wagner-Peyser and other non-JVSG staff. **Local areas should describe their processes for ensuring that staff deliver these veterans services as required.**

Priority of Service: All veterans have priority of service within WIOA. However, as described in TEGL 10-09, when programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority described above, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds? This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.

3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under WIOA.

In practice, the priority of service policy means that in any cases where there are lines or waiting lists, those with higher priority move ahead of other individuals in those lines or waiting lists based on the priority of service**. Local areas must describe their Priority of Service policy and process.**

Signage: USDOL -VETS also requires appropriate signage to encourage Veterans to self-identify and to make them aware of Priority of Service. **Each local area must describe its process to ensure adequate signage.** This may be within the Priority of Service policy.

XXIV. Additional Local Elements

Local boards may include any additional elements to the local plan that they believe are relevant that do not fit within the framework outlined above. In order to retain formatting and order of elements, all additional sections should begin with this item number and be placed here at the end of the plan.

ENDNOTES:

The following notes include direct citations from the relevant sections of the Workforce Innovation and Opportunity Act that are referenced within the Section 108 guidance for Local Plans. These citations are provided to add clarity for local areas as they consider their responses.

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

[ii] Section 134(a)(2)(A) reads:
(2) REQUIRED STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES.—
(A) STATEWIDE RAPID RESPONSE ACTIVITIES.—
(i) IN GENERAL.—A State shall carry out statewide rapid response activities using funds reserved by the Governor for the State under section 133(a)(2), which activities shall include—
(I) provision of rapid response activities, carried out in local areas by the State or by an entity designated by the State, working in conjunction with the local boards and the chief elected officials for the local areas; and
(II) provision of additional assistance to local areas that experience disasters, mass layoffs, or plant closings, or other events that precipitate substantial increases in the number of unemployed individuals, carried out in local areas by the State, working in conjunction with the local boards and the chief elected officials for the local areas.
(ii) USE OF UNOBLIGATED FUNDS.—Funds reserved by a Governor under section 133(a)(2), and section 133(a)(2) of the Workforce Investment Act of 1998 (as in effect on the day before the date of enactment of this Act), to carry out this subparagraph that remain unobligated after the first program year for which such funds were allotted may be used by the Governor to carry out statewide activities authorized under subparagraph (B) or paragraph (3)(A), in addition to activities under this subparagraph.

[iii] Subparagraphs (A) and (B)(i) of section 107(d)(11) read:
(11) COORDINATION WITH EDUCATION PROVIDERS.—
(A) IN GENERAL.—The local board shall coordinate activities with education and training providers in the local area, including providers of workforce investment activities, providers of adult education and literacy activities under title II, providers of career and technical education (as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)) and local agencies administering plans under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741).
(B) APPLICATIONS AND AGREEMENTS.—The coordination described in subparagraph (A) shall include—
(i) consistent with section 232—
(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to deter- mine whether such applications are consistent with the local plan; and
(II) making recommendations to the eligible agency to promote alignment with such plan;

Section 232 reads:

SEC. 232. LOCAL APPLICATION.

Each eligible provider desiring a grant or contract from an eligible agency shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including—

(1) a description of how funds awarded under this title will be spent consistent with the requirements of this title;
(2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
(3) a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
(4) a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;
(5) a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
(6) a description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
(7) information that addresses the considerations described under section 231(e), as applicable.

[iv] References in this section are to Section 107(d)(11) referenced in prior footnote.

[v] From the Act, Section 107 as referenced:

(A) BUDGET.—The local board shall develop a budget for the activities of the local board in the local area, consistent with the local plan and the duties of the local board under this section, subject to the approval of the chief elected official.

(B) ADMINISTRATION.—

(i) GRANT RECIPIENT.—

(I) IN GENERAL.—The chief elected official in a local area shall serve as the local grant recipient for, and shall be liable for any misuse of the grant funds allocated to the local area under sections 128 and 133, unless the chief elected official reaches an agreement with the Governor for the Governor to act as the local grant recipient and bear such liability.

(II) DESIGNATION.—In order to assist in administration of the grant funds, the chief elected official or the Governor, where the Governor serves as the local grant recipient for a local area, may designate an entity to serve as a local grant sub- recipient for such funds or as a local fiscal agent. Such designation shall not relieve the chief elected official or the Governor of the liability for any misuse of grant funds as described in subclause (I).

(III) DISBURSAL.—The local grant recipient or an entity designated under subclause (II) shall disburse the grant funds for workforce investment activities at the direction of the local board, pursuant to the requirements of this title. The local grant recipient or entity designated under sub-clause (II) shall disburse the funds immediately on receiving such direction from the local board.

[vi] This Subsection reads:

(c) LOCAL PERFORMANCE ACCOUNTABILITY MEASURES FOR SUB-TITLE B.—

(1) IN GENERAL.—For each local area in a State designated under section 106, the local performance accountability measures for each of the programs described in subclauses (I) through (III) of subsection (b)(3)(A)(ii) shall consist of—

(A)(i) the primary indicators of performance described in subsection (b)(2)(A) that are applicable to such programs; and

(ii) additional indicators of performance, if any, identified by the State for such programs under subsection (b)(2)(B); and

(B) the local level of performance for each indicator described in subparagraph (A).

(2) LOCAL LEVEL OF PERFORMANCE.—The local board, the chief elected official, and the Governor shall negotiate and reach agreement on local levels of performance based on the State adjusted levels of performance established under sub- section (b)(3)(A).

(3) ADJUSTMENT FACTORS.—In negotiating the local levels of performance, the local board, the chief elected official, and the Governor shall make adjustments for the expected economic conditions and the expected characteristics of participants to be served in the local area, using the statistical adjustment model developed pursuant to subsection (b)(3)(A)(viii). In addition, the negotiated local levels of performance applicable to a program year shall be revised to reflect the actual economic conditions experienced and the characteristics of the populations served in the local area during such program year using the statistical adjustment model.

[vii] Section 134(c)(3)(G):

(G) USE OF INDIVIDUAL TRAINING ACCOUNTS.—

(i) IN GENERAL.—Except as provided in clause (ii), training services provided under this paragraph shall be provided through the use of individual training accounts in accordance with this paragraph, and shall be provided to eligible individuals through the one- stop delivery system.

(ii) TRAINING CONTRACTS.—Training services authorized under this paragraph may be provided pursuant to a contract for services in lieu of an individual training account if—

(I) the requirements of subparagraph (F) are met;

(II) such services are on-the-job training, customized training, incumbent worker training, or transitional employment;

(III) the local board determines there are an insufficient number of eligible providers of training services in the local area involved (such as in a rural area) to accomplish the purposes of a system of individual training accounts;

(IV) The local board determines that there is a training services program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve individuals with barriers to employment;

(V) the local board determines that—

(aa) it would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations; and

(bb) such contract does not limit customer choice; or

(VI) the contract is a pay-for-performance con- tract.

(iii) LINKAGE TO OCCUPATIONS IN DEMAND.— Training services provided under this paragraph shall be directly linked to an in-demand industry sector or occupation in the local area or the planning region, or in another area to which an adult or dislocated worker receiving such services is willing to relocate, except that a local board may approve training services for occupations determined by the local board to be in sectors of the economy that have a high potential for sustained demand or growth in the local area.

(iv) RULE OF CONSTRUCTION.—Nothing in this paragraph shall be construed to preclude the combined use of individual training accounts and contracts in the provision of training services, including arrangements that allow individuals receiving individual training accounts to obtain training services that are contracted for under clause (ii).

New Jersey Local WIOA Planning Guidance
Partner Service Matrix

ACTIVITY	WIOA Title I Adult	WIOA Title I Dislocated Worker	WIOA Title I Youth	Other Title I-Job Corps	Other Title I-YouthBuild	Title II	Wagner-Peyser - ES	DVRS	SCSEP	Perkins C&T	Trade Act	VETS	E&T CSBG	E&T HUD	State UI	SCA	WFNJ	WDP	Other Funding Streams	COMMENTS
CAREER SERVICES																				
Eligibility Determination																				
Outreach, Intake and Orientation																				
Initial Assessment of skill levels																				
Job Search and Placement Assistance																				
Career Counseling																				
Provision of in of on on-in demand sectors and occupations																				
Provision of info on non-traditional employment																				
Appropriate recruitment and other business services																				
Provision of referrals and coordination of activities with other programs and services.																				
Provision of workforce and labor market statistics, including the provison of accurate information related to local, regional, and national labor market areas.																				
Provision of performance Information and cost on eligible providers																				
Provision of information on how the local area is performing on local performance accountability measures and any additional measures.																				
Provision of information relating the availability of support services or assistance and the appropriate referral to those services and assistance.																				
Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided by WIOA.																				
Provisional of information and assistance regarding filling claims under UI programs.																				
INDIVIDUALIZED CAREER SERVICES																				
Comprehensive and Specialized Assessment for Adults and Dislocated workers																				
Development of individual employment plans																				
Group and Individual Counselling and mentoring																				
Career Planning/Case Management																				
Short Term Pre-Vocational services																				
Internships and Work Experiences																				
Workforce preparation Activities																				
Financial Literacy																				
Out-of-Area Job Search Assistance																				
English language acquisition and integrated education.																				
FOLLOW UP SERVICES																				
Unsubsidized Employment for up to 12 months																				
Transitioning to Career Services																				
TRAINING SERVICES																				
Occupational Skills Training																				
On-The-Job Training																				
Incumbent Worker Training																				
Programs that combine Workplace Training with Related Instruction																				
Training Programs operated by Private Sector																				
Skill Upgrading and Retraining																				
Entrepreneurial Training																				
Transitional jobs																				
Job Readiness Training																				
Adult Education and Literacy Activities																				
Customized Training																				
Others: Explain																				

ATTACHMENT F

North Jersey Partners Regional Plan for the Workforce Innovation and Opportunity Act

NEW JERSEY NORTH JERSEY PARTNERS

Regional Plan for the Workforce Innovation and Opportunity Act

Table of Contents

Introduction 3
I. Regional Overview and Priorities 6
II. Regional Data Analysis 9
III. Integration of Strategies and Services 18
IV. Sector Initiatives: High Quality Employer-Driven Partnerships 25
V. Administrative Cost Arrangements, Including Pooling of Funds 37
VI. Coordination of Transportation and Other Supportive Services 38
VII. Coordination with Economic Development 40
VIII. Performance Negotiations and Other Requirements 46
IX. Coordination with Other Regional Efforts 47
Table of Figures 48
Appendix 1: Local Area Plans 49

Introduction

The Workforce Innovation and Opportunity Act (WIOA), signed into law in 2014, requires Local Workforce Development Boards (WDB)s and chief elected officials (CEO)s within each of New Jersey's three WIOA workforce planning regions to participate in a regional planning process resulting in a comprehensive four-year plan which shall be modified every two years. Each Regional Plan is to incorporate input and coordination from each of the local areas within the workforce planning region. Regional plans must comply with the requirements outlined in WIOA and must align with and support the strategies described in the New Jersey Combined WIOA State Plan (State Plan). Additionally, each Regional Plan shall include:

- An overview of the region, including a list of local areas and counties that comprise the region;
- The collection and analysis of regional labor market data (in conjunction with the State)
- The establishment of regional service strategies, including use of cooperative service delivery agreements;
- The development and implementation of sector initiatives for in-demand industry sectors or occupations for the planning region;
- The establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate;
- The coordination of transportation and other supportive services as appropriate, for the region;
- The coordination of services with regional economic development services and providers;
- The establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in WIOA sec. 116(c) for local areas or the planning region; and
- The establishment of a process to review and modify the plan every two years.

A primary focus of the State Plan relates to the statewide Talent Development Strategy. In New Jersey, the talent development system includes:

1. New partnerships with employers across the state's seven key industries,
2. Strong collaborations between workforce programs, education and higher education,
3. The use of technology to better connect jobseekers and employers,
4. Better labor market intelligence to inform workforce investments, and
5. Innovative partnerships between the state, local governments, community and faith-based organizations and educational institutions.

In an era of global competition and rapid technological change, New Jersey must continue to build on this strong talent development foundation. The State Plan sets a strategic direction for the future and outlines five themes which the state will focus on in order to increase the number of residents with an industry-valued credential or degree through high-quality partnerships and integrated investments.

Theme 1: Building Career Pathways with a focus on Industry-Valued Credentials

Through a common definition of career pathways, a newly created list of industry-valued credentials, literacy standards and a renewed commitment to Employment First for all persons with disabilities, New Jersey will ensure that all workforce investments are enabling individuals to access greater economic opportunity and to build on their skills throughout their careers. These efforts will expand the number of career pathways, at all levels of education and workforce services, which will help more individuals obtain industry-valued credentials and degrees.

Theme 2: Expanding High-Quality Employer-Driven Partnerships

Across departments, New Jersey is focusing investments and programs on building employer-driven, high-quality partnerships that follow a common definition and framework. These partnerships are critical to building new career pathways for jobseekers and students and help increase the number of individuals with an industry-valued post-secondary degree or credential. To further support these efforts, the state's seven industry-focused Talent Networks will facilitate the development of new high-quality, employer-driven partnerships across the state; investments in new Targeted Industry Partnerships and Talent Development Centers will build a foundation for all of the state's workforce development investments.

Theme 3: Strengthening Career Navigation Assistance through One-Stop Career Centers and Broad Partnerships

New Jersey is committed to supporting One-Stop Career Centers that meet local needs and assist individuals in obtaining new skills and employment. New Jersey will expand the number of jobseekers and students who have access to high-quality career guidance and job search assistance through a new network of One-Stop Career Centers, community colleges, libraries, community-based organizations and faith-based organizations, organized labor and educational institutions.

Theme 4: Strengthening Governance through Effective Workforce Development Boards and Regional Collaborations

Effective Workforce Development Boards are critical to the success of New Jersey's Talent Development system. Led by the private sector but inclusive of key partners, local WDBs engaged in an active governance role ensure that investments are made in effective programs and that local residents can access the services they need for career success.

New Jersey has committed to supporting regional planning, service coordination and resource sharing for all workforce education and training programs, recognizing that labor markets are not constrained by governmental or political boundaries. New Jersey is a densely-populated state and our labor markets are not constrained by state and county boundaries. These efforts will be organized around three regions of the state: North, Central and South.

Theme 5: Ensuring System Integrity through Metrics and Greater Transparency

To reflect the strategic priorities of the state, New Jersey is adopting an additional set of performance measures and applying these measures, and those required by the Workforce Innovation and Opportunity Act to broader number of programs. New Jersey will make performance data on workforce development programs accessible to workforce decision-makers and the public. The Eligible Training Provider List and Consumer Report Card are critical tools assisting jobseekers and students making decisions about short-term occupational training programs.

These five talent development themes, coupled with the five primary focus points of the State Plan, create a strong foundation on which to build regional strategies. Each Regional Plan will be designed to help achieve the vision of the State Plan while advancing regional efforts in workforce development, credential attainment, economic development, and the formation of strategic partnerships.

Additionally, the collaborative efforts of the region will be strengthened through the formation of a Regional-Local Memorandum of Understanding (MOU) identifying how each local area will contribute to and collaborate with one another to advance regional initiatives. The MOU will be signed by the Chief Elected Official (CEO) and Workforce Development Board (WDB) chair for each local area within the region.

I. Regional Overview and Priorities

North Jersey Partners Regional WDB/One Stop Consortium (NJP) is an innovative and strategic regional partnership of public, private, and government organizations collaborating to ensure that a talented and skilled workforce will help drive economic growth in northern New Jersey. NJP was supported in 2008 with an initial investment of $5.1 million provided by the U.S. Department of Labor through the Workforce Innovation in Regional Economic Development (WIRED) Initiative, and has continued to evolve over the past six years as a strong regional partnership.

(A) Provide the following information relating to the composition of the planning region:

(i) Reference name for the planning region.

New Jersey's North WIOA Region is referred to as the North Jersey Partners (NJP).

(ii) Identification of the local workforce development areas and counties that comprise the planning region.

NJP is comprised of eight Local Areas: Bergen, Hudson/Jersey City, Essex, Newark, Passaic, Union, Greater Raritan (Somerset/Hunterdon), and Morris/Sussex/Warren.

The NJP service area encompasses the counties of: Bergen, Essex, Hudson, Hunterdon, Morris, Passaic, Somerset, Sussex, Union, and Warren. Bordering the Delaware River, New York City, and the Atlantic Ocean, this region includes more than 4.2 million people and over half of New Jersey's private sector jobs. It is a national economic powerhouse, and home to many global corporate leaders. It is an attractive, diverse region that also hosts some of the richest and poorest communities in our nation.

Three counties have formed a demographic sub-region of NJP to address needs specific to their demographics. Hudson, Essex and Passaic, Urban Counties of NJ Consortium (UCCNJ) represent the three largest cities in New Jersey and 10 of the 19 urban major cities/towns.

(iii) Provide a description of the workforce development region's priorities for the next 4 years.

MISSION:

To align, innovate, and connect successful regional strategies and organizations to ensure that individuals and industries become and remain competitive.

VISION:

An inclusive regional workforce system that proactively adapts to the needs of businesses and residents while sustaining the region's economic competiveness and stimulating growth in an ever-changing socioeconomic environment.

To achieve both our mission and vision, NJP has adopted the following Strategic Priorities which align with the five statewide themes identified in the introduction. These priorities also align with WIOA regulations and will remain relevant even in the event of a statewide shift in workforce-related focus by a new state administration:

1. Attract additional federal, state, and private philanthropic funds to align with and support workforce initiatives in the region
2. Develop strong partnerships with the business and education to identify needs at every level, provide services to help develop regional businesses, and convene partners to promote the adequate flow of information between partners
3. Strengthen Career Navigation Assistance through One-Stop Career Centers and Broad Partnerships
4. Develop and sustain a trusting, collaborative, and inclusive Regional Workforce Team that will work to collaboratively establish best practices and standards that WDBs and One-Stop Career Centers will deploy throughout the region
5. Obtain, develop, and leverage resources, including financial, human, data, and technology, to support the mission
6. Enhance professional development opportunities for workforce development professionals in the region

It is the primary goal of NJP to transform the public workforce system. This goal will be achieved through the following activities:

- Seek out and secure federal funding available to regional collaboratives (this may help garner buy-in from local area entities given that some federal funding opportunities are only made available to regional collaboratives)
- Efficiently address shared challenges in the workforce system
- Share best practices and innovative ideas and technology across the local areas and within the region
- Coordinate workforce development efforts across the region (including through the use of data)
- Jointly advocate and set policies that enhance and improve results within the Regional workforce system

As a result of these activities:

- Additional funding will enter the region, allowing for further enhancement of regional initiatives
- Both businesses and the job-seeker customers will experience higher levels of service from the workforce system
- Job and business creation will increase in the region
- The tax base will be improved
- Collective perception of the public workforce system will be improved
- WDB Directors and One-Stop Operators will have a central place to share ideas and support one another

- One-Stop centers will become the recognized primary resource for creating and maintaining an integrated and coordinated workforce system

(iv) How do these priorities align to the foundational goals, mission, and strategic themes identified in New Jersey's Talent Development Strategy?

Information relating to New Jersey's Talent Development Strategy can be found in section "Introduction" of this plan; whereas, information relating to the Central region's talent development strategies and efforts can be found in section "IV: Sector Initiatives: High Quality Employer-Driven Partnerships" of this plan. Alignment will be achieved through regional collaboration of the Local WDBs and the Talent Networks.

II. Regional Data Analysis

(A) Demonstrate how the region has collected and analyzed regional labor market information. Regions should consider the following questions when responding to this requirement:

(i) What industries, occupations, and skills are in demand and targets of opportunity for the region?

All data contained in this section was provided by the New Jersey Department of Labor and Workforce Development (LWD) Office of Research and Information, Workforce Research and Analytics (ORI-WRA) team. Data sources include internal data collection from LWD as well as external sources including the U.S. Census Bureau and Burning Glass Technologies.

This section includes data for resident employment by industry, employment and annual average salary, educational attainment, and the demand for skills and certifications. Understanding the demand and supply for employees can help a region better focus its workforce development activities.

Industries

The top five industries in terms of net regional employment are 1) educational services, health care, and social assistance, 2) professional scientific, management, administration, and waste management services, 3) retail trade, 4) manufacturing, and 5) finance, insurance, real estate, and rental and leasing. These five industries comprise 66% of the total civilian employed population age 16 and older.

Resident Employment by Industry[1]

INDUSTRY	Resident Employment
Educational services, health care, and social assistance	511,361
Professional, scientific, mgmt, admin, and waste mgmt services	303,330
Retail trade	242,970
Manufacturing	215,884
Finance, insurance, real estate, and rental and leasing	207,254
Arts, entertainment, recreation, accommodation, and food service	169,163
Transportation, warehousing, and utilities	132,828
Construction	121,674
Other services, except public administration	105,026
Wholesale trade	80,448
Public administration	79,308
Information	70,925
Agriculture, forestry, fishing and hunting, and mining	5,015
Total Civilian employed population 16 years and over	**2,245,186**

Figure 1

[1] Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Understanding which industries pay a significant role in regional employment will allow education and training providers the information needed to focus their efforts to achieve maximum efficiency and impact. However, understanding industries is only a portion of the demand-side data and should be coupled with occupational data to fully understand regional demand.

Occupations

The top five occupations in terms of net employment include: 1) retail salespersons, 2) laborers and freight, stock, and material movers, 3) cashiers, 4) office clerks, general, and 5) registered nurses. Salaries for registered nurses are significantly higher than any of the other top ten occupations, paying an average annual salary of over $80,000. Office clerks, customer service representatives, and secretaries and administrative assistants except legal and medical each have average wages above $15.00 per hour, while the other six top occupations pay at or below $15.00 per hour on average (based on a 2,000 hour work year).

Employment and Annual Average Salary - Detailed Occupations[2]

SOC Code	Occupation	Employment	Annual Salary
41-2031	Retail Salespersons	68,180	$27,200
53-7062	Laborers and Freight, Stock, and Material Movers	46,310	$27,520
41-2011	Cashiers	46,220	$21,560
43-9061	Office Clerks, General	41,400	$34,010
29-1141	Registered Nurses	38,440	$82,260
43-4051	Customer Service Representatives	36,600	$40,010
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	35,420	$30,240
43-5081	Stock Clerks and Order Fillers	34,540	$26,580
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical	30,040	$40,810
35-3021	Combined Food Prep and Serving Workers, Including Fast Food	29,250	$21,200
00-0000	**Total all occupations**	**2,052,220**	**N/A**

Figure 2

In terms of occupational groups, as opposed to specific occupations as identified above, the top five groups include: 1) office and administrative support occupations, 2) sales and related occupations, 3) transportation and material moving occupations, 4) education, training, and library occupations, and 5) food preparation and serving related occupations. Each of the top ten occupation groups, except for food preparation and serving related occupations, pay average wages above $15.00 per hour.

[2] Source: Occupational Employment Statistics, May 2015 Estimates

Employment and Annual Average Salary - Occupational Group[3]

SOC Code	Occupational Group	Employment	Annual Salary
43-0000	Office and Administrative Support Occupations	351,680	$39,820
41-0000	Sales and Related Occupations	215,000	$46,200
53-0000	Transportation and Material Moving Occupations	164,540	$35,330
25-0000	Education, Training, and Library Occupations	156,880	$58,420
35-0000	Food Preparation and Serving-Related Occupations	138,130	$25,250
13-0000	Business and Financial Operations Occupations	125,960	$82,540
11-0000	Management Occupations	119,810	$148,120
29-0000	Healthcare Practitioners and Technical Occupations	109,820	$90,760
51-0000	Production Occupations	102,270	$37,480
15-0000	Computer and Mathematical Occupations	76,040	$95,410
00-0000	**Total all occupations**	**2,052,220**	**$57,010**

Figure 3

Collecting and analyzing the demand-side employment data, such as the top industries, occupations, and occupational groups, should be done in tandem with collecting and analyzing supply-side employment data. Only then will the full data-driven picture come into focus, allowing for workforce development initiatives to have their greatest possible impact.

Educational Attainment and the Demand for Skills and Certifications

Population, labor participation, and the unemployment rate are important for understanding the labor supply of the region and are discussed in section 2.A(i) below. While knowing how many people are available to fill job positions is vital to understanding the labor supply, it is also important to understand the education and skill level of the labor supply. In terms of educational attainment, 12.2% of the region's population aged 25 and over do not have a high school diploma while 27.2% have a high school diploma or its equivalent. Less than half (44.6%) of this population have some form of a college degree.

Educational Attainment[4,5]

Level of Education	# of Individuals	% of Pop. age 25 and Over
Less than 9th grade	198,313	6.3%
9th to 12th grade, no diploma	188,304	6.0%
No High School Degree	386,617	12.2%
High school graduate (includes equivalency)	859,715	27.2%
Some college, no degree	502,728	15.9%
Associate's degree	177,697	5.6%
Bachelor's degree	754,663	23.9%
Graduate or professional degree	475,413	15.1%
Population 25 years and over	**3,156,833**	**112.2%**

Figure 4

Employers not only look for individuals with a specific educational attainment level when filling an open position, they may also look for individuals with specific skills and certifications. The

[3] Source: Occupational Employment Statistics, May 2015 Estimates
[4] The percentages add up to more than 100% since an individual may fall into more than one category.
[5] Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

following two charts are based on online job postings, occurring during the 2015 calendar year, across the NJP Region.

Baseline Skills in Greatest Demand[6]

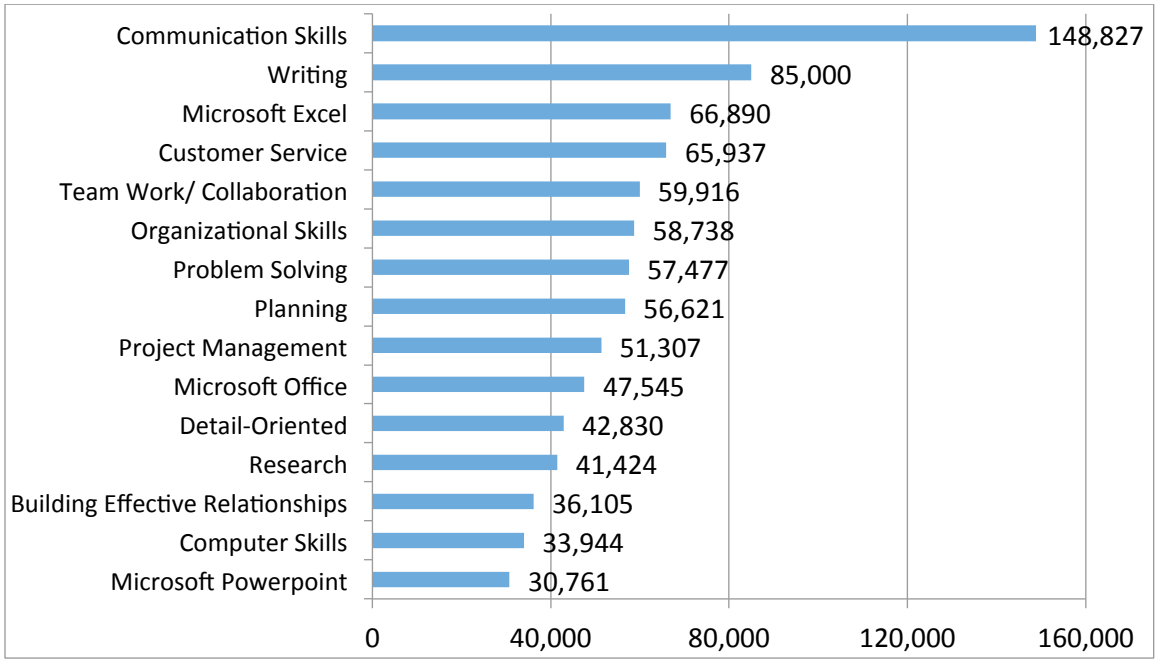


Figure 5

Certifications in Greatest Demand[7]

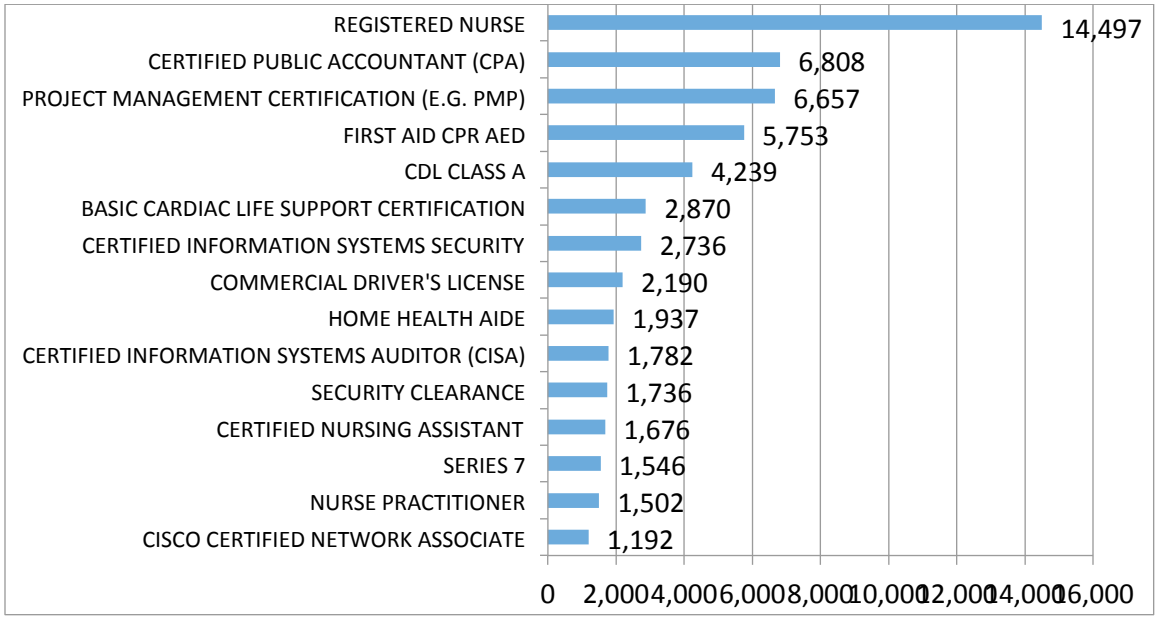


Figure 6

[6] Source: Burning Glass Technologies Inc., Labor Insight
[7] Source: Burning Glass Technologies Inc., Labor Insight

Two key takeaways from these charts are that the most sought after skill and certification are "communication skills" and "registered nurse" respectively. Other in-demand skills include Microsoft Office, writing, customer service, and team work. Other in-demand certifications include CPA, project management, first aid/CPR, and Class A CDL.

Overall, in-demand skills are focused on interpersonal skills while many in-demand certifications are centralized within the healthcare sector.

(ii) How is the region changing in terms of population demographics, labor supply, and occupational demand?

Referenced in the prior section, data on the population and labor supply can be used to help identify the economic health of a given area. Understanding the changing demographics of the population can allow education and training providers, as well as businesses, to adapt to meet the needs of the region. Additionally, labor supply data such as employment and unemployment numbers provide a macro-level view of the current state of the region's workforce.

For data on the region's occupational demand please see Section 2.A (i) above.

Population

Population Totals and Growth Trends[8]

Local Areas	County	2014	2024	2034	Change: 2014-2024		Change: 2024-2034	
					Number	Percent	Number	Percent
Bergen County	Bergen	933,600	998,700	1,065,500	65,100	7.0%	66,800	6.7%
Essex County	Essex	795,700	819,100	840,100	23,400	2.9%	21,000	2.6%
Hudson County	Hudson	669,100	718,700	766,500	49,600	7.4%	47,800	6.7%
Greater Raritan	Hunterdon	126,100	123,200	119,800	-2,900	-2.3%	-3,400	-2.8%
Morris-Sussex-Warren	Morris	499,700	523,700	548,000	24,000	4.8%	24,300	4.6%
Passaic County	Passaic	508,900	528,100	542,500	19,200	3.8%	14,400	2.7%
Greater Raritan	Somerset	332,600	354,800	378,700	22,200	6.7%	23,900	6.7%
Morris-Sussex-Warren	Sussex	144,900	140,400	136,600	-4,500	-3.1%	-3,800	-2.7%
Union County	Union	552,900	588,300	620,000	35,400	6.4%	31,700	5.4%
Morris-Sussex-Warren	Warren	106,900	104,100	102,100	-2,800	-2.6%	-2,000	-1.9%
NJP Region	-	**4,670,400**	**4,899,100**	**5,119,800**	**228,700**	**4.9%**	**220,700**	**4.5%**
New Jersey (statewide)	-	**8,938,200**	**9,338,000**	**9,733,400**	**399,800**	**4.5%**	**395,400**	**4.2%**

Figure 7

The overall population is expected to grow through the year 2034 in seven of the region's ten counties. The expected growth of the region's population is 9.6% between the years of 2014 and 2034, which is slightly higher than that of the state (8.9%). Bergen County is expected to

[8] Source: NJLWD, 2014 - 2034 Population Estimates

experience the largest growth percentage with Sussex County expected to see the largest population decrease.

During this same timeframe, the Latino or Hispanic population is expected to grow by the largest percent with the White non-Hispanic population being the only to decrease during this time.

Population Growth Rate by Race[9]

Race	Total 2014 Population	% Change 2014-2024	% Change 2024-2034
Asian	471,300	14.5%	9.7%
Black or African American	765,300	13.4%	11.4%
Latino or Hispanic	1,143,700	16.1%	13.9%
White Non-Hispanic	2,333,900	-3.4%	-2.8%

Figure 8

Labor Supply

Population numbers provide a part of the story of labor supply; however, some population groups, especially children and the elderly, may not participate in part or in full within the workforce. Data such as the number of individuals participating in the workforce, the age of the workforce, and the unemployment rate help identify the current and expected future strength of the workforce across the region.

Projections of Civilian Labor Force by County[10]

Local Workforce Development Areas	County	2014	2024	2034	Change: 2014-2024		Change: 2024-2034	
					Number	Percent	Number	Percent
Bergen County	Bergen	479,400	509,000	545,100	29,600	6.2%	36,100	7.1%
Essex County	Essex	375,900	405,700	424,700	29,800	7.9%	19,000	4.7%
Hudson County	Hudson	357,900	390,800	427,500	32,900	9.2%	36,700	9.4%
Greater Raritan	Hunterdon	66,400	64,800	64,000	-1,600	-2.4%	-800	-1.2%
Morris-Sussex-Warren	Morris	263,900	283,100	296,100	19,200	7.3%	13,000	4.6%
Passaic County	Passaic	248,400	254,600	268,200	6,200	2.5%	13,600	5.3%
Greater Raritan	Somerset	174,000	188,100	199,000	14,100	8.1%	10,900	5.8%
Morris-Sussex-Warren	Sussex	78,700	76,500	73,900	-2,200	-2.8%	-2,600	-3.4%
Union County	Union	279,100	311,200	337,100	32,100	11.5%	25,900	8.3%
Morris-Sussex-Warren	Warren	57,400	55,100	54,100	-2,300	-4.0%	-1,000	-1.8%
NJP Region	**-**	**2,381,100**	**2,538,900**	**2,689,700**	**157,800**	**6.6%**	**150,800**	**5.9%**
New Jersey	**-**	**4,518,600**	**4,744,700**	**5,018,700**	**226,100**	**5.0%**	**274,000**	**5.8%**

Figure 9

The overall regional civilian labor force is expected to grow by 12.9% through the year 2034, which is slightly higher than the state expectation (11%). Similar to population, seven of the ten counties are expected to see growth in their labor force. In both population and labor force estimations, the counties of Hunterdon, Sussex, and Warren are expected to see declines through the year 2034. During this same timeframe, Union County is expected to see the

[9] Source: NJLWD, 2014 - 2034 Population Estimates
[10] Source: NJLWD, 2014 - 2034 Labor Force Projections

largest percentage of labor force growth with Sussex County seeing the largest expected decline in the labor force.

One statistic to pay attention to is the number of individuals at or nearing retirement age. Given the large number of the Baby Boomer generation, the upcoming retirement numbers are expected to rise across the nation. The NJP Region is no different. The percentage of the labor force aged 55 years or older is expected to increase by a factor of 12.5% between 2014 and 2024 (from 22.4% to 25.2% respectively).

Labor Force Nearing Retirement Age[11]

Category	2014	2024	2034
Total Labor Force	2,381,100	2,538,900	2,689,700
Labor Force Age 55+	533,900	640,200	657,800
% of Labor Force Age 55+	22.4%	25.2%	24.5%

Figure 10

The expected growth in the labor force through the year 2034 breaks the downturn experienced by the region between 2010 and 2015. The regional labor force actually declined by over 3,000 individuals during this timeframe, even with the unemployment rate decreasing by a factor of 41%. While there were more individuals employed in 2015 than in 2010, the 2010 labor force was larger. This may be due to an increase in either the number of retirees, the amount of individuals that leave the labor force due to long-term unemployment, or other similar reasons.

During the 2010 to 2015 timeframe, the regional unemployment rate decreased by a net of 3.8%, similar to the decrease experienced by the state and the nation during the same timeframe (3.9% and 4.1% respectively).

Labor Market Change[12]

Year	Labor Force	Number Employment	Number Unemployment	Unemployment Rate
2010	2,394,639	2,174,230	220,409	9.2%
2015	2,391,391	2,262,889	128,502	5.4%
Net Change	-3,248	88,659	-91,907	-3.8%

Figure 11

(iii) What geographic factors impact the regional economy (e.g. proximity to other labor markets, commuting patterns)?

Employment of the NJP Region population is impacted by other states, mainly New York and Pennsylvania, specifically the metropolitan areas of New York City and Philadelphia. The NJP Region has 14.5% (315,081 individuals) of its population employed out of state. This accounts for a total of 59% of all New Jersey residents working outside of the state. While 315,081 NJP residents work outside of New Jersey, the region does have slightly more than 186,000 residents from other states commute into the region for work. This results in a total net loss of 128,630 workers (5.9% of the region's labor force) due to commuting across state lines.

[11] Source: NJLWD, 2014 - 2034 Labor Force Projections
[12] Source: Local Area Unemployment Statistics

A total of 41.5% of NJP residents work in a county other than the one where they live as compared to 35.8% statewide, indicating that the region sees more work-related commuting than the rest of the state.

Work-Based Commuting[13]

Place of Work	NJP Region	New Jersey (statewide)
Total Resident Workers	2,169,992	4,122,554
New Jersey	1,854,911	3,588,171
Worked Out of State	315,081	534,383
New York	293,119	384,279
Pennsylvania	10,236	120,386
Connecticut	2,625	3,519
Delaware	169	8,106
Maryland	655	1,912
Other States	8,277	16,181
% Worked In State	85.5%	87.5%
% Worked Out of State	14.5%	12.5%
Live & Work in Same County	1,085,074	2,244,703
Work In State & Live Out of State	186,451	295,759
% Live & Work in Same County	58.5%	64.2%
% Work Outside County	41.5%	35.8%

Figure 12

(iv) What special populations, including people with disabilities, are present in the region, how many individuals are there in each category, and what are the policy and service implications to meet the needs of these individuals?

The total population of individuals with a disability in the NJP Region is slightly less than half a million and comprises roughly 9% of the total regional population. This is in line with the statewide total of roughly 10% of the state population identifying as having a disability. Of the prime working-age population (18-64 years of age) approximately 7% have a disability.

[13] Source: New Jersey Department of Labor and Workforce Development, Office of Research and Information

Individuals with a Disability Population[14]

Category	NJP Region	New Jersey
Total Civilian Noninstitutionalized Population	**4,579,689**	**8,766,669**
Total with a Disability	424,474	893,672
Under 18 years	1,062,808	2,031,951
With a disability	34,094	72,997
18 to 64 years	2,926,554	5,524,850
With a disability	199,199	421,718
65 years and over	590,327	1,209,868
With a disability	191,181	398,957

Figure 13

Of the regional population, 4% identify as civilian veterans, 17% speak English less than "very well", and 3% are SNAP recipients. While regional percentages for the number of civilian veterans and SNAP recipients are in line with the overall state percentages, the region does see a higher percentage of the population with limited English skills as compared to the state (17% and 12% respectively). With 17% of the population having limited English proficiency, the region will need to ensure that services are offered to accommodate the needs of this population.

Special Populations[15]

Identifier	NJP Region	New Jersey
Total Civilian Noninstitutionalized Population	**4,579,689**	**8,766,669**
Civilian Veterans	181,090	416,037
Speak English less than "very well"	794,641	1,034,428
SNAP Recipient	150,388	272,130

Figure 14

For more information on the policies issued by New Jersey's State Employment and Training Commission (SETC), please see the policy page on the official SETC website located at: http://www.njsetc.net/njsetc/policy/.

[14] Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates
[15] Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

III. Integration of Strategies and Services

(A) Describe the regional service strategies including use of cooperative service delivery agreement(s). Regions should consider the following questions when responding to this requirement:

(i) Which existing service delivery strategies will be expanded and how?

The Regional partnership, under the umbrella of the existing North Jersey Partners (NJP), developed a list of seven Strategic Priorities in 2014:

1. Develop deep, strong and effective partnerships with the business community, and a thorough understanding of their workforce needs;
2. Collaboratively establish the best practices and standards that WIBs and One-Stop Career Centers will deploy throughout the region;
3. Convene partners and advocate strategies, including policies and programs to government and political leaders;
4. Become the recognized primary resource for creating and maintaining an integrated and coordinated workforce system;
5. Obtain, develop and leverage resources, including financial, human, data and technology to support the mission;
6. Develop and sustain a trusting, collaborative and inclusive governing partnership and Regional Workforce Team;
7. Attract additional federal, state and private philanthropic funds to align with and support workforce initiatives in the Region.

Related to and supplementing that list of Priorities, the NJP developed an additional menu of **key strategies** that will also guide the continued work of the Region and will be the main areas of work that will be expanded and enhanced during the coming years.

- The enhancement of a One Stop Career Center System built around integrated services that is fully effective for the North Region's business customers as well as job-seeker customers, and includes valuable services that will motivate businesses to choose the public workforce system as a preferred source of workforce services, including qualified candidates.
- Services are customized to a range of targeted populations including unique services, expert staff and a broad array of partners that can effectively prepare out of school youth, those re-entering from the corrections system, immigrants, people with disabilities and others, and that are valuable for incumbent workers.
- The NJP will build on State efforts to expand strategies that integrate all WIOA system partners into One Stop and WIOA-funded workforce programming, including Employment Service, Division of Vocational Rehabilitation and integration of Business Resource Centers.
- Coordination of Business Services: Morris-Sussex-Warren WDB and ETS collaboration with individual local Business Service Representatives serving as single point of contact to businesses. This effort has provided companies such as Colgate-Palmolive and Alcoa-

Howmet with candidate referrals, resources such as positive recruitment, assessment of candidates, education and training pathways such as on-line education with Metrix and incumbent worker services provided by the local community colleges. This initiative can be replicated region-wide.

- By the end of 2017, NJP will have formulated a shared marketing and branding strategy that promotes the entire North Region to businesses, job-seekers, partners and potential funders as a coherent and coordinated whole. This process will build upon New Jersey statewide WIOA branding efforts but enhance them with regional content and identity when appropriate.
- NJP and partners, particularly local and regional transit agencies, will enhance our ability to provide transportation options to support workers securing and maintaining jobs wherever they may be and however remote from their homes. This will include leveraging Community Economic Development Strategy regional transit plans, local and regional transit agencies as well as more innovative strategies around ride-sharing and other methods.
- NJP will continue to seek additional resources to build the capacity of the regional partnership, including seeking private/philanthropic funds to support staffing the North Jersey Partners 501(c)3 entity.

(ii) What service strategies will be used to address regional workforce needs, such as education, training, work-based learning, employment, and job matching?

North Jersey Partners, since 2008, have worked collaboratively with New Jersey Institute of Technology (NJIT), the Region's Community Colleges and K-12 system to develop programs in common and write and submit proposals for national grants. Some examples of successful grant applications are HPOG, TAAACT and H1B Visa grants. In applying collaboratively with other educational and economic development organizations, it allows the Region's local workforce areas to leverage resources and services to better service the job seeker and the business customer.

North Jersey Partners will build upon statewide strategies for education, training, work-based learning, employment placement and job-matching activities.

- NJP will build on successes and innovations in place within each of the local workforce investment areas (LWIAs) and developed by the member local workforce development boards (WDBs) by maintaining formal and informal processes of replication and expansion of those service models.
- NJP will also build upon training, partner service and business partnerships developed by one member WDB and leverage those efforts on behalf of the whole region.
- Some examples of program models and relationships that are ripe for replication, or other efforts planned based on identified needs in the Region include:
    - NJP receives a Together North Jersey grant to develop a regional strategic transportation plan that was developed by the partners.

- The American Dream Complex, being developed near the Meadowlands has sufficient job opportunities that can be disseminated across the Region, and beyond, in order to ensure the public workforce system can meet the needs of its employers.
- Newark has developed new intensive models of identifying, serving and training out-of-school youth. The other WDBs are in the process of identifying ways to replicate this program in their areas. However, the NJP also recognizes that our success depends on other partners and often changes to policies or procedures outside of our own control, so the Region will continue to leverage outside relationships for success. For instance, in this initiative, one of the largest challenges is finding and reaching out of school youth, since they are often no longer in contact with any institution. Securing appropriate processes and commitment from public school systems to inform WDBs or One Stop staff in a timely manner when students drop out would be an improved method allowing us to reach out to these youth quickly to help re-engage them.
- Career Readiness / Internship development efforts underway in several areas to respond to the question "What can we do to promote internships, externships and work-based learning?"
- Career Awareness among Middle and High School Students, prior to college, with the goal to inspire and educate youth regarding careers in targeted industries through assemblies, webinars, guidance counselors, core courses in the industries and more.
- Soft Skills Integration – work to integrate soft-skills curriculum in schools, higher education and workforce development such that all share a common system-wide curriculum and participate together in a continual process of building the curriculum with input from employers and industry. Curriculum to include customer service, job readiness, written and verbal communication, problem solving, critical thinking skills, team building.
- Stackable Partnerships for career pathways and transferrable skills: Development of deeper relationships with education providers and business to build custom pathways in each target industry that begin with certificate programs and build through Associates and Bachelor's degree programs, building transferrable skills connecting to a career at exit points from each level of education.
- Advanced Manufacturing / Health Care industries coordination/collaboration: Develop career pathways across the industries in occupations and clusters that have overlap/synergy, and develop a shared vision across the industries in terms of curriculum, training, internships and sharing of resources.
- Entrepreneurial Training: Work together to develop a system-wide entrepreneurial training model that focuses on teaching resourcefulness, problem solving, leadership, creativity, resilience, sales and marketing communications skills and initiative.
- Childcare and Transit Options; an issue within the hospitality field, for all occupations, and in other industries, is the need for alternative hour daycare and off-hours transit options. For instance, workers report they can't get to Newark

Airport in time for shifts that start at 3:30pm, since transit does not yet run at that hour. NJP will continue to work with transit providers and childcare providers in efforts to improve options.

- Employment and Training Services Youth Counselors placed on the Sussex County Community College campus and the Warren County Community College campus to help youth transition from youth programs into education and training programs supporting workforce needs. Other areas can replicate this.
- Youth Bridge Programs. For instance, one collaboratively created with Morris County Vocational School District to transition youth into education and training programs supporting workforce needs.
- The coordination of placement of the One Stop Career Centers and services on the Sussex County Community College and Warren County Community College campus locations to support youth and adult ESL, literacy, secondary and post-secondary educational opportunities.
- Passaic County is implementing an innovative work-based learning initiative in conjunction with employers and has begun to provide information, documentation and shadowing opportunities for staff from the other WDBs to replicate the initiative.
- Passaic County's WDB and Community College are implementing career pathways in the health, retail, and other prominent regional sectors, new adult-education, bridge programming, and contextualized learning programs in an effort to create ladders of opportunity for those typically left on the margins.
- Passaic County Community College (PCCC) has recently forged a new and exciting partnership with Haier America Inc.—a global leader in manufacturing affordable kitchen, laundry, home comfort and HVAC systems. Haier employs more than 70,000 people around the world, distributes products in more than 100 countries, and is headquartered in nearby Wayne, New Jersey. This new partnership is designed to train the next generation of technicians that will be employed to service appliances and equipment in the manufacturing and appliance sector. Haier is donating dedicated equipment to be used for training these future technicians and Passaic County Community College is providing new facilities and core instruction—making this a co-location and joint venture between the two entities. In addition to this unique employer-focused partnership, Passaic will be working with Haier to deliver industry-recognized content and help place participants in jobs through their network of servicing firms and retailing centers such as Best Buy, P.C. Richards, and others. This program will offer participants work-based learning opportunities by providing hands-on learning on new equipment and in job-shadowing opportunities.
- Thanks to the U.S. Department of Labor's TAACCCT program, Passaic County Community College will also soon be releasing a "Work-Based Learning Protocols" document that shares promising and best practices in this arena, that summarizes the efforts of the 7 colleges in the Northeast Resiliency Consortium of which they are the lead.

- Passaic Community College is leveraging the investments made through the TAACCCT program to assist the county in capitalizing upon WIOA to foster career pathways in prominent regional sectors of employment and by partnering with community-based organizations and high-capacity non-profit organizations.
- Essex and Newark leaders have hosted a breakfast meeting honoring businesses who hire people with disabilities. Held in conjunction between Joseph N. DiVincenzo, Jr., Essex County Executive; Mayor Ras J. Baraka, City of Newark; the Essex County Board of Chosen Freeholders and the Essex County and Newark Workforce Development Boards' Disability Issues Committee and sponsored by the Kessler Foundation, this first annual event honored Employment Champion businesses Brookdale ShopRite / ShopRite of Newark, Newark Beth Israel Medical Center, InspiriTec, and Universal Coffee Express II for providing employment and career advancement opportunities to people with disabilities living in the communities and served to encourage other businesses to consider similar hiring practices and to develop partnerships with local service providers and provide employment for people with disabilities which will give New Jersey's largest minority the opportunity to be productive tax-paying citizens of New Jersey.

(iii) How did the planning region arrive at these strategies? What is the rationale for regional coordination on these service delivery strategies?

The North Jersey Partners has met as a group including local WDB directors and other key leadership staff of each local workforce development area to discuss strategies around best practices for the One Stop career system and Workforce Development since 2008. Now formally connected through the new nonprofit the North Jersey Partners, the group meets quarterly and members interact continuously and constantly through group dialogue, site visits to one anothers' programs and other virtual methods of interaction.

The strategies developed and outlined in this Plan have been developed over time in response to particular needs such as State programmatic guidance, funding opportunities such as the Workforce Innovation in Regional Economic Development (WIRED), Trade Adjustment Assistance Community College Career Training (TAACCCT) and Health Professionals Opportunity Grant (HPOG) grants that the Region has secured as a consortium during the past decade. The strategies were formalized into an initial list and framed in detail at a series of meetings held together during summer 2016. Each local workforce development area looked into examples of best practice initiatives, programs, or models they do well, and began to work on a process to document, mentor and educate the rest of the Region on those examples.

The NJP group is in process of developing a "warehouse" website for storing these innovations, initiatives and other good ideas. The local workforce area members of the Region commit now to create a central place to collect this information, including program descriptions, case studies, data, and other documentation, and have it available to everyone in the Region and beyond on a public website.

North Jersey Partners' rationale for this type of collaboration includes several components:

First, it helps the member areas do work together and build on the expertise of one another, with the result that the members can leverage funds, effort and capacity, and thus provide more services with greater quantity and quality than if they worked independently.

Second, our economy is not built around local workforce development areas, but around a larger economic region that encompasses all of our areas and beyond. Businesses and the labor shed cross our borders and so working together is the most effective way to serve those customers and respond to large-scale economic opportunities that present themselves.

Third, by arranging ourselves around a regional approach, we are best able to position ourselves and respond to opportunities presented by other regional entities including the North Jersey Transportation Planning Authority, economic development entities, regional chapters of industry associations, chambers and other groups.

Finally, the member areas recognize that often in the current national and statewide landscape, particular funding is often attached to regional projects, so our Region is more able to capture these limited resources by capitalizing on our strong regional partnerships. For instance, all recent grant releases from USDOL require a regional component, so our proven, decades-long partnership makes us quite competitive for such opportunities.

In addition to other processes, each Region met for a full-day session with a consultant firm during July 2016 for a facilitated discussion of the topics of this Plan and used that time to build on prior dialogues, formalize key recommendations and Plan elements and strategize for future implementation of various components of the Regional Plans.

(iv) What formal and informal cooperative procedures will the core partners and other required partners establish to align services and coordinate delivery?

Currently, North Jersey Partners is made up of professionals in the workforce development industry, with workforce associations and community college partners participating where planning together makes sense, as in large federal grant applications.

The North Jersey Partners have entered into a number of cooperative arrangements together as a group including the following:

- The **"Regional WIB Director's and One-Stop Operator's Consortium Memorandum of Understanding"** entered into September 28, 2016 and updated bi-annually committing the seven member WDBs to:
  - Coordinate workforce development efforts in the region
  - Jointly advocate and set policies that enhance the system and improve results
  - Share best practices and technology
  - Efficiently address shared challenges in the system
- The **North Jersey Partners WIRED Consortium Business Plan**, formulated as the framework for the project funded under the 2008 WIRED grant secured with the aim of supporting development and enhancement of the Consortium's governance and strategic initiatives.

- NJP members are all part of the **Together North Jersey** partnership, a coalition of over 100 diverse partners in the 13-county North Jersey Transportation Planning Authority region of New Jersey. The Together North Jersey Plan, developed over 3 years with strong involvemen of the NJP WDBs, is a comprehensive economic development strategy that "invests in the region's existing communities to make housing, jobs, educational, cultural, and recreational opportunities more easily accessible to most residents while reducing ssiona
- Across the One Stops in the Region, staff are working to coordinate the Business Service Representatives into region-wide business services teams. These efforts have grown from single collaborations for major employers' hiring initiatives into a wider concept. When a One Stop brings a large employer or any employer with a significant hiring or training need to the NJP, they become the Single Point of Contact (SPOC) for that firm, and disseminate job orders or other information to the entire region's BSRs in order to maximize the system's ability to serve the employer and link candidates from across the region to that employer. This process has been successful and will be expanded even further.
- The NJP works closely in conjunction with the New Jersery Community College Consortium on a range of activities together.
- Other grants secured together by the entire Region or groups of WDBs within the Region include:
    - Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants in conjunction with the Region's community colleges.
    - Health Profession Opportunity Grant (HPOG) secured by the NJP group.

IV. Sector Initiatives: High Quality Employer-Driven Partnerships

Key work on sector-driven and high-quality employer partnerships are led by the CJP and the individual WDBs with support from the State's Talent Networks and Talent Development Centers. Some key efforts are described below, followed by the specific initiatives and relationships underway within this Region.

Talent Networks

The state's seven industry-focused Talent Networks have been connecting jobseekers, employers, educational institutions and workforce programs and providing key intelligence on the workforce needs of the state's key industries. Now the Talent Networks are focused on building new employer-driven partnerships in 20 areas of the state. These Targeted Industry Partnerships will have developed plans for meeting the skill needs of employers and building new pathways to economic opportunity.

The Talent Networks are focused on three key tasks:

1. Development and Dissemination of Industry Intelligence to Inform Workforce Investments: Each Talent Network works closely with LWD's Labor Market Analysts to inform the understanding of key industry workforce trends and of the workforce needs of employers. The Talent Networks engage employers and industry associations to provide input into the development of the list of industry-valued credentials and degrees. Each year, the Talent Networks will host an Industry Summit to inform key workforce stakeholders of employer needs. The Talent Networks will also partner with LWD Labor Market Analysts to produce an Annual Workforce Report for their industry that combines quantitative data and feedback from employers.

2. Development of High-Quality Employer-Driven Partnerships: Each Talent Network will work intensively with employers, local Workforce Development Boards, educational institutions and other stakeholders to develop Targeted Industry Partnerships in three geographic areas of the state. Collectively, the Talent Networks will develop 20 such partnerships. For each partnership, the Talent Network will engage employers and identify industry workforce needs, assemble workforce and education stakeholders to assess capacity and facilitate the development of a workforce plan for the industry for the specific area. LWD will work with each Talent Network to identify possible funding sources for implementation of promising programs.

3. Assist in Rapid Response Efforts: Each Talent Network will contribute to rapid response efforts in their specific industry, using their knowledge of industry need to help inform services and assistance to impacted workers.

Talent Development Centers

New Jersey is investing in the development of three Talent Development Centers at community colleges and universities focused on the Advanced Manufacturing, Health Care and

Transportation, Logistics and Distribution industries. Each TDC serves as a "center for excellence" in the state and provides training to incumbent workers and dislocated workers with state funds from the Workforce Development Partnership Program. These Centers also serve as anchors for expanded high-quality employer-driven partnerships in their industry and further build the capacity of the state's higher education institutions to provide education and training aligned with the needs of the state's key industries.

The primary mission of each TDC is to provide training to individuals (dislocated workers and currently employed/incumbent workers). As a result, the TDC's coordinate their efforts with the state's industry-specific Talent Networks, established to facilitate the development of new partnerships between employers, educational institutions and workforce development programs in their specific industry.

(A) Describe the development and implementation of sector initiatives for in-demand industry sectors or occupations for the planning region. Regions should consider the following questions when responding to this requirement:

(i) What industry sectors and occupations have been prioritized and why?

New Jersey's efforts are focused on seven industries that form the foundation of the state's economy:

- Advanced Manufacturing
- Biopharmaceutical and Life Sciences
- Health Care
- Financial Services
- Transportation, Logistics & Distribution
- Technology
- Leisure, Hospitality and Retail Trade

As noted above, workforce development efforts in each industry are centered in the existing Talent Networks, grantee organizations that focus statewide effort on developing industry intelligence and high quality employer partnerships within each industry. The North Region workforce boards work independently and together in conjunction with the Talent Networks as described in this section.

While committed to collaborating with the TNs and TDCs in all seven industries, the North Region is prioritizing the following industries for special focus based on their scale and significance within the regional economy and the economies of the member workforce development areas. Retail/Tourism is the largest industry and is equally important in all areas of the Region. Key developments including the Jersey City Waterfront, Meadowlands, and numerous malls and outlet developments in the region serve as anchors for employment opportunities in large quantity.

TALK ABOUT FOOD HUB?

Advanced Manufacturing is present throughout the Region, and the WDBs know that this is a lucrative and growth field in many areas, drawing workers from throughout the Region. Life Sciences is a strong focus in Sussex/Essex/Morris in the western part of the Region.

The industries and occupations prioritized and outlined in Section II above were developed as Regional priorities through close analysis of Labor Market Information data. In particular, the number of jobs and earnings per employee for key occupations within each industry were analyzed based on factors such as occupations, short-term and long-term growth.

Sample of best methods of identifying and codifying In-Demand Occupations

A process developed by Greater Raritan Workforce Development Board and being considered for replication throughout the North Jersey Partners region.

(Source: Greater Raritan Workforce Development Board, "Data Driven Decision Making: Economic and Demographic Community Profiles for Hunterdon County, NJ and Somerset County, NJ including In-Demand Occupations Analysis Top 10 Occupations in Hunterdon County, NJ and Somerset County, NJ," January 14, 2016.)

In order to better understand occupational demand in Somerset County, key characteristics of the 10 most "in-demand" occupations were assessed. In-demand occupations were defined as the occupations with a median hourly wage of at least $15.46 that are projected to have the highest number of annual openings over the coming years.

The wage of $15.46 was determined using the United Way of Northern New Jersey's ALICE Study of Financial Hardship. This report analyzed the costs of food, housing, healthcare, and transportation, among many other variables, to determine the minimum wage to afford basic life necessities. In Somerset County, this wage for a single adult was determined to be $15.46 per hour.

The information provided for each occupation is summarized below:

- 2015 Employment: the number of workers employed in the occupation across all industries in 2015
- Average Annual Openings: the average number of annual openings in the occupation projected between 2015 and 2020. Openings include both new demand (from new jobs being created) and replacement demand (from retirements and other turnover).
- Projected Change (2015-2020): the number of jobs projected to be created in the occupation between 2015 and 2020
- Median Hourly Earnings: the median hourly earnings of workers in the occupation in 2015. Earnings do not include benefits.
- Average Monthly Postings: the average number of online job advertisements being posted by county employers per month over the past 12 months (October 2014 to September 2015)
- Average Monthly Hires: the average number of workers being hired per month over the past 12 months (October 2014 to September 2015)
- Postings to Hires Ratio: compares the average number of monthly online job postings in the county over the past 12 months to the average number of hires over the same period. A high "Postings to Hiring Ratio" may indicate that employers are having difficulty finding workers to fill open positions. A low number may indicate that employers use means other than online job postings to find workers.
- Top Skills Requested: presents the skills most frequently requested by employers nationally, based on an analysis of online job postings
- Top Employers: employers most frequently posting online job advertisements in the county
- Certifications Requested (if applicable): presents the certifications most frequently requested by employers nationally, based on an analysis of job postings. For some occupations, certifications are not typically required, in which case, this table is excluded.

In-Demand Occupations in the North Jersey Region

ADVANCED MANUFACTURING Occupations:
The Region is confident that manufacturers will continue to hire at all levels, with continued growth and replacement ensuring a solid future of good jobs. Some specific occupations include:

- Machinists
- Welders
- Mechatronics Technicians
- Computer Numeric Control (CNC) programmers and operators
- Technicians of various types

HEALTHCARE Occupations:

- Community Health Worker – all healthcare employers need this new level of worker bearing a credential recently developed as part of industry reorienting resulting from the Affordable Care Act. Trained workers go into communities to communicate with the population, provide supports for healthcare access, and coordinate services.
- Patient Navigator – These new workers serve to help patients move through the healthcare system, access insurance and ensure service. They also assist individuals in choosing insurance and accessing the best plan.
- Certified Home Health Assistant (CHHA) – This is another transitional level occupation, much in need due to increasing numbers of elderly and infirm individuals not requiring hospitalization but needing ongoing or short-term home care. Individuals can move from this along a pathway to Certified Nursing Assistant and upward to Registered Nurse with training. The North Region is developing a clear pathway program in conjunction with regional healthcare employers.
- Certified Nursing Assistant continues to be one of the largest occupations in the industry. We know that there are not enough trained instructors to fill demand for classes, and the resulting demand in the industry, so are working with community colleges to increase demand.
- Healthcare IT (various occupations). As the industry becomes more digitized, and more institutions move to electronic medical records (EMR), there is a continued increase in need for workers from the certificate through bachelor's level. This is one of the many areas of overlap/collaboration among industries that we envision for the future.
- Nurses and Certified Nursing Assistants - There also continues to be a significant need for these trained direct service positions.
- Health care transportation services and providers. Crossing industries with the TLD industry, drivers for patient transit, transportation of supplies and related transportation fields are a growing need.

FINANCE Occupations:

- Bank tellers – while there is some reduction in need based on increasing use of electronic banking, this continues to be a significant occupational demand.
- Analysts –

- Customer service representatives at various levels
- Cyber Security – A growing field, and another which crosses industries, workers with skills in a range of cyber security functions are needed in increasing numbers. Many of these occupations require at least an Associates and in many cases a Bachelor's degree.
- "Blended/Contracted Employees" with a range of skills

RETAIL/HOSPITALITY/TOURISM Occupations:

A range of trainings and credentials in Retail/Hospitality/Tourism are ones that cross occupations, such that key trainings are valuable in preparation for multiple jobs within the various sub-sectors and clusters of this industry area. Some key insights:

- ServeSafe Food Handler, Manager and Responsible Alcohol service trainings are certifications that are constantly in demand. NJP believes dedicating WIOA funds to this training is critical to preparing workers for success in this industry and has built a close partnership with the New Jersey Restaurant and Hospitality Association (NJRHA), the certifying entity for these credentials.
- Bank Teller positions noted above cross the Finance and Retail industries as key customer service occupations. This is also a newly recognized pathway, as banks are more and more seeking individuals with prior retail experience rather than other finance experience or skills for these demanding frontline positions.
- An area of tourism in the region that NJP's members have not yet fully tapped is the growing wine and wine production industry. There are 45 wineries in New Jersey, and they require workers ranging from farmworkers to work in the vineyards to marketing staff.
- Pathways: NJP is committed to developing and improving pathways within the industry, in order to help move more workers from the numerous entry-level opportunities into higher-level careers.

TRANSPORTATION/LOGISTICS/DISTRIBUTION (TLD) Occupations:

- TLD occupations in the region include CDL drivers, warehouse workers (movement of goods within a facility and outside), forklift operators, supply chain specialists and diesel mechanics
- UPS has major facilities in the region employing loaders, logistics managers and supply chain specialists. Other major players include Fed-Ex, Park Logistics, Sodexo and Blue Apron as well as Hello Fresh (who will be opening a facility in Newark) and Amazon (who ran a targeted sector job fair at Essex County College in early September 2016)
- As this industry continues to expand, there in an expectation of increased labor need both at entry and management levels, specifically as it relates to the planned future expansion of the port.

INFORMATION TECHNOLOGY Occupations:

Because there are so many credentials in the field, NJP continues to work directly with employers to customize programming to ensure that workers receive exactly the array of credentials that are needed for particular jobs or firms.

Some areas of key focus include:

- Medical coding

- Robotics
- Data Analytics
- Cyber Security

(ii) What strategies will be implemented to ensure that corresponding industry-recognized credentials will be delivered within these sectors?
What is the capacity of existing education and training providers to offer these credentials?

Additional North Jersey Strategies:

NJP members will continue to work closely with community colleges to help the community colleges to focus on building these credentials, with a particular focus on bringing employers together with faculty for detail-oriented input and vetting of curriculum in all fields. This work ensures that curricula are responsive and provide the exact skill-sets needed by business. As part of this effort, NJP will contribute knowledge to help build New Jersey's Industry Valued Credential List.

Institutional Capacity:

Some highlights in place at area colleges, which NJP and our education partners will work to replicate across the region include:

- Bergen College conducts many programs with a contextualized English as a Second Language (ESL) and literacy component in light of evidence that its population require this support to their credential and degree work. Bergen is also working to develop more night and weekend classes in order to serve workers who work days or otherwise are more available during those hours.
- Essex County College is developing unique tools that include developing business writing classes in response to employer concerns that students with more technical training lack ability to do the level of writing required as part of jobs in occupations across all industries.
- Many colleges are expanding Nursing training, Phlebotomy, EKG and other trainings in healthcare and allied health. These efforts are being undertaken in collaboration among the workforce areas.
- Community colleges and WDBs are working to better continuing education more closely with credit courses. Additionally, the WDBs are supporting community college efforts to better integrate academic skills, essential skills, counseling and wrap-around services into holistic academic programs, as part of a concerted effort to prepare workers on all levels, not merely academic and technical skills.

(iii) What sector strategies will be implemented and/or scaled throughout the region?

As noted above, sector strategies are undertaken by each WDB and some initial collaborative efforts are underway. The Talent Networks and Talent Development Centers support these efforts by Statewide activity and partner with the WDBS on customized approaches based on local economic factors, targeted local industries, and suitability of local target populations for employment in those industries.

Talent Networks Grants for each of the seven key industries in New Jersey are in place as follows:

1. Advanced Manufacturing (including food manufacturing): $300,000 per year
2. Financial Services: $250,000 per year
3. Health Care: $250,000 per year
4. Life Sciences: $250,000 per year

5a. Retail, Hospitality and Tourism: North Jersey: $250,000 per year
5b. Retail, Hospitality and Tourism: South Jersey: $250,000 per year

6. Transportation, Logistics and Distribution: $250,000 per year
7. Technology: $150,000 per year

NJP's goal is to work with all seven of the Talent Networks across the state and all of the TDCs in coordinated efforts within the targeted industries. Some key local efforts include the following:

- Individually and collectively, all WDBs are working in conjunction with the Healthcare Talent Network on a range of efforts. Having secured an HPOG grant some years ago, the NJP's efforts in Healthcare are the most fully developed, with an existing advisory board, developed career pathways and a range of employer-focused training efforts.
- Region members participate in a Demand-Driven outreach showcase to bring employers in to the table for collaborative activity.
- The Region held a Tourism symposium recently to focus on this industry's particular needs and develop strategies with industry employers.

There is continued potential for more regional events of this kind and NJP will continue to promote such activity.

For additional strategies, see Section IV.A.(v) on Talent Networks and Talent Development Centers below.

(iv) How are core partners and non-core partners involved in supporting or scaling these sector strategies?

- The One Stops work directly with each Talent Network. Frontline work (placement, some training collaboration) with employers at the One Stop level builds upward to more intensive higher-level work of full sector approaches. The One Stops may develop employer relationships through their own business services staff, but will always also connect those employers them into close contact with the wider Talent Network efforts underway and to all of the other NJP member WDBs.
- NJP is actively involved in supporting the Action Plans being built by each Talent Network, and NJP is bringing local insights and business/industry contacts to help guide these efforts.
- At an upcoming North Region Summit, there will be a section for discussion among the individual sectors, in which representatives of all core and non-core partners will be invited to share ideas and build collaborations.

- Meadowlands Regional Chamber of Commerce is writing their Plan concurrent with the writing of this WIOA Regional Plan. The two are being developed to mirror key goals, strategies and initiatives in collaboration.
- As noted in the Economic Development section (Section VII), the Comprehensive Economic Development Strategy (CEDS) plan for the region is currently being developed. This, too, will be closely aligned with this Plan and this Plan with the CEDS primary strategies.
- The Tourism Symposium is becoming an annual event which will bring employers together to talk about the industry with the staff from the WDBs, One Stops, and all system partners.

(v) How will New Jersey's Talent Networks and Talent Development Centers be engaged in regional strategies to support target sectors?

Talent Networks:

As outlined in *New Jersey's Blueprint for Talent Development*, New Jersey will use the High Quality Partnership framework as the pre-requisite criteria for determining workforce education and training collaborations and investments. The State will build and expand on high quality industry partnerships by refocusing and re-aligning key partners and staff; re-engineering the Talent Networks to be focused on high quality partnership development and to link and leverage existing programs to the High Quality Partnership Framework.

To keep pace with the rapidly changing, knowledge-driven, global economy, New Jersey is investing in the development of a skilled workforce that will drive the growth of the state's key industries. New Jersey is also making investments that will help ensure that all individuals have the skills, abilities and connections to find a job and a career. To meet these interconnected goals, New Jersey is aligning its workforce investments to increase the number of individuals with an industry-valued post-secondary degree or credential through the development of high-quality employer-driven partnerships that provide career pathways for New Jersey students and job seekers.

The Talent Networks are a foundational component of this effort. Each Talent Network will gather and disseminate intelligence about the workforce needs of employers, develop high quality employer-driven partnerships in three regions of the state, and support the state's efforts to provide rapid response services.

All of the Talent networks are invited to attend and provide a report at NJP meetings quarterly to ensure that all members are aware of growth and development on the networks. So far in 2016, NJP has heard from the following Talent Network representatives: Financial, Retail, Hospitality, & Tourism, Health Care, TLD, and Technology. All TNs will participate in the future.

Talent Development Centers:

The State's Talent Development Centers (TDCs) conduct several key roles in relation to the delivery of training that provides industry-recognized credentials. The three TDCs:

- Develop a Menu of Available Dislocated and Incumbent Worker Training programs in the Industry and Conduct Outreach to Industry Employers. In conjunction with Business

Service Representatives and Labor Market Analysts, conduct surveys of industry employers on an as needed basis to further inform curricula decisions. TDCs conduct outreach to employers in the industry, to raise awareness of the availability of dislocated worker and incumbent worker training.

- Provide and Incumbent Worker Training in conjunction with area businesses. WIOA funds are used to pay tuition and a portion of wages of workers in training, with employers required to pay a minimum of 50% of the costs of training.
- Provide Dislocated Worker Training to help them to meet workforce and skill needs of the target industry.
- Participate in Capacity Building / Partnership Corps. New Jersey is investing in professional development to strengthen the capacity of key partners in the region to develop and sustain high-quality employer-driven partnerships.

Advanced Manufacturing:
The industry continues to face an image problem rooted in decades-old perspectives of "old manufacturing" and finds insufficient numbers of people trained for these jobs and others.
NJP will continue to help industry promote careers in the field.
NJP is targeting veterans for these jobs, as often their prior experience gives them some of the essential skills for success in manufacturing, and manufacturers believe this population are ready to learn the specific work skills on-the-job.
NJP will continue to partner with the Dream It Do It program.

Healthcare Talent Network:
This TN encompasses all of New Jersey with three regional sub-components. The TN has built an"employer coalition for workforce development" which has met three times in North Jersey and is building momentum and building upon existing sector-driven efforts in the Region. The Greater Newark Health Care Coalition meets regularly and is supplementing the efforts of the TN, and identifying areas of collaboration. The TN team have worked with the WDBs and colleges to conduct a review of labor market and training data, and is working to identify the gaps and what training is needed, with particular focus on entry- and lower-level occupations and the career pathways that can grow from them.

Financial Services Talent Network:
The TN and WDBs can report "a buffet of activity" in the industry. Because of the Region's proximity to the world's financial center in New York City, there is great need for local workers both within the region and nearby in New York. With new and more intricate regulations facing the banking industry, there are needs for skills training for all workers to meet particular needs.
Currently there are no clear or simple lists of the credentials needed in the industry. Every bank or CPA firm has its own needs. There are some similarities. For example, there is, in general, not as much an emphasis on hard skills, but on a combination of hard and soft skills. The TN and WDBs are working with employer partners to gain access, confidentially, to their internal training tools, such that our system can neutrally compare and draw out the common elements of both hard-skills and essential-skills that all demand. This will allow the public system to build

worker preparation and training that can best prepare candidates for opportunities in general, which should be a true benefit to the industry.

Retail, Hospitality, Tourism Talent Network

According to the New Jersey Department of Labor and Workforce Development, Retail, Hospitality & Tourism represented $46.9 billion or 9.2 % of the state's GDP in 2015. Retail accounts for 56% of the jobs in this sector. Tourism generated $37.3 billion or 6.6% of the states GDP in 2015 (NJLWD, 2015). Food services and drinking places and the retail trade will continue to grow. Restaurants and food stores dominate the food services and drinking places sector. There is an abundance of quick service chain restaurants opening throughout New Jersey. General merchandise stores and clothing and clothing accessory stores are the top employers in the retail category.

There is a demand for many entry level positions in the retail and hospitality sector. The top five occupations that are expected to grow by 2022 are in this industry sector. They are: retail salespersons, cashiers, food service workers, waiters and waitresses, and laborers including freight, stock and material movers (NJLWD, 2015). Soft skills are essential in the retail and hospitality industries. Employers are looking for customer service experience specifically. There is a disconnect between employers and training providers about soft skills as employers do not recognize soft skills credentials yet ask that employees possess the outcomes/skills from these programs. There is a need for trained cooks in the industry who can work in a fast paced environment. However, employers are stating that graduates of these type programs are not prepared for the workforce. Graduates are deficient in efficiency and consistency and cannot function in a fast paced kitchen. Few credentials are recognized in the sector but the top ones sought after are ServSafe Food and Alcohol. The NRF certification is not recognized or desired in the retail trade. Fashion and product merchandising is also a skill that is taught on the job to retail salespeople however there are certifications that are attainable. Retail sales people also need on the job training for the specific products they are selling. We look to create additional credentials and solidify career pathways while exposing the many nontraditional careers that exist within these industries as well as change the stigma associated with this sector.

We find that companies typically train their employees in-house as many of these skills are not something that can be taught outside of the organization. There's a great need for midlevel supervisory training in retail and hospitality operations. Employees may possess proficiency in their position but when promoted lack the supervisory, human resources and management skills.

Technology Talent Network

This TN is unique as it cuts across industries with a focus on IT occupations that are common in all industries. With increase in cloud computing, increasing cyber-security demands, and mobile applications being the norm, skills must update regularly and even individuals trained a few years ago may lack critical skills. The TN and NJP will work with employers to codify the credentials they need, and train workers to those credentials. NJP has identified a need to hold focus groups with employers to facilitate this research, with the aim of bringing groups of

employers together to better identify common skills and credential needs and to help the employers better articulate their needs.

Transportation/Logistics/Distribution Talent Network

The TLD Industry is a multilayered multiple entry point sector needing both entry level and highly skilled workers. TLD occupations in the past have been primarily concentrated in the warehousing sector. Technology has transformed this sector, specifically in the area of supply chain management and its need for rapid movement of materials and goods using GPS tracking and other technological tools, as well as a need for those individuals who can maintain and deploy equipment.

(vI) What other public-private partnerships exist in the region that could support sector strategies and what is their role in planning?

- As noted above, the Meadowlands Regional Chamber of Commerce is undergoing their own strategic plan and will be aligning closely with the efforts here.
- Together North Jersey Task Force is an impressive public-private partnership that includes the WDBs that are part of NJP, along with many other public and private institutions and key participation by Rutgers University.
- A HUD grant was awarded for the wider region encompassing 13 counties in northern New Jersey, to look at every facet of living in the Region. NJP intends to make significant contributions to this effort and help ensure that it includes a clear workforce strategy built on sector approach.
- The region-wide CEDS plan headed by NJTPA and several smaller local CEDS plans are closely aligned and have significant overlapping membership to this Plan team. As with these other efforts, by actively participating, NJP will ensure this maintains a sector-driven approach focused on the needs of regional industries and workers.
- The Urban Mayors Association, made up of 19 urban communities across the state, includes a number of the cities in this region. Managed by Thomas Edison State University, this collaboration offers significant opportunities to leverage other work underway in the larger cities in the region. While not currently engaged, NJP plans to build a relationship with this network and find areas of common cause and collaboration.

V. Administrative Cost Arrangements, Including Pooling of Funds

(A) Describe the coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate. Regions should consider the following questions when responding to this requirement

(i) What administrative cost arrangements have been agreed upon by all members of the planning region?

The North Jersey Partners have decided that they will not initially pool any funds for administrative costs, nor coordinate any cost arrangements. NJP is in the process of exploring shared funding moving forward should any needs arise.

(ii) How will these administrative cost arrangements support regional workforce development objectives?

The objective of North Jersey Partners is to better link and align workforce strategies with economic development, educational institutions, and business. If pooling administrative costs or coordinating funds among the region became a critical piece in the future to better accomplish its objectives, the NJP would develop arrangements to do so.

(iii) What process was used between regional partners to reach agreement on cost sharing arrangements?

The North Jersey partners decided that an administrative cost arrangement was not yet necessary for the region through discussion and reaching a consensus that the region would explore the options if the needs of the region evolved.

VI. Coordination of Transportation and Other Supportive Services

Supportive services for adults and dislocated workers include services such as transportation, child care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in activities authorized under WIOA. Local WDBs, in consultation with the one-stop partners and other community service providers, assessed these services regionally to ensure resource and service coordination throughout the region.

(A) Describe how transportation and other supportive services are coordinated within the region. Regions should consider the following questions when responding to this requirement:

(i) What regional organizations currently provide or could provide supportive services?

The northern New Jersey region is a metropolitan area that offers vibrant government and NGO resources. Because the sophistication of this region naturally includes countless supportive service options, included below are two resource guides available to the region when needing to locate a provider of services:

Hunterdon County (NJ) Human Services Resource Guide
(http://www.co.hunterdon.nj.us/pdf/humanservices/ResourceGuide.pdf)

Somerset County (NJ) Resource Guide
(http://www.co.somerset.nj.us/home/showdocument?id=16800)

Access to affordable transportation is critical for workers that earn lower wages, and while there is a major public transportation network in the region connecting Norther Jersey with NYC, the cost of daily commuting in this region is not affordable to many. There is a distance to wage level ratio that is keeping populations from open jobs that may be too far to be cost effective. Van pools and subsidized transportation are an unaddressed need. While workforce programs can assist the unemployed while training, there needs to be a program for lower income workers to allow them to work, in addition to afford comminuting expenses. Expansion of public transportation is important into regions towns that are underserved.

The Together New Jersey strategic development plan was updated in 2015 to continue addressing the needs of the northern part of the state. One of the initiatives that came out of the needs analysis was to leverage New Jersey's diverse transportation systems by improving the capacity and connectivity of transportation options. This initiative is broken down to several key steps: maintaining the current infrastructure, making roadways accessible to all users ("complete streets"), enhancing and improving transit services, improving transit hubs, increasing capacity of transit systems strategically, supporting the state's Strategic Highway Safety Plan, and using technology to improve transportation operations. The region will continue to advocate for expansion of affordable transportation, and keep stakeholders informed of progress.

(ii) How can gaps in service be addressed regionally?

Ensuring that the resource guides are kept current, and any gaps in service are addressed (such as public transportation), is important to continuing to provide clients with appropriate supportive services.

(iii) What policies and procedures will be established to promote coordination of supportive services delivery?

The region plans to conduct an annual asset map and needs assessment to ensure that available supportive services are documented and current.

VII. Coordination with Economic Development

The North Region as a workforce development effort coordinates closely with existing economic development efforts within the region, including those of each of the local economic development areas/regions as well as several other larger regional efforts. These efforts are described in the following subsections.

Additionally, across the State, New Jersey will use the Talent Networks to further regional coordination, create meaningful employer partnerships, and better understand the current and future talent needs of the state's strategic industries. Talent Networks will engage employers, convene and coordinate state and local economic development agencies, training providers, Workforce Development Boards, and other system stakeholders in order to create a unified approach to workforce and economic development. The Office of Business Services has dedicated a special statewide initiatives coordinator to serve as the liaison with the Lt. Governor's Business Action Center and local economic development agencies. Successful coordination of economic development funds, tax credits, and training grants has facilitated economic development opportunities in several depressed urban areas with high concentrations of unemployed and underemployed workers including Camden, Atlantic City, Jersey City, and Asbury Park.

(A) Describe the coordination of services with regional economic development services and providers. Regions should consider the following questions when responding to this requirement:

(i) What economic development organizations or businesses are actively engaged in regional planning?

One of the major economic development efforts with which the North Region coordinates is the Comprehensive Economic Development Strategy (CEDS) for the North Central New Jersey Region (13 counties that include all of the North Jersey Partners areas). Often the borders of various planning regions do not align directly. In this case, this region makes up approximately 1/2 to 2/3 of the North Jersey workforce region. That "Region" is defined as 19 specific municipalities within a seven-county area of the state, including: Asbury Park, Bayonne, Bloomfield, East Orange, Elizabeth, Hoboken, Irvington, Jersey City, Lakewood, Neptune, New Brunswick, Newark, Orange, Passaic, Paterson, Perth Amboy, Plainfield, Roselle and Woodbridge. Despite the imperfect geographic alignment, there is still significant strategic alignment between the North Region and this CEDS.

Another key partner leading development efforts and coordinating partnerships in the Region is Together North Jersey. Together North Jersey is an unprecedented planning initiative currently underway in the 13-county North Jersey Transportation Planning Authority region of New Jersey. The consortium is using a $5 million U.S. Department of Housing and Urban Development Sustainable Communities Regional Planning grant and $5 million in leveraged funds to create a regional plan for sustainable development, implement 15 local demonstration projects, and provide capacity-building technical assistance. Through open forums Together

North Jersey and its members will create a comprehensive and balanced plan that invests in the region's existing communities where housing, jobs, educational, cultural, and recreational opportunities are made more easily accessible to most residents without having to drive to them.

See prior sections for further discussions of other important collaborative efforts with an economic development component, including the Urban Mayor's Association, Together North Jersey and other local CEDS Plan efforts.

Additionally, the Region collaborates with state-level efforts including Choose New Jersey (www.**choosenj**.com) and the statewide Office for Planning Advocacy (http://www.nj.gov/state/planning/) for a range of economic development efforts.

(ii) How are regional workforce development strategies aligned to economic development priorities in the region?

1) North Jersey Comprehensive Economic Development Strategy (CEDS) produced by Together North Jersey.

This Plan includes a significant workforce development component and North Jersey Partners was a member of the Together North Jersey (TNJ) Economic Competitiveness and Workforce Development (EC&WD) Committee which developed the CEDS. The CEDS includes four focus areas with strategies supporting them. The following are closely aligned with NJP's efforts:

1. **Regional Innovation Clusters**
   Strategy 5: Create program(s) in the region to connect small businesses to growth and business development opportunities, with a focus on Regional Innovation Clusters.
   - NJP and our individual workforce development providers will support small business development through our workforce business services, with business service teams providing labor market information, linkages to available benefits, tax credits and programs, HR consulting, and placement efforts linking program participants to small businesses needing qualified workers.

2. **Entrepreneurship and Innovation**
   Strategy 2: Enhance the depth and diversity of technical assistance and networking resources available to the region's startups and second-stage companies.
   Strategy 3: Foster other types of shared workspaces and connect them to economic development and finance programs.
   - Similar to our support for small business, NJP and our WDBs will provide entrepreneurs with support to link them to available benefits and programs and a pool of qualified workers from our workforce programs.

3. **Build on the region's infrastructure assets**
   Strategy 1: Provide incentives packages targeted at job creation and private-sector investment in underutilized land ripe for mixed-use redevelopment.

- NJP will support job creation and wider investment by serving as the workforce component of attraction packages and efforts with businesses considering/planning to locate in the Region. This can involve traditional placement efforts as well as customized training and HR consulting efforts.

4. **Align Workforce Training With Industry Needs**
   Strategy 1: Support the creation of a demand-driven system that aligns workforce development efforts with employer needs.
   Strategy 2: Create occupational and soft skills training programs to help remove employment barriers for underrepresented populations.
   Strategy 3: Identify career pathway initiatives and other similar training programs to help incumbent workers transition to living-wage occupations.
   Strategy 4: Create/Facilitate the development of a regional apprenticeship program for non-college-bound students.
   Strategy 5: Raise awareness of opportunities in skilled trades and other traditional vocational and technical programs.
   Strategy 6: Promote workforce development strategies to support the state's tourism industry
   - Having been integral to development of these Strategies, NJP and our member WDBs are deeply involved in all of these strategies. A broad range of particular programs related to each of these are contained within the prior sections of this Plan. Several particular activities within this Focus Area that the WDBs and One Stops will lead include:
     - Support the creation of a demand-driven system that aligns workforce development efforts with employer needs.
     - Create occupational and soft skills training programs to help remove employment barriers for underrepresented populations.
     - Identify career pathway initiatives and other similar training programs to help incumbent workers transition to living-wage occupations.
     - Create/Facilitate the development of a regional apprenticeship program for non-college-bound students.

2) CEDS for the North Central Region

Some of the key economic development strategies which are aligned with the NJP goals and activities, **as developed as part of the CEDS for the North Central region**, are as follows.

1. Pilot a New Model for Workforce Partnership:

This is a novel combination of post- secondary institutions, libraries, workforce officials and business leaders. The local WIBs are the key stakeholders in this collaborative effort in partnership with area libraries and other County service locations.

2. "High-School-To-Work" Initiative

NPJ will partner with schools and businesses to support this effort that will improve work readiness and soft-skills preparation for high school students, offer mentors for

students, and link businesses more closely to schools to guide curriculum, offer internships and bridge the gap from school to work. NJP's members' key role will be in helping link businesses to schools and offering guidance and models for job readiness training.

6. Training to Create the Economic Engine

Achieve an educated living-wage workforce customized to meet local employer needs. NJP members' core WIOA activities serve as the centerpiece of this effort, in conjunction with community college and other trainers. NJP and members will support this effort by:

- Expanding training to offer online training and access to four year public and private colleges is a goal of this region. Aligning with 4 year colleges and university is essential to be able to align the educational system with the job requirement of employers of the region.
- Work with unions and trade and technical educational institutions to expand apprenticeship programs and meet job openings that do not require 2 or 4 year college degrees.

8. Coordination of urban workforce

This effort includes building closer connections between workforce development and community development entities to coordinate efforts between these two groups of providers in our urban areas. NJP and our members can actively participate in this effort. Hudson County, Jersey City, Essex County. Newark and Passaic County formed a demographic similar region to apply for a competitive Federal H1B visa grant organized by the Executive Director leadership of four Workforce Development Boards that represent an urban, high density economically challenged sub section of NJP these counties named initiate Urban Counties of NJ Consortium (UCCNJ) to apply for an America's Promise Grant. This initiative will be industry sector focused in Health Care, Information Technology and Advance Manufacturing. This region represents the three largest cities in NJ and 10 of the 19 urban mayors initiate cities. The issues facing this region require similar approaches and solutions. This structure will be used to bring other types of funding to this region that can focus on the residents and economic development of these three counties. The America's Promise application has full representation of partners that include 40 employers, all appropriate Economic Development organizations, the state talent network and development organization that align with the industry sectors focused on.

9. Public Access Manufacturing *and* Advanced Manufacturing Initiative

Our manufacturing sector efforts delivered by NJP members and supported by the Advanced Manufacturing Talent Network will broadly support these efforts by assessing business needs and customizing workforce training to meet those needs.

3) New Jersey's Unified Workforce Investment Plan: New Jersey's Talent Connection

The plan defines the state's vision of workforce vision as one of "transforming its traditional workforce development programs into a comprehensive talent development system, responsive to the evolving skill needs of employers in key industry sectors and grounded in an understanding of effective job search and skill development strategies which can connect New Jersey's talent to the labor market."

The priorities of the plan are expressed in four overarching "core values" shown in the chart below. These priorities were taken into consideration during the CEDS process and the development of individual actions and objectives. The chart below shows the specific Actions/Objectives in the CEDS plan that were aligned with each priority in the Workforce Investment Plan:

Plan Priority	Action/Objective Aligned
Driving Investments Based on Industry Needs	C.1. Pilot a New Model for Workforce Partnership: This is a novel combination of post-secondary institutions, libraries, workforce officials and business leaders.
Meeting Jobseekers Where They Are	C.2. "High-School-To-Work" Initiative F.1-3 Asbury Park "Project Rise and Shine" G.1. The Irvington Economic Revitalization Initiatives
Equipping the Workforce for Employment	H.1-3. Paterson: Commercial Drivers License (CDL) Program Furniture Refurbishing Program Wait Staff Training I.1. Perth Amboy Model Aquaponics Production and Education Facility J.1-2. Elizabeth: EDC's On-the-Job Training Program & Apprenticeship Initiative Training Facility for Industry Growth and Trade Employment Opportunities Groundwork Elizabeth's Hydroponics and urban Farming Research Facility K.1. Roselle Arts and Culture Workforce Development Facility K.4. Roselle Workforce Development and Education Facility

Figure 15

4) Together North Jersey:

The Together North Jersey grant from the U.S. Department of Housing and Urban Development (HUD) is being used to develop a Regional Plan for Sustainable Development that identifies ways to "align existing plans, regulations, investments, and incentive programs at all levels of government to improve economic and environmental conditions while promoting resource efficiency in urban, suburban and rural communities throughout the region. Specific goals and

objectives were developed as part of this ongoing planning effort. These are shown in the chart below along with the CEDS Action/Objectives that were aligned to each of the Plan's objectives.

Goal/Objective	Action/Objective Aligned
Goal 1: Grow a Strong Regional Economy	
Keep and Create well-paying jobs	
Ensure the region's workforce has the training and skills needed to support current and future industry needs	**A.2, A.3, C.1, C.2**
Support small businesses and entrepreneurship	**B.1, B.2, D.2, G.1**

Figure 16

(iii) How will economic development organizations be engaged in strategies to align supply and demand within the labor market?

(iv) How will the region engage economic development organizations in an ongoing, sustained way?

All economic development agencies on the local level will be invited to participate in NJP meetings and or events where it make sense for individuals with this expertise to attend.

An example of how this may work comes from Bergen County's Division of Economic Development and Workforce Development Board are collaborating with the City of Paterson, Rutgers University and other regional partners to develop a food business incubation program. The food incubator will include food company entrepreneurs, established and mid-sized food companies, retail and foodservice markets, including farm market operations, specialty food stores and restaurants. The Paterson Restoration Corporation has acquired a facility on Pennsylvania Avenue for this purpose. The feasibility report was released in June: http://www.patersonrestoration.org/en/news/results-paterson-food-incubation-program-feasibility-study.

Each local workforce area will be responsible for inviting their key economic development stakeholders to participate in collaborative efforts.

VIII. Performance Negotiations and Other Requirements

(A) Document how the planning region will collectively negotiate and reach agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in WIOA sec. 116(c) for local areas or the planning region.

(i) What process will be used to determine regional performance goals?

The NJP region will not be establishing any regional performance measures beyond their locally designated area measures which will be negotiated independently of one another with the state.

IX. Coordination with Other Regional Efforts

(A) Describe the coordination which exists (if any) with other regional planning efforts, such as chambers of commerce, county executives and freeholders, municipal planning boards and Mayor's Associations.

(i) What additional regional planning efforts exist and how do they play into regional WIOA planning efforts?

In the state of NJ, home rule dominates much of the political landscape. As such, each local area maintains its unique identity and political oversight. Partners believe that regional planning should focus on shared best practices so that each local area can benefit from the experience of their colleagues. As such, NJP will develop strategies to bring best practices together for the benefit of all partners. An example of collaborative includes work done to integrate soft skills into training curriculum into the One-Stop system.

During the month of December 2015, the Bergen One-Stop Career Center's Workforce Learning Link program was upgraded to include Soft Skills training. This service is open to any client who may benefit from such training and is identified by a One-Stop Counselor during the pre-employment plan development process. The format of the program follows the learning material produced by Conover and Company. This software program is a state-of-the-art, self-directed, technology-based assessment and learning system that bridges the gap between hard and soft skills. The Workplace Readiness system is recognized by the National Soft Skills Association as an effective tool for assessment and skill intervention of critical soft skills. The training is currently being integrated in Bergen's out of school youth program and serves as a model for other local areas to advance their soft skill training endeavors.

To help address issues above the local level but below the regional level, three counties have formed a demographic sub-region of NJP in order to address needs specific to their demographics. Hudson, Essex and Passaic, Urban Counties of NJ Consortium (UCCNJ) represent the three largest cities in New Jersey and 10 of the 19 urban mayor cities/towns. This sub-group collaborate to identify and tackle issues specific to their areas.

UCCNJ will look to expand its relationship with the Urban Mayors Association that is led by Thomas Edison College. This demographic-based partnership will add other areas when appropriate. Currently, it represents a significant number of residents who are in this economic challenged situation. Aligning other resources to enhance the capacity and funding to help these populations will be a continued effort of this UCCNJ Consortium.

Table of Figures

Figure 1 9
Figure 2 10
Figure 3 11
Figure 4 11
Figure 5 12
Figure 6 12
Figure 7 13
Figure 8 14
Figure 9 14
Figure 10 15
Figure 11 15
Figure 12 16
Figure 13 17
Figure 14 17
Figure 15 44
Figure 16 45

Appendix 1: Local Area Plans

TEXT





New Jersey State Employment
and Training Commission

ATTACHMENT G

New Jersey Combined State Plan for Workforce Innovation and Opportunity Act 2016

NEW JERSEY

Combined State Plan for the Workforce Innovation and Opportunity Act 2016

DRAFT

2016

Public Comment Instructions

Public Comment on the

DRAFT New Jersey Combined State Plan

for the Workforce Innovation and Opportunity Act, 2016

must be submitted in writing to the

New Jersey State Employment and Training Commission (SETC)

by **4 pm on Monday, March 28, 2016**.

Mail to:

New Jersey State Employment and Training Commission
Attn: Janet M. Sliwinski
One John Fitch Way
PO Box 940
Trenton, NJ 08625-0940

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Table of Contents

I. WIOA State Plan Type 6
II. Strategic Planning Elements 7
Economic, Workforce, and Workforce Development Activities Analysis 7
Education and Skill Levels of the Workforce 24
Workforce Development Education and Training Activities Analysis 28
State Strategic Vision and Goals 33
State Strategy 38
III. Operational Planning Elements 58
State Strategy Implementation 58
State Operating Systems and Policies 103
IV. Coordination with State Plan Programs 136
V. Common Assurances 138
VI. Program-Specific Requirements for Core Programs 140
Title I-B: Adult, Dislocated Worker, and Youth Activities 140
Wagner-Peyser Act 163
Adult Education and Literacy 179
Vocational Rehabilitation 189
VII. Program-Specific Requirements for Combined State Plan Partner Programs 271
Jobs for Veterans State Grants 271
Senior Community Service Employment Program (SCSEP) 292
Reintegration of Ex-Offenders Program 317
Table of Figures 319
Appendix 1: Performance Goals for Core Programs 321
Appendix 2: Key New Jersey Talent Development Policies 325

Introduction

Today, more New Jersey residents are working than ever before, and the state's unemployment rate is at its lowest level since 2007. New Jersey's economy grew by 83,600 private sector jobs in 2015 alone, and the state has added more than 250,000 private sector jobs over the past six years. During this period of growth and recovery, New Jersey has built a talent development system that is ensuring more people have the skills, abilities and connections to pursue economic opportunities and ensuring that the state has the skilled workforce needed to support and sustain economic growth.

This talent development system includes:

1. New partnerships with employers across the state's seven key industries,
2. Strong collaborations between workforce programs, education and higher education,
3. The use of technology to better connect jobseekers and employers,
4. Better labor market intelligence to inform workforce investments, and
5. Innovative partnerships between the state, local governments, community and faith-based organizations and educational institutions.

In an era of global competition and rapid technological change, New Jersey must continue to build on this strong foundation. This Combined State Plan sets a strategic direction for the future and outlines the steps the state will take to increase the number of residents with an industry-valued credential or degree through high-quality partnerships and integrated investments.

The Plan is focused on five primary themes:

Theme 1: Building Career Pathways with a focus on Industry-Valued Credentials

Through a common definition of career pathways, a newly created list of industry-valued credentials, literacy standards and a renewed commitment to Employment First for all persons with disabilities, New Jersey will ensure that all workforce investments are enabling individuals to access greater economic opportunity and to build on their skills throughout their careers. These efforts will expand the number of career pathways, at all levels of education and workforce services, which will help more individuals obtain industry-valued credentials and degrees.

Theme 2: Expanding High-Quality Employer-Driven Partnerships

Across departments, New Jersey is focusing investments and programs on building employer-driven, high-quality partnerships that follow a common definition and framework. These partnerships are critical to building new career pathways for jobseekers and students and help increase the number of individuals with an industry-valued post-secondary degree or credential. To further support these efforts, the state's seven industry-focused Talent Networks will facilitate the development of new high-quality,

employer-driven partnerships across the state; investments in new Targeted Industry Partnerships and Talent Development Centers will build a foundation for all of the state's workforce development investments.

Theme 3: Strengthening Career Navigation Assistance through One Stop Career Centers and Broad Partnerships

New Jersey is committed to supporting One-Stop Career Centers that meet local needs and assist individuals in obtaining new skills and employment. New Jersey will expand the number of jobseekers and students who have access to high-quality career guidance and job search assistance through a new network of One-Stop Career Centers, community colleges, libraries, community-based organizations and faith-based organizations, organized labor and educational institutions.

Theme 4: Strengthening Governance through Effective Workforce Development Boards and Regional Collaborations

Effective Workforce Development Boards are critical to the success of New Jersey's Talent Development system. Led by the private sector but inclusive of key partners, local WDBs engaged in an active governance role ensure that investments are made in effective programs and that local residents can access the services they need for career success.

New Jersey has committed to supporting regional planning, service coordination and resource sharing for all workforce education and training programs, recognizing that labor markets are not constrained by governmental or political boundaries. New Jersey is a densely-populated state and our labor markets are not constrained by state and county boundaries. These efforts will be organized around three regions of the state: North, Central and South.

Theme 5: Ensuring System Integrity through Metrics and Greater Transparency

To reflect the strategic priorities of the state, New Jersey is adopting an additional set of performance measures and applying these measures, and those required by the Workforce Innovation and Opportunity Act to broader number of programs. New Jersey will make performance data on workforce development programs accessible to workforce decision-makers and the public. The Eligible Training Provider List and Consumer Report Card are critical tools assisting jobseekers and students making decisions about short-term occupational training programs.

New Jersey looks forward to implementing this Combined State Plan and continuing to build upon its strong foundation of talent development to support economic opportunities for our citizens and economic growth for our state.

I. WIOA State Plan Type

New Jersey has chosen to submit a Combined State Plan as a result of a joint planning process among several state agencies covering the required programs and optional programs, as outlined in the table below.

Required Partners	Additional Partners
Department of Labor and Workforce Development	Department of Labor and Workforce Development
• Adult (Title I) • Dislocated Worker (Title I) • Youth (Title I) • Adult Basic Education and Family Literacy (WIOA Title II) • Wagner-Peyser (Wagner-Peyser Act, as amended by Title III) • Vocational Rehabilitation (including the New Jersey Commission for the Blind and Visually Impaired) (Title I Rehabilitation, as amended by Title IV)	• Jobs for Veterans State Grants (Title 38, Chapter 41) • Senior Community Service Employment Program (Title V Older Americans Act) • Reintegration of Ex-Offenders Program (Section 212 of the Second Chance Act of 2007) • Trade Adjustment Assistance for Workers Programs (Chapter 2 of Title II of the Trade Act of 1974)

This combined planning process will position New Jersey's workforce system to allow for further collaboration with programs that are not officially a part of this plan, and provide opportunities for additional efficiencies and leveraging of program strengths.

II. Strategic Planning Elements

(a) Economic, Workforce, and Workforce Development Activities Analysis

(1) Economic and Workforce Analysis

(A) Economic Analysis. The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-state regions and any specific economic areas identified by the State. This includes:

(i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

Existing Industry and Occupational Demand[1, 2, 3]

New Jersey's economy continues to improve. More New Jerseyans are employed than ever before and the state's unemployment rate of 4.5 percent is at its lowest level since 2007. New Jersey's unemployment rate remained stable or declined each month since May 2012, and is down by 5.3 percentage points from a recessionary high of 9.8 percent in January 2010. The state's unemployment rate has been at or better than the national rate since October 2015. And the state's labor force participation rate remains well above the national rate, 64.1 percent to 62.7 percent.

The state added 83,600 private sector jobs in 2015, for a sixth consecutive year of private sector job growth and the strongest year since 1999. New Jersey private sector employers have now added more than 250,000 jobs since February 2010, the recessionary low point for private sector employment in the state.

New Jersey had more than four million non-farm jobs in 2015. The four most prevalent industries accounted for nearly 60% of the employment in the state. The top two industries of Education and Health Services and Professional and Business Services produce nearly one out of every three jobs for the State.

Industry (2-digit NAICS)	2015 Annual Average Employment	Percent of Total employment
Education and Health Services	659,300	16.4%
Professional and Business Services	651,400	16.2%
Government	614,800	15.3%
Retail Trade	462,300	11.5%
Leisure and Hospitality	359,600	8.9%
Financial Activities	250,800	6.2%

[1] Bureau of Labor Statistics, Current Employment Statistics, 2014 Annual Averages on March 2015 Benchmark, Prepared by NJ Department of Labor and Workforce Development, Office of Research and Information

[2] Bureau of Labor Statistics, Occupational Employment Statistics, May 2015 Estimates, Prepared by NJ Department of Labor and Workforce Development, Office of Research and Information

[3] New Jersey Department of Labor & Workforce Development, Office of Research and Information, Quarterly Census of Employment & Wages, 2014 Annual Averages, NJLWD, Division of Workforce, Research & Analytics, Bureau of Labor Market Information, December 2015.

Manufacturing	238,200	5.9%
Wholesale Trade	216,800	5.4%
Transportation, Warehousing and Utilities	176,600	4.4%
Other Services	168,900	4.2%
Construction	148,000	3.7%
Information	74,400	1.8%
Mining and Logging	1,400	0.0%

Figure 2

Bureau of Labor Statistics, Current Employment Statistics

There were nearly 3.9 million employees across all occupations within New Jersey in 2014. Of the top 10 occupations only Registered Nurses ($78,330) had a higher than average annual salary ($53,770) for the State. The top 10 occupations accounted for a little over 20% of all employment in the State in 2014. Retail Salespersons, the largest occupation, accounts for 3.5% of all employment and has an average wage ($26,860) that half of the average wage for the State.

Occupation (6-digit SOC)	2014 Annual Average Employment	Annual Average Salary
Total, All Occupations	3,868,950	$53,770
Retail Salespersons	138,020	$26,860
Cashiers	95,910	$20,820
Laborers and Freight, Stock, and Material Movers, Hand	83,650	$26,690
Registered Nurses	76,790	$78,330
Office Clerks, General	76,080	$33,160
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	68,470	$28,240
Customer Service Representatives	64,110	$37,740
Stock Clerks and Order Fillers	63,590	$26,030
Secretaries and Administrative Assistants, Except Legal, Medical,	61,520	$39,850
Combined Food Preparation and Serving Workers, Including Fast Food	57,890	$20,550

Figure 3

Bureau of Labor Statistics, Occupational Employment Statistics

Diving more deeply into New Jersey's high demand industries, the New Jersey Department of Labor and Workforce Development has highlighted seven key industry clusters for the state. The seven key industry clusters are: Advanced Manufacturing; Health Care; Financial Services; Technology; Transportation, Logistics and Distribution; Biopharmaceutical and Life Science; and Leisure, Hospitality and Retail Trade. Together, all of these clusters account for 67% of employment and 68% of wages for all private sector industries in New Jersey.[4] They represent 138,522 establishments, more than half of all establishments in the state.

[4] Percentage totals are the sum of all mutually exclusive component industries. Therefore, the sum of individual industry cluster annual averages will not equal the total cluster industries annual averages. In addition, the sum of individual industry cluster percentages of totals will not equal the percentage of total.

The seven target industry clusters were developed several years ago in support of New Jersey's State Plan. The State Plan focused on targeted economic growth by promoting opportunities that attract and grow industries important to the state and the region. Job retention and creation efforts can be strengthened by focusing on regional planning and the cultivation of industry cluster based development strategies. A review of New Jersey's strengths and assets reflected the critical role these industries played in New Jersey. However, this is not to say other industry sectors are not important. The success of these core industries will create secondary benefits that will contribute to the growth of other industries. The seven key industry clusters account for two-thirds of the employment and wages in the state. In the Garden State, these key clusters have found an ideal location – within a day's drive of 40.0 percent of the U.S. population; a talented, productive and highly educated workforce with a high density of residents with advanced degrees and 52 colleges and universities.

Leisure, Hospitality and Retail (LHR)

This is the largest of the seven industry clusters in terms of employment with nearly twenty-five percent of statewide employment in 2014. The state's tourism industry is a significant part of the state's economy and is primarily captured by the Leisure and Hospitality super sector. Retail trade is the state's second largest industry as far as employment at the two-digit level signifying its importance to the overall economy. These three industries were grouped together primarily based on similar occupational requirements.

Financial Services

This industry is relevant to NJ given the state's location, adjacent to one of the largest financial hubs in the world, New York City.

Health Care

This industry cluster focuses on the part of the industry involved with patient care. New Jersey is home to several large and well known healthcare systems. The Health Care industry was the only industry to gain employment throughout the recent recession.

Advanced Manufacturing

Advanced manufacturing employment is primarily comprised of four industry groups: chemical manufacturing (36%), computer and electronic product manu facturing (18%), fabricated metal manufacturing (16%) and machinery manufacturing (11%). The remaining 19% are made up of selected detailed industries.

Transportation, Logistics and Distribution (TLD)

This cluster focuses on transportation and warehousing, and wholesale trade. These two components are equally important in the supply chain. New Jersey's location and infrastructure are the strengths of this industry.

Life Sciences

New Jersey's Life Sciences cluster encompasses a wide range of industry related activities that are focused on life-processes. The three components used to focus on this cluster are pharmaceutical, biotechnology and medical devices.

Technology

The NJ Department of Labor and Workforce Development (LWD) defines the technology cluster based on occupational industry staffing patterns. The technology cluster is made of industry groups primarily found in the professional, scientific and technical service, wholesale trade, manufacturing, and information industry sectors.

Advanced Manufacturing		Health Care
2014		2014
Establishments: 5,143		Establishments: 21,559
Employment: 161,328		Employment: 448,863
Average Wages: $90,040		Average Wage: $53,718
Percent of Total Employment: 4.9%		Percent of Total Employment: 13.8%
Percent of Total Wages: 7.4%		Percent of Total Wages: 12.3%

Financial Services		Technology
2014		2014
Establishments: 11,547		Establishments: 26,624
Employment: 174,636		Employment: 359,704
Average Wages: $116,107		Average Wages: $114,530
Percent of Total Employment: 5.3%		Percent of Total Employment: 11.0%
Percent of Total Wages: 10.3%		Percent of Total Wages: 21.0%

Transportation, Logistics, and Distribution		Biopharmaceutical and Life Science
2014		2014
Establishments: 24,258		Establishments: 3,105
Employment: 360,619		Employment: 115,178
Average Wages: $71,544		Average Wages: $137,294
Percent of Total Employment: 11.0%		Percent of Total Employment: 3.5%
Percent of Total Wages: 13.1%		Percent of Total Wages: 8.1%

Leisure, Hospitality, and Retail Trade
2014
Establishments: 53,854
Employment: 806,046
Average Wages: $28,146
Percent of Total Employment: 24.7%
Percent of Total Wages: 11.6%

New Jersey Department of Labor & Workforce Development, Office of Research and Information, Quarterly Census of Employment & Wages, 2014 Annual Averages

(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

Emerging Industries and Occupations[5]

In New Jersey, both goods-producing and service-providing industries are expected to grow. When looking at the individual industries, the largest growth is in the Educational and Health Services Industry which is expected to add over 110,000 jobs over the next 10 years. Along with Educational and Health Services 1.7% increase, Professional and Business Services are expected to gain 1.3% or 84,500 jobs. The largest percentage growth is in the Construction Industry at 2.5%. It is the only goods producing industry to add jobs, with both Manufacturing and Mining and Logging expecting to lose around 1% of their jobs. Government and Manufacturing are the only industries that are expected to lose over 15,000 jobs, with Government losing the most at nearly 20,000 jobs.

Industry (2-digit NAICS)	2012 Jobs	2022 Jobs (Projected)	Change in Jobs	Percent Change
Goods Producing	**377,000**	**397,050**	**20,050**	**0.5%**
Mining and Logging	1,300	1,150	(150)	(1.4%)
Construction	130,400	166,550	36,150	2.5%
Manufacturing	245,300	229,350	(15,950)	(0.7%)
Service-Providing	**3,513,800**	**3,800,200**	**286,400**	**0.8%**
Trade, Transportation & Utilities	821,700	885,100	63,400	0.7%
Information	77,300	70,850	(6,450)	(0.9%)
Financial Activities	250,100	264,100	14,000	0.5%
Professional and Business Services	618,200	702,700	84,500	1.3%
Educational and Health Services	620,300	733,050	112,750	1.7%
Leisure and Hospitality	346,000	371,650	25,650	0.7%
Other Services	164,200	176,350	12,150	0.7%
Government	616,000	596,350	(19,650)	(0.3%)

Figure 4

Bureau of Labor Statistics, Industry and Occupational Employment Projections

Employment is expected to grow by 7.5% from 2012 to 2022, and add over 310,000 jobs to New Jersey. The top 10 occupations are all projected to grow by over 5% by 2022. Home Health Aides and Combined Food Preparation and Serving Workers, including Fast Food are both expected to gain over 10,000 jobs. Home Health Aides are the largest growing occupation at over 15,000 and they also have the largest percentage growth at nearly 49%. The top 10 occupations are projected to gain at least 5,000 jobs. Five of the top ten growing occupations were also in the top ten largest occupations in 2014.

[5] Bureau of Labor Statistics, Industry and Occupational Employment Projections, Prepared by NJ Department of Labor and Workforce Development, Office of Research and Information

Occupation (6-digit SOC)	2012 Employment	2022 Employment (Projected)	Change in Employment	Percent Change
Home Health Aides	31,150	46,300	15,150	48.6%
Combined Food Preparation and Serving Workers, Including Fast Food	60,000	70,200	10,200	17.0%
Retail Salespersons	125,700	134,850	9,150	7.3%
Registered Nurses	79,850	88,900	9,050	11.3%
Nursing Assistants	51,800	60,050	8,250	16.0%
Laborers and Freight, Stock, and Material Movers, Hand	75,750	83,350	7,600	10.1%
Receptionists and Information Clerks	51,150	57,850	6,700	13.0%
Software Developers, Applications	29,100	35,750	6,650	23.0%
Customer Service Representatives	63,450	69,550	6,100	9.6%
Heavy and Tractor-Trailer Truck Drivers	41,550	47,000	5,450	13.1%
Total, All Occupations	**4,149,400**	**4,462,550**	**313,150**	**7.5%**

Figure 5

Bureau of Labor Statistics, Industry and Occupational Employment Projections

(iii) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Employers' Employment Needs[6,7]

When looking at the 10 fastest growing occupations there are a wide range of education requirements. Software Developers, Applications is the only occupation of the top 10 that needs a Bachelor's Degree. Registered Nurses requires an Associate's Degree and Heavy and Tractor-Trailer Truck Drivers and Nursing Assistants require a Postsecondary Non-degree Award. Of the other six occupations, two require a High School Diploma or equivalent, and the other four require less than high school education. None of the occupations require any work experience and three occupations also do not require any job training. The seven occupations that do require job training require short-term on-the-job training. While Retail Salespersons has the highest number of annual job openings it has the lowest percentage of openings for growth at around 18%. Home

[6] Bureau of Labor Statistics, Industry and Occupational Employment Projections, Prepared by NJ Department of Labor and Workforce Development, Office of Research and Information

[7] Burning Glass Technologies Inc., Labor Insight, Prepared by New Jersey Department of Labor & Workforce Development, December 2015

Health Aides has the highest percentage of annual openings for growth at nearly 72%. Software Developers, Applications (64.4%) is the only other occupation with an opening for growth percentage above 50%.

Occupation (6-digit SOC)	Average Annual Job Openings	Education	Work Experience	Job Training
Home Health Aides	2,110	Less than HS	None	Short-term OJT
Combined Food Preparation and Serving Workers, Including Fast Food	3,310	Less than HS	None	Short-term OJT
Retail Salespersons	5,220	Less than HS	None	Short-term OJT
Registered Nurses	2,450	Associate's degree	None	None
Nursing Assistants	1,810	Postsecondary non-degree award	None	None
Laborers and Freight, Stock, and Material Movers, Hand	3,110	Less than HS	None	Short-term OJT
Receptionists and Information Clerks	2,040	High school diploma or equiv.	None	Short-term OJT
Software Developers, Applications	1,040	Bachelor's degree	None	None
Customer Service Representatives	2,340	High school diploma or equiv.	None	Short-term OJT
Heavy and Tractor-Trailer Truck Drivers	1,210	Postsecondary non-degree award	None	Short-term OJT

Figure 6

Bureau of Labor Statistics, Industry and Occupational Employment Projections

Labor Insight data from Burning Glass[8] also give a picture of the certifications and the key knowledge, skills, and abilities (KSAs) that are most desired by employers within New Jersey's seven key industry clusters. The top desired characteristics in each category is shown below for each industry. While certifications and some competencies vary by industry, there are also

[8] The New Jersey Department of Labor and Workforce Development through its agreement with Burning Glass technologies is able to provide labor market information aggregated from online employer job listings. This data provides valuable insight regarding current demand for characteristics such as knowledge, skills and abilities, sought by employers.

multiple KSAs, including Communication Skills and Organizational Skills, which are included in the top competencies for most industries.

Advanced Manufacturing
Key Certifications:
Six Sigma
Project Management Certification
Certified Production Technician
Key KSAs:
Communication Skills
Organizational Skills
Problem Solving
Collaboration
Planning

Health Care
Key Certifications:
Registered Nurse
Home Health Aide
Certified Nursing Assistant
Key KSAs:
Communication Skills
Patient Care
Organizational Skills
Writing
Treatment Planning

Financial Services
Key Certifications:
Series 7
Certified Public Accountant
Certified Financial Planner (CFP)
Key KSAs:
Communication Skills
Organizational Skills
Cash Handling
Customer Service
Microsoft Excel

Technology
Key Certifications:
Project Management Certification
Certified Information Systems Auditor
Certified Network Professional
Key KSAs:
Communication Skills
Organizational Skills
Oracle
SQL
Java

Transportation, Logistics, and Distribution
Key Certifications:
Commercial Driver's License
Forklift Operator Certification
Air Brake Certification
Key KSAs:
Communication Skills
Organizational Skills
Scheduling
Customer Service
Repair

Biopharmaceutical and Life Science
Key Certifications:
Project Management Certification
Six Sigma
American Society for Quality Certification
Key KSAs:
Chemistry
Clinical Research
Product Development
Regulatory Affairs
Problem Solving

Leisure, Hospitality, and Retail Trade
Key Certifications:
ServSafe Certification

Forklift Operator Certification
Key KSAs:
Communication Skills
Customer Service
Store Management
Merchandising and Sales
Mathematics
Burning Glass Technologies Inc., Labor Insight

LWD is currently undergoing a process to define an Industry-Valued Credentials list that helps to identify and address some of the state's employers' skilled workforce needs. Labor market analysts at LWD initially identified credentials in demand by the seven key industry clusters discussed above. Credential information will also be included for the Utility and Construction industries. This research included the review of New Jersey specific labor data from 2010 through 2014 and occupational employment projections through 2022. LWD identified occupational employment trends by industry and wages, major employers, demand occupations, and demand degrees/certifications.

Research conducted by established industry associations was also incorporated to inform the process. Talent Network Directors associated with New Jersey's major industries reviewed and updated the draft credential list prior to meetings with all Talent Network partners. Subsequently, ten industry-specific meetings were held with those partners to solicit additional employer feedback and create a preliminary list of industry-valued credentials. Among the topics discussed in the meetings were current credentials in demand, relevance of current labor market information, and the importance of credentials in the hiring process. Expanded input from educators, workforce professionals, employers and others will be solicited through an on-line survey distributed by the Office of Research and Information (ORI) through the Talent Networks.

(B) Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State. This includes: —

(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data and trends in the State.

Employment and Unemployment[9,10]

As of January 2016, New Jersey's labor force numbered more than 4.6 million workers. Of this number, nearly 4.4 million were employed, leaving more than 207,000 individuals unemployed and looking for work, an unemployment rate of 4.5 percent. This rate is lower than the United States' rate of 4.9 percent for the same period.

[9] Bureau of Labor Statistics, Local Area Unemployment Statistics
[10] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Selected Economic Characteristics*

New Jersey's Employment and Unemployment			
Labor Force	Employed	Unemployed	Unemployment Rate
4,562,425	4,355,041	207,204	4.5%

Figure 7

Bureau of Labor Statistics, Local Area Unemployment Statistics

The labor force participation rate within the state averaged 65.1% over the period from 2010-2015; higher than the national average of 63.6%. The labor force participation rate refers to the total number of individuals over the age of 16 who are either employed or unemployed and looking for work.

Characteristics of Unemployment Insurance Claimants[11]

As of December 2015, there were 83,327 individuals claiming unemployment benefits in New Jersey. Of these individuals, nearly 59.2% were male and 40.3% female, and the greatest portion, 30.7%, were between the ages of 30 and 44. Nearly 49.1% of claimants were White/Not of Hispanic Origin, while those who are Black/Not of Hispanic Origin and Hispanic represented 18.0% and 22.4% of claimants, respectively.

The breakdown of unemployment claimants by their identified industries is displayed in the table below. The largest portion of claimants identified their primary industry as Administrative and Waste Services (15.6%), followed by Retail Trade (11.1%) and Construction (10.7%).

Industry	% of total receiving unemployment benefits
Administrative and Waste Services	15.6%
Retail Trade	11.3%
Construction	10.7%
Heath Care and Social Assistance	8.6%
Accommodation and Food Services	8.2%
Professional and Technical Services	5.7%
Manufacturing	5.7%
Wholesale Trade	5.5%
Transportation and Warehousing	4.0%
Educational Services	3.6%
Arts, Entertainment, and Recreation	3.1%
Finance and Insurance	2.6%
Other Services except Public Administration	2.5%
Real Estate and Rental and Leasing	1.6%

[11] NJ Department of Labor and Workforce Development, Office of Research and Information, Economic and Demographic Research, March 15, 2016

Public Administration	1.5%
Information	1.4%
Management of Companies	1.2%
Agriculture	1.0%
Utilities	0.2%
Mining	0.1%
Did not identify a specific industry	*5.9%*

Figure 8

NJ Department of Labor and Workforce Development
Office of Research and Information, Economic and Demographic Research

Looking at unemployment claimants by occupation, 17.7% of claimants identified as Services occupations, followed by 14.1% in Office and Administrative Support, and 11.9% in Professional and Related positions.

Occupation	% of total receiving unemployment benefits
Services	17.1%
Office and Administrative Support	14.1%
Professional and Related	11.9%
Transportation and Material Moving	11.5%
Construction and Extraction	9.6%
Management	8.6%
Production	8.4%
Sales and Related	7.2%
Installation, Maintenance and Repair	4.2%
Business and Financial	3.3%
Farming, Fishing and Forestry	0.8%
Military	0.2%
Did not identify a specific occupation	*2.5%*

Figure 9

NJ Department of Labor and Workforce Development
Office of Research and Information, Economic and Demographic Research

Youth Workers[12]

On average between 2010 and 2014, there were approximately 1,027,560 youth aged 16 to 24 in New Jersey, with approximately 54.6% participating in the labor force. This is more than 10 percentage points lower than the labor force participation rate for the population 16 years old

[12] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Sex by Age by Employment Status for the Population 16 years and over*

and above, likely due to many in this age group pursuing education, either secondary or post-secondary. Those youth who are participating in the labor force experience a much higher unemployment rate than the general labor force, with 19.1% of participants aged 16 to 24 being unemployed and looking for work, compared to the most recent statewide unemployment rate of 5.0%.

Older Workers[13]

Between 2010 and 2014 there was an annual average of 2,355,490 individuals aged 55 or older in New Jersey, with approximately 43.6% participating in the workforce. This rate is lower than that over the overall population, reflecting the gradual retirements that begin to occur once a worker enters this age group. The table below shows the decline in labor force participation as individuals move into different age brackets among the older worker group.

Age Group	Labor Force Participation	Unemployment Rate
55 to 59	77.6%	7.6%
60 and 61	69.4%	8.3%
62 to 64	56.9%	8.0%
65 to 69	38.0%	8.8%
70 to 74	21.5%	8.4%
75 and older	6.9%	7.6%
Total ages 55 and older	**43.6%**	**8.0%**

Figure 10

U.S. Census Bureau, American Community Survey, 2010-2014

The unemployment rate for older workers is greater than that of the general labor force at 8.0%, compared to the current statewide average of 5.0%. The labor force participation rate declines below the statewide average beginning with the 62 to 64 age group, and sharply declines beginning with the 65 to 69 age group, reflecting the most common retirement age range.

Veteran Workers[14]

Of the over 5.5 million individuals from 18 to 64 years old in New Jersey, 3.3% or more than 181,000 are veterans. Almost a quarter (22.6%) of veterans in this age group are not participating in the labor force. Of the 77.4% who are participating, the unemployment rate is 7.8%, slightly higher than the statewide average. On average from 2010 to 2014 there were more than 14,000 unemployed veterans annually. The unemployment rate of veterans varies by age group, with those aged 18 to 34 experiencing the highest rate at 12.6%, followed by 7.6% for veterans ages 35 to 54, and 6.6% for those 55 to 64.

[13] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Sex by Age by Employment Status for the Population 16 years and over*

[14] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Age by Veteran Status by Employment Status for the Civilian Population 18 to 64 years*

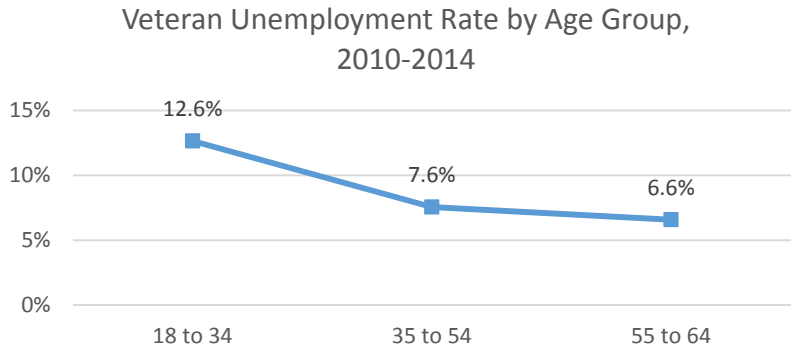


Figure 11

U.S. Census Bureau, American Community Survey, 2010-2014

Individuals with Disabilities[15,16]

According to the American Community Survey, there was an annual average of more than 421,000 individuals with disabilities between 2010 and 2014. This amounts to nearly 8% of the population between the ages of 18 and 64. Among this population, 45% are participating in the workforce, and more than 81% of these individuals are employed. This leads to an unemployment rate among individuals between 18 and 64 with a disability of 19%.

For the population of individuals with disabilities ages 16 and over who are employed, the greatest portion is employed in the educational services, healthcare and social assistance industry, with 25.4%. The top five industries of employment are listed below.

Industry	% Employment Ind. With Disabilities Ages 16 and Over
Educational services, and health care and social assistance	25.4%
Retail trade	13.0%
Professional, scientific, and management, and administrative and waste management services	10.6%
Arts, entertainment, and recreation, and accommodation and food services	8.7%
Manufacturing	8.3%

Figure 12

U.S. Census Bureau, American Community Survey, 2010-2014

[15] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Employment Status by Disability Status*

[16] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Work Experience by Disability Status*

Low-income Individuals[17]

Between 2010 and 2014, the average poverty rate in New Jersey was 9.5%, with just more than 650,000 individuals with income below the poverty level in the previous 12 months. Among individuals living below the poverty line, 43% were participating in the labor force, and 65% (more than 185,000 individuals) were employed.

English language learners[18,19]

In New Jersey, 12% of the population over the age of five years old has a primary language other than English and speaks English less than "very well". Among those individuals aged 25 or older, 32% of the labor force has a first language other than English. Among those in this age group who are not participating in the labor force, a slightly smaller percentage, 28%, speak a first language that is not English.

(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

Labor Market Trends[20]

The unemployment rate was higher in 2015 at 5.6% than ten years prior at 4.5% in 2005; however it has been steadily lowering during recovery from the recession that began in 2009. The rate dropped nearly four percentage points between 2012 and 2015, and is 0.3 percentage point below the 2008 rate of 5.3 percent reached before the start of the recession.

Employment and labor force levels have stayed within just 200,000, or roughly less than 5%, over the same time period. Fluctuations within both correspond with the effects of the recession. Labor force levels were growing from 2008 until 2012. In many areas of the country, labor force levels declined as unemployed workers grew discouraged and stopped looking for work. The growth in New Jersey could have been due to additional workers needing to look for work and join the labor force due to the economic downturn. In turn, the decline in the labor force in 2012 could correspond with workers needing to work less due to the economic recovery.

Employment numbers decreased as the recession hit in 2009 and hit the low point of the last 10 years in 2010 at an employment level of 4,121,455. Due to the growing labor force at the time, this corresponds with the peak unemployment rate of 9.5% in the same year. Employment has been generally growing since the low point in 2010 and reached 4,288,825 in 2015, just over 24,000 higher than the employment level in 2008 right before the impact of the recession.

New Jersey has a richly diverse population, proximity to major metropolitan areas and a history of invention and innovation from electronics and pharmaceuticals to biotechnology research that

[17] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Poverty Status in the Past 12 Months of Individuals by Sex by Employment Status*
[18] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Selected Social Characteristics in the United States*
[19] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Educational Attainment and Employment Status by Language Spoken at Home for the Population 25 Years and Over*
[20] Bureau of Labor Statistics, Local Area Unemployment Statistics

impressively continues to grow. New Jersey's commitment to investment, collaboration and talent development supports growth in key industry clusters that drive economic expansion. In the Garden State, these key clusters have found an ideal location – within a day's drive of 40 percent of the U.S. population; a talented, productive and highly educated workforce with a high density of residents who possess advanced degrees and 52 colleges and universities. Here is a brief look at some of the trends in key industry clusters that drive the state's economy.

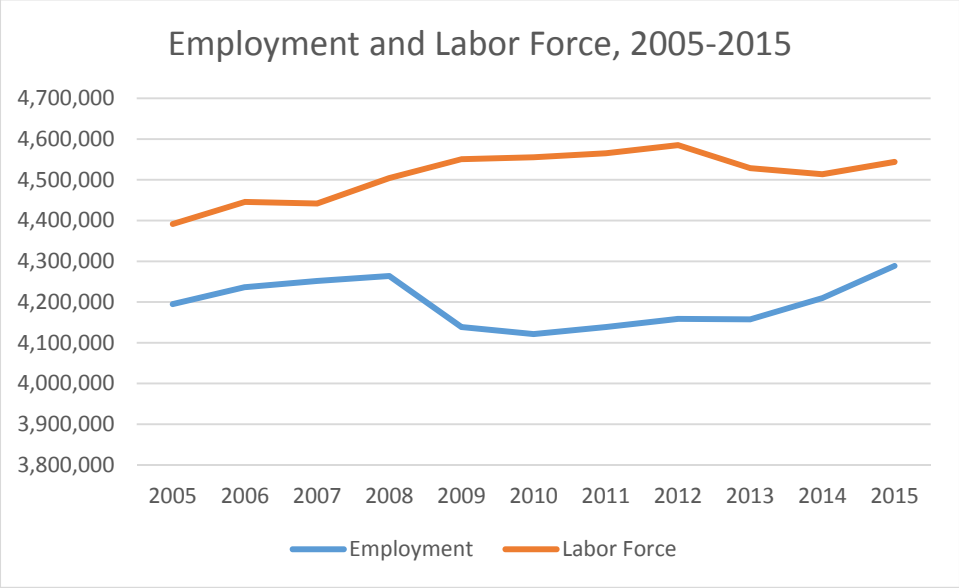


Figure 13

Bureau of Labor Statistics, Local Area Unemployment Statistics

Biopharmaceutical Life Sciences Industry Cluster

- New Jersey's biopharmaceutical life sciences cluster employment totaled over 115,000 in 2014, or 3.5 percent of the state's private sector workers. Nationally, the proportion was just 1.9 percent.
- New Jersey's biopharmaceutical and life sciences cluster employment is comprised of three primary components: pharmaceutical sector (45.0%), biotechnology (34.5%) and medical device manufacturing (20.5%). In 2014, the state's pharmaceuticals employment accounted for 8.9 percent of pharmaceuticals jobholding in the U.S.
- Establishments totaled over 3,100 in 2014. Despite recent reorganizations by pharmaceutical firms, the drug and pharmaceutical component's establishment count increased between 2009 and 2014 by 8.8 percent, slightly slower than the nation (+10.5%) over the same period.
- New Jersey biopharmaceutical life science employers paid over $15 billion in wages during 2014, or 8.1 percent of the state's total wages.
- The state's highly educated workforce is seen in this cluster as more than three-fifths (63%) of its workers statewide hold a Bachelor's degree or higher: Bachelor's (29%), Master's/Professional (25%), Doctoral (8%) degree.

Transportation, Logistics, Distribution Industry Cluster

- In 2014, transportation, logistics and distribution (TLD) employed 360,618 workers in New Jersey. The cluster employed 11.0 percent of the state's private sector workers, a higher percentage than for the nation (8.8%).
- TLD contributed more than $55.5 billion to the state's Real Gross Domestic Product (GDP - chained 2009 dollars) in 2014.
- In 2014, employers in the state's TLD industry cluster paid more than $25.8 billion in total wages.
- Located between New York City and Philadelphia, New Jersey is within a day's drive of 40 percent of the U.S. population.
- New Jersey offers access to the nation's freight rail network and is also home to several key transportation facilities necessary for a strong TLD industry cluster including three major seaports and a large international airport.
- According to 2013 figures (latest available) from the U.S. Army Corps of Engineers, Waterborne Commerce Statistics Center, New Jersey's shipping activity accounts for 6.5 percent of the nation's tonnage of total cargo volume.

Financial Services Industry Cluster

- Despite a relatively small employment base (5.3% of New Jersey's total private sector employment in 2014) finance and insurance contributed almost $35 billion or roughly eight percent to the state's Real Gross Domestic Product in 2014.
- According to the NJ Business & Industry Association, 15 of the state's top 84 employers are finance and insurance firms whose combined employment represents almost 41 percent of jobholding in the finance and insurance industry sector.
- The financial services sector relies heavily on information and technology. New Jersey has remained in the forefront of technological advancement by becoming a national leader in developing data centers to support the industry. Of almost 50 data centers located in the state, roughly half are located in Hudson County. (Source: datacentermap.com)
- In 2014, almost $20.3 billion in total wages were paid by New Jersey's employers in financial services industries.
- The greatest concentration of jobs within the financial services industry cluster is found in Hudson County (17.1%).

Advanced Manufacturing Industry Cluster

- The advanced manufacturing cluster contributed over $31.8 billion to New Jersey's Real Gross Domestic Product in 2013, or about 6.3 percent of all state output (latest available from the U.S. Bureau of Economic Analysis).
- Advanced manufacturing employment is primarily comprised of five industry groups: chemical manufacturing (30%), food manufacturing (19%), computer and electronic product manufacturing (14%), fabricated metal manufacturing (12%) and machinery manufacturing (9%). The remaining 15 percent is made up of selected detailed industries.
- In 2014, there were 159,900 people employed in industries classified as advanced manufacturing in New Jersey, or about 67 percent of manufacturing employment statewide.

- Chemical manufacturing industries, the cluster's largest segment, employed roughly 48,700 in 2014, or 20.3 percent of all manufacturing workers in the state. The state's jobholding in chemical manufacturing represents 6.1 percent of U.S. chemical manufacturing employment.
- The state's advanced manufacturing industry establishments paid a total of more than $14.5 billion in wages in 2014, or roughly 7.4 percent of New Jersey's total wages.

Note: The definition of the advanced manufacturing cluster was expanded in 2014 to reflect new methodology used by LWD.

Health Care Industry Cluster

- The health care cluster contributed over $35 billion to New Jersey's Real Gross Domestic Product (GDP) in 2013, or roughly 7 percent of all state output (latest available from the U.S. Bureau of Economic Analysis).
- Health care cluster employment is comprised of three industry groups: ambulatory health care services (46%), hospitals (33%) and nursing and residential care facilities (21%).
- From 1990 through 2014, the health care sector in New Jersey has added 191,600 new jobs, while all other industries combined had a net gain of only 135,500.
- Health care is the only industry that has added jobs in the state every year from 1990 through 2014 while increasing its share of jobholding from 7.5 percent in 1990 to 11.7 percent in 2014.
- The outlook for New Jersey's health care employment is bright. From 2012 through 2022, it is projected that more than 88,600 jobs will be added, an annual increase of 2.0 percent.
- Health care establishment employers paid more than $24.1 billion in total wages in 2014, or about 12.3 percent of all wages paid statewide.

Technology Industry Cluster

- In 2014, New Jersey's technology cluster accounted for 359,704 jobs or 11.0 percent of private sector employment statewide. Nationally the cluster was responsible for 9.6 percent of all private sector employment.
- The annual average wage for the technology cluster was $103,797 in 2014 or 173 percent of the statewide average ($60,146) for all industries. Employers in the industry paid over $41 billion in wages, or about 21 percent of the total wages paid in all industries.
- Employment within the technology cluster can primarily be found within the following sectors: professional, scientific and technical services (48.6%), manufacturing (19.2%), wholesale trade (15.9%), and information (14.2%).
- The technology cluster is supported by the strength of New Jersey's highly educated workforce as over 93 percent of New Jerseyans within the cluster have achieved some level of college education or higher. Almost 77 percent hold a Bachelor's degree or higher.

Leisure, Hospitality and Retail Industry Cluster

- Leisure, hospitality and retail (LHR) is comprised of four components: retail trade (56.0% of employment); food services/drinking places (30.1%); arts/entertainment/recreation (7.3%) and accommodation (6.6%).

- Many of the businesses within LHR are intertwined with the state's tourism industry, which directly supported 315,952 jobs in 2014. According to the NJ Division of Travel and Tourism, the state generated a record-breaking $42.1 billion in tourism demand in 2014.
- LHR contributed $46.1 billion (or 9.1%) to the state's Real Gross Domestic Product in 2014.
- LHR jobholding totaled 806,044 in 2014, or 24.7 percent of the state's private sector workers.
- New Jersey LHR employers paid over $22 billion in wages during 2014, or 11.6 percent of the state total. The average annual wage for the LHR cluster in 2014 was $28,146.
- Over one-quarter (28.5%) of all employment in the LHR cluster is concentrated in three counties: Bergen, Monmouth and Middlesex. Atlantic County ranks fourth for LHR employment due mainly to the presence of its casino hotel industry.
- Due primarily to their tourism-based economies, over half of private sector employment in Cape May (54.6%) and Atlantic (54.2%) counties is concentrated in the LHR cluster.

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

Education and Skill Levels of the Workforce[21]

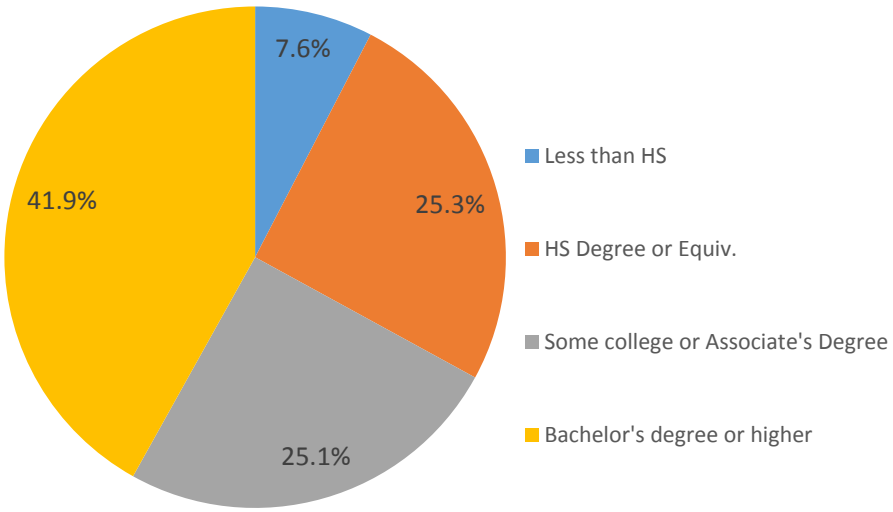
According to the five-year estimates of the U.S. Census Bureau's American Community Survey, the civilian labor force in New Jersey has included an average of nearly four million participants annually. Over 65% of these labor force participants have received some level of postsecondary education, with 25% attending some college or receiving an Associate's degree and 42% holding a Bachelor's degree or higher. This is a much greater percentage of individuals who hold Bachelor's degrees or higher than the national average, which shows that 34% of adult labor force participants nationally have achieved this level of higher education.

When analyzed among the populations of those who are employed and unemployed individually, the levels of educational attainment are shifted slightly. Among employed workers, the largest portion, 43.5% hold a Bachelor's degree or higher. Those groups holding a high school degree and those with some level of postsecondary education or Associate's degree each represent about 25% of employed workers.

Among those who are unemployed, the distribution shifts slightly more. The largest portion of unemployed workers are found in the category of those whose highest level of education is a high school diploma or equivalency, with 34%.

[21] U.S. Census Bureau, American Community Survey, 2010-2014 5-year estimates, *Educational Attainment by Employment Status for the Population 25 To 64 Years*

Education Levels of the Civilian Labor Force, Ages 25-64



U.S. Census Bureau, American Community Survey, 2010-2014

Figure 14

Education Levels of the Civilian Labor Force, Ages 25-64, Employed vs. Unemployed

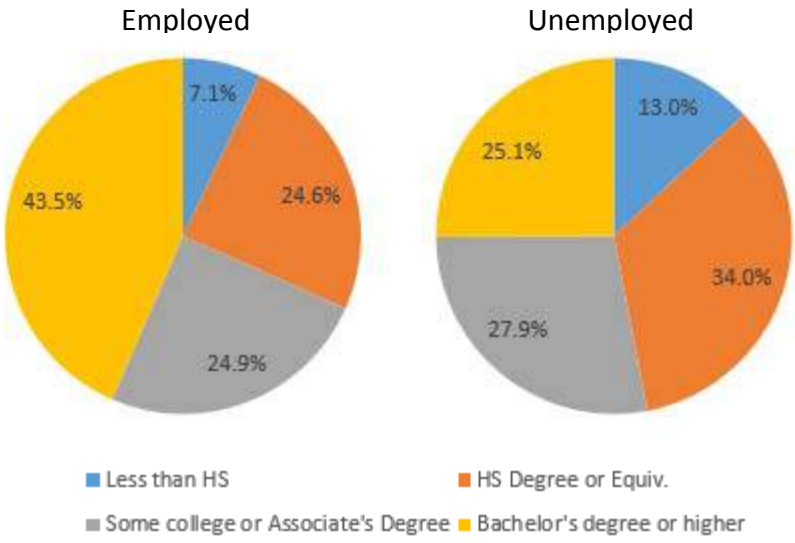


Figure 15

(iv) Describe apparent 'skill gaps'.

Skill Gaps[22]

According to data analyzed with EMSI Analyst, there are projected to be more than 136,000 openings annually over the next ten years. The occupational groups projected to have the highest numbers of annual openings are Office and Administrative Support, Sales and Related, and Food Preparation and Serving Related Occupations, representing nearly 50,000 job openings each year.

Occupation Group	Annual Openings 2015-2025	Most Required Education Level[23]
Office and Administrative Support	18,991	HS or equiv (89.8%)
Sales and Related	16,666	Less than HS (68.5%)
Food Preparation and Serving Related	14,317	Less than HS (93.2%)
Transportation and Material Moving	10,360	Less than HS (61.6%)
Healthcare Practitioners and Technical	7,906	Associate's degree (41.3%)
Education, Training, and Library	7,308	Bachelor's degree (55.1%)
Business and Financial Operations	6,811	Bachelor's degree (79.1%)
Management	6,192	Bachelor's degree (77.7%)
Personal Care and Service	5,753	HS or Equiv (45.9%)
Healthcare Support	5,487	Post-secondary non degree award (53.9%)

Figure 16

EMSI Analyst, 2015

Nearly 37% of all annual openings between 2015 and 2025 will require less than a High School degree, while an additional 32% will require just a High School diploma or equivalency.

Though New Jersey boasts higher-than average educational attainment levels, many of the job openings that are projected over the next ten years will require less than a Bachelor's degree. While much of this imbalance is likely due to the normal turnover in lower-skilled positions, some could point to a skills gap among low- and middle-skill positions.

[22] Economic Modeling Specialists, Inc., Analyst, 2015

[23] While Annual Openings are reported for the 2-digit SOC groups, Most Required Education Level represents the minimum education level required for the highest number of annual openings of the 5-digit SOC groups that fall within each 2-digit group. Percent reports the portion of openings in this occupations with the most common educational requirement.

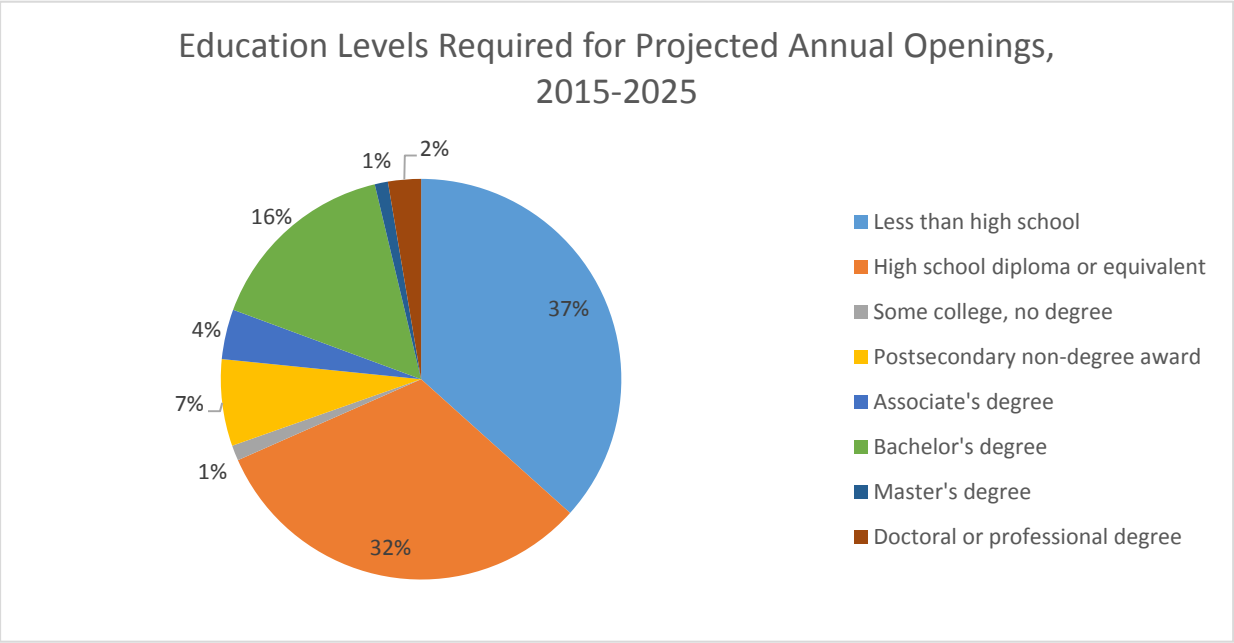


Figure 17

EMSI Analyst, 2015

SETC and NJBIA Employability Skills Task Force and Stakeholder Groups

Skills gaps can simply be defined as the separation between what employers need and the skills that jobseekers possess. The New Jersey Business and Industry Association (NJBIA) conducted a survey of 2,000 employers representing all sectors. The recurring theme; employers want workers that possess "employability skills." Employability skills, often called soft or career-readiness skills, refer to a cluster of personal behaviors, habits and attitudes that are demonstrated by a successful employee. While New Jersey already boasts a highly-educated workforce, the state's incumbent workers, jobseekers and students must possess and build on these skills for lasting and meaningful employment.

The SETC established the Employability Skills Task Force in November 2013 to launch a statewide campaign to raise awareness by engaging stakeholders in dialogues and creating an action-oriented solution through a Call to Action. Stakeholder groups from across New Jersey's key industries, business groups, faith and community-based organizations, government entities, organized labor, and workforce professionals held meetings and discussions on this issue. The stakeholder groups self-identified their current and ongoing initiatives of incorporating what has been defined as employability skills in their curricula as appropriate.

While the effort remains ongoing, the stakeholder groups have committed to the Employability Skills Task Force to raise awareness of the crisis, share solutions and focus efforts, leverage resources, and inform intelligence as national thought leaders on addressing employability skills gaps. The NJBIA in collaboration with key partners are planning a spring 2016 event focused on the Employability Skills Call to Action. NJBIA is also incorporating tools and guides for employers

and partners that focus on return on investment (ROI) and best practices models. The effort to minimize the skills gap around employability skills remains a priority for New Jersey.

(2) Workforce Development Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of –

(A) The State's Workforce Development Activities. Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.

Who We Serve: A Profile of Workforce Customers in New Jersey

Workforce Investment Act (WIA) dollars (now moving to WIOA funds) support employment and training services for a full range of New Jersey residents. The following is a profile of the nearly 200,000 customers served by the New Jersey Employment Service's statewide network of One-Stop Career Centers, funded through WIA Title III and the Wagner-Peyser Act each year. A breakdown of special populations is also provided, highlighting services offered under WIA Title I (for youth, dislocated workers, and adult jobseekers); Title II (adult education and literacy); and Title IV (Vocational Rehabilitation).

OVERVIEW - EMPLOYMENT SERVICES

WIA Title III amended the Wagner-Peyser Act in 1998 to offer Employment Service/Job Service activities through the One-Stop system. In the most recent program year, New Jersey's Employment Services reached 196,000 customers – serving nearly equal numbers of men and women (See Figure 17 below).

Notable characteristics of these workforce system participants include:

- **Close to half of all Employment Service customers are age 45 years or older**.
  Policy Challenge: Helping significant numbers of older jobseekers change career paths, change industries, and obtain new skills.
- **60% have no postsecondary education beyond high school.**
  Policy Challenge**:** Connecting jobseekers to credentials that will give them the higher-level skills required to access many occupations.
- **The racial/ethnic profile of Employment Service customers is 43% white, 28% African-American, and 15% Hispanic compared to the overall New Jersey civilian workforce in 2015 which was 75% white, 14% African-American, and 18% Hispanic**.
  Policy Challenge: Employment and training programs must address language and cultural barriers that limit job opportunities for many jobseekers. A simplistic "one-size-fits-all" job search strategy cannot serve the needs of a customer base this diverse.

New Jersey Workforce System Participants Profile

Participant Description	Count	% of Total
Total	**196,696**	**100.0**
Veterans & Eligibles	10,152	5.2
Person w/Disability	3,540	1.8
Employment Status @ Registration		
Employed	24,833	12.6
Unemployed	171,863	87.4
UI Claimant	107,204	54.5
Sex		
Male	94,259	47.9
Female	98,429	50.0
Undisclosed	4,008	2.0
Age		
Under 18	1,646	0.8
18-44	103,048	52.4
45-54	49,431	25.1
55+	41,636	21.1
Race/Ethnic		
African American	55,746	28.3
American/Alaskan Native	1,142	0.6
Asian	7,802	4.0
Hispanic	29,431	15.0
Hawaiian/Pacific Islander	647	0.3
White	83,900	42.7
Education Level		
In School	12,183	6.2
Less than HS	17,440	8.9
HS Grad/GED	100,922	51.3
Post-Secondary	75,300	38.3
Source: June 2015 ETA 9002A		

Figure 18

WIA TITLE I: Youth/Adults/Dislocated Workers

Title I sets performance standards and eligibility criteria for a broad array of training services for youth, adults, and dislocated workers. It encompasses numerous programs including the Job Corps; Veterans' Workforce Investment programs; Youth Opportunity grants for high-poverty

areas; technical assistance efforts to States and local areas; program evaluations; and National Emergency grants.
Wagner-Peyser funds cover the majority of costs for providing employment and training services to jobseekers in New Jersey (Figure 18 below). WIA Title I programs covered 16,438 (14%) of 116,000 participating adults, youth and dislocated workers in the past year.

Policy Challenge: With the Workforce Innovation & Opportunity Act extending Youth services to age 24 and shifting the emphasis from In-School to Out-of-School young adults, the number of individuals covered by Title I funds is likely to increase in the future.

WIA Title I Participants Served and Exited by Program Area

Program	Participants Served	Participants Exited	% Exited to Served
Adult	5,505	2,586	47.0%
Dislocated Workers	6,177	3,963	64.2%
Youth	4,756	2,100	44.2%
Total	16,438	8,649	52.6%

Figure 19

New Jersey Participation Levels
(Adults Served with Title I + Wagner Peyser Funds)

	Total Participants Served	Total Exiters
Total Adults	116,330	102,612
WIA Adult	5,505	2,586
WIA Dislocated Workers	6,177	3,963
Total Youth (14-21)	4,756	2,100
Younger Youth (14-18)	3,579	1,556
Older Youth (19-21)	1,177	544
Out-of-School Youth	2,032	982
In-School Youth	2,724	1,118

WIA TITLE II: ADULT EDUCATION & LITERACY

Title II programs help adults age 16 or older to reach higher levels of literacy in order to obtain employment, retain employment, enter postsecondary education or occupational training, or attain a high school diploma (or its equivalent). Adult education is provided to help adults increase their educational functioning levels while preparing them for successfully entering the workforce. As Figure 19 below indicates, 71% of New Jersey's participants are between the ages of 25 and 59. The majority of the students served in the Title II program do not have a high school diploma or

its equivalent. New Jersey allows its Title II programs to serve 2% of their students who have a high school diploma.

WIA Title II programs in Fiscal Year 2015 served more than 21,000 customers, more than half of whom are participants in **English Language Acquisition** (ELA) programs. The new Workforce Innovation & Opportunity Act (WIOA) defines ELAs as programs to help English language learners to improve reading, writing, and speaking skills in order to 1) obtain a high school diploma (or equivalent) and 2) transition to postsecondary education and training – or employment. Women outnumber men 2-to-1 in New Jersey's ELA programs.

The state's second-largest literacy enrollment is in **Adult Basic Education** (ABE), a refresher program in reading and writing for students whose test scores are too low to gain entrance to postsecondary training or education courses. ABE services account for nearly 40% of Title II participants.

The smallest Title II enrollment (5%) is in **Adult Secondary Education** (ASE) programs – such as the National External Diploma and the Adult High School Credit Diploma – which are designed for students age 16 years and older who do not complete high school.

Total number of people served by Title II programs in the most recent year

- FY 2015 Total served – 21,692
- Total number served male – 9,954
- Total number served female – 11,740

Number of people served in key program activities

- Literacy Adult Basic Education (ABE) – 8,507 (Male 5,479; Female 3,028)
- Literacy Adult Secondary Education (ASE) – 1,126 (Male 803; Female 323)
- Literacy English Language Acquisition (ELA) – 12,061 (Male 3,672; Female 8,389)

Title II Breakdown of people served by Age

- Age 16-24 male – 2,817
- Age 16-24 female – 2,117
- Age 25-59 male – 6,700
- Age 25-59 female – 8,886
- Age 60 + male – 437
- Age 60 + female - 737

Figure 20

WIA TITLE IV: VOCATIONAL REHABILITATION

WIA Title IV helps people with disabilities to access state and local workforce development systems, and return to the workforce. In any given year, an average of 31,000 individuals with disabilities are served by New Jersey's Division of Vocational Rehabilitation Services (DVRS) under Title IV. Since individual cases may go on for several years at a time, cases open and close constantly. New cases added in the past year totaled 13,813.

Information regarding age, sex and education levels are available on 3,818 of the 31,000 Title IV customers (see Figure 20 below). Notable features of the Title IV participants include:

- Close to 20% have no postsecondary degree, certificate, or high school diploma
- Nearly 50% have no training beyond high school

Policy Challenge: Improve training opportunities across all age groups to meet the rising skill requirements of even basic "entry-level" occupations.

1) Number of people with disabilities served by Title IV programs: 31,632

2) Number of new cases opened in past year: 13,813

Four largest program activities:

Assessments:	6,721
Miscellaneous Training:	1,592
Transportation:	923
Rehabilitation Technology:	1,019

3) Breakdown of people served by Age/Sex/Education level: profile of 3818 cases

High school or Equivalent Certification

Age	0-22	23-45	46-65	66-100	Total %
Male	398	411	248	25	28%
Female	214	271	234	39	19%

Associate Degree and Higher

Age	0-22	23-45	46-65	66-100	Total %
Male	38	194	120	15	10%
Female	31	194	170	15	11%

Vocational/Technical Certificate or Special Education

Age	0-22	23-45	46-65	66-100	Total%
Male	184	113	19	317	8%
Female	82	66	36	184	5%

Other (no degree-certificate or diploma) 19%

Figure 21

(b) State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision. Describe the State's strategic vision for its workforce development system.

(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

(B) Goals for meeting the skilled workforce needs of employers.

STRATEGIC APPROACH TO TALENT DEVELOPMENT

I. TWO CRITICAL GOALS

New Jersey's strategic talent development strategy is focused on two foundational goals.

1. Building an Innovative, Skilled Workforce to Power Economic Growth

Innovation has driven New Jersey's growth and prosperity for many years. Maintaining that competitive edge in the 21st Century requires a knowledge-based economy, supported by a highly-skilled workforce and a state-of-the art talent development strategy to guide its training and education system.

For more than 200 years, New Jersey's skilled workforce has helped its employers convert technological breakthroughs into world-class industries such as life sciences, health care and medical devices, communications, advanced manufacturing and financial services. The state today ranks among "Top 10" states for workforce education, patents, investment in research and development, and employment of scientists and engineers.

Past performance, however, is no guarantee of future economic success. As the economy continues to grow, New Jersey must keep pace with global trends that are boosting demand for workers with post-secondary degrees and other credentials valued by employers. Fast-changing technology and rising international competition are challenges to educators, employers, government and community groups alike; together all stakeholders must find ways to meet the essential skills needs of employers AND ensure that members of the workforce are not left behind.

Businesses in New Jersey and around the country have identified a growing gap between the skills they require on the job and the skills currently available from their traditional pools of talent. The National Governors Association found a serious mismatch in the state between future job requirements and the level of credentials and knowledge held by the workforce. Forty percent of today's workers over age 25 have an Associate's degree or higher. Within 15 years, 55% of all jobs in New Jersey are expected to require a post-secondary degree. A greater percentage will require

a post-secondary, industry-valued credential. Employers in nearly all industries report difficulty finding qualified workers for currently open positions. A New Jersey Business & Industry Association survey of manufacturers found that: more than 70% reported difficulty filling key positions with workers who had the necessary skills; 74% said those skills gaps made it difficult to maintain production levels consistent with customer demand; and 51% reported the mismatch led to slower delivery of their product to market.

Clearly, the ability to recruit talent with particular areas of expertise is becoming a critical factor for businesses when deciding where to invest future resources. A well-defined Talent Development Strategy is therefore essential to sustaining New Jersey's traditional advantages in attracting and retaining competitive, high-wage employment. Recent passage of the new federal Workforce Innovation and Opportunity (WIOA) is an important catalyst for change that could encourage a wide range of stakeholders to collaborate on the important effort of building a skilled workforce to drive our economy.

2. Building Economic Opportunity for all New Jersey Residents

In a rapidly changing, global economy, every New Jersey resident will need to develop skills, abilities and connections in order to obtain a job and to have a successful career. Given the increasing skill needs of employers in all industries, New Jersey residents must have basic skills, employability skills and basic computer abilities. While a high school diploma is critical for labor market success, a post-secondary industry-valued credential or degree is necessary for the vast majority of jobs that pay a family-supporting wage. In an ever-changing labor market, all New Jerseyans will need to be able to plan and manage their careers. They will need to be able to upgrade their skills throughout their career, and to follow career pathways to new opportunities.

Efforts to build new career pathways, and to help individuals obtain basic skills and industry-valued post-secondary credentials and degrees, are critical to the economic future of out-of-school youth, people with disabilities, those with low literacy skills, individuals receiving public assistance and other social services, homeless individuals, veterans and dislocated workers. These efforts must also ensure that women have equitable access to education and training opportunities, so that they may pursue careers in any and all occupations, including non-traditional ones.

A well-defined Talent Development Strategy is therefore essential to sustaining New Jersey's efforts to help all residents get on a path to a job and a career. Recent passage of the new federal Workforce Innovation and Opportunity (WIOA) is an important catalyst for change that could encourage a wide range of stakeholders to collaborate on the important effort of building economic opportunities for more individuals.

II. NEW JERSEY'S TALENT DEVELOPMENT STRATEGY

The Mission

In the end, the most important way to strengthen New Jersey's workforce is to build **High Quality Partnerships** with a wide range of employers, state departments, local governments, educational institutions and community-based organizations that play critical roles in the labor market. Employers, libraries, community groups, county colleges, vocational/technical institutions, K-12 education systems, training providers, industry associations, organized labor, four-year universities and other important players statewide all have an enormous stake in creating a successful education and training system that responds to the rapidly changing needs of the state's key industries. The time for action has come.

***The Mission of New Jersey's Talent Development Strategy*:**

New Jersey will increase the number of residents with an industry-valued credential or degree through high quality partnerships and integrated investments.

Workforce Programs Can Make Critical Investments in Talent Development

New Jersey workforce development system, spanning more than 35 different programs, is a critical foundation for an expanded talent development system. These programs are strategic investments that can yield significant returns. When they become focused on broader goals and a common mission, they can be a powerful catalyst – developing and strengthening lasting partnerships with:

- employers, groups of employers and industry associations;
- organized labor;
- community colleges and higher education;
- career and technical education high schools and comprehensive high schools;
- libraries; and
- community and faith based organizations

Working together will strengthen all of these important organizations and institutions -- helping them to increase their capacity to provide key services, helping them to connect to individual employers, and helping them to ensure that their programs are aligned with the needs of the labor market. These partnerships will also help these institutions play a more productive role in the labor market.

The Opportunity of WIOA

In the summer of 2014, the federal Workforce Innovation and Opportunity Act (WIOA) was signed into law – setting a new direction for workforce development programs across the nation. New Jersey launched an unprecedented effort to develop and implement a shared vision for talent development and to prepare for the implementation of this new legislation. This effort involved the launch of a WIOA website, development of six workgroups of stakeholders and state staff,

webinars to solicit additional input and a two-day "Pathways and Partnerships" conference with more than 300 stakeholder participants.

The resulting *New Jersey's Blueprint for Talent Development* was adopted by the State Employment and Training Commission (SETC) on June 16, 2015 to guide the implementation of WIOA and to serve as a foundation for this State Plan. In the fall of 2015, the SETC and LWD worked closely with stakeholders, partners and SETC Committees to further refine the Plan and to develop policies to fully implement WIOA and to further build a talent development system.

While this effort was focused on WIOA, five additional programs are included in this plan. In addition, three other programs that are not part of the plan were included in this effort.

Title I: Adult, Dislocated Worker and Youth Formula Programs
Title II: Adult Education and Family Literacy Act (AEFLA)
Title III: Wagner-Peyser Act Employment Services Program
Title IV: Title I of the Vocational Rehabilitation Act
Programs included in the Plan: Senior Community Service Employment Program, Jobs for Veterans State Grant, Migrant and Seasonal Farmworkers Program, and Ex-Offender Programs
Critical partner programs (not in the plan, but connected to this effort): Carl T. Perkins Career and Technical Education Act, Unemployment Insurance, WorkFirst New Jersey (TANF) Employment and Training Program, SNAP Employment and Training Programs, New Jersey Workforce Development Partnership Program, New Jersey Supplemental Workforce Fund for Basic Skills

Key State Government partners in this effort include:

- State Employment and Training Commission
- Department of Labor and Workforce Development,
  - Workforce Operations and Business Services
  - Division of Vocational Rehabilitation Services
  - Workforce Development and Economic Opportunity
  - Office of Research and Information, Center for Occupational Employment Information
  - Office of Research and Information, Workforce Research and Analytics
- Department of Education
- Department of Human Services
  - Commission for the Blind and Visually Impaired
  - Division of Family Development
- Office of the Secretary of Higher Education

(3) Performance Goals. Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

The Performance Goals for Core Programs table can be found in Appendix 1 to this plan.

(4) Assessment. Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

In order to assess the quality, effectiveness, and improvement of programs, New Jersey will utilize the performance measurement system outlined in section 116 of the Workforce Innovation and Opportunity Act as well as additional metrics that have been adopted by the SETC for federal and state workforce programs. The State will work to align performance metrics for all workforce programs with those being adopted here for the specific titles; for example, the State will explore applying these metrics to the WorkFirst NJ and SNAP E&T programs. Additional performance metrics include:

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

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

Additional Performance Measures for WIOA Title I ONLY[24]

1. Workforce Development Board (WDB) Certification
2. Number of High Quality Partnerships
3. Regional Coordination
   Three workforce planning regions are designated in New Jersey: North, Central, and South. The State will evaluate if each region has effectively administered their activities under WIOA.

The State Employment and Training Commission (SETC) (www.njsetc.net) and its committees utilize performance dashboards to monitor the effectiveness of the New Jersey workforce development system and will utilize this same dashboard model to gage progress toward the strategic vision and goals that have been laid out in *New Jersey's Blueprint for Talent Development*. In addition to the performance accountability measures required for core programs, these

[24] A full explanation and definitions of these additional performance measures are included in Section III.(b)(4) of this plan.

dashboards include supplemental data to measure not just outcomes, but progress indicators and non-required outcome measures.

The SETC's Performance Committee advises the SETC on performance standards for the workforce system. Local WDBs are required to have a One-Stop Committee to monitor performance of the workforce system in the local area and achievement of negotiated performance goals. In the performance review process, the SETC and local WDBs will use dashboards to monitor performance and make strategic mid-course corrections for the system.

(c) State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided Section (a).

(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupation and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathways" is defined at WIOA section 3(7). "In-demand industry sector or occupation" is defined at WIOA section 3(23).

(2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2)..

FIVE KEY STRATEGIC THEMES

New Jersey's Talent Development Strategy is focused on five critical themes.

Theme 1: Building Career Pathways with a focus on Industry-Valued Credentials

Theme 2: Expanding High-Quality Employer-Driven Partnerships

Theme 3: Providing Career Navigation Assistance through One Stop Career Centers and Broad Partnerships

Theme 4: Strengthening Governance through Effective Workforce Development Boards and Regional Collaborations

Theme 5: Ensuring System Integrity through Metrics and Greater Transparency

THEME 1: BUILDING CAREER PATHWAYS WITH A FOCUS ON INDUSTRY-VALUED CREDENTIALS

New Jersey's workforce policies and investments are focused on expanding career pathways that enable individuals to access greater economic opportunity and to build on their skills throughout their careers. Specifically, these career pathways will help more individuals obtain industry-valued credentials and degrees.

Key Policies

- **Career Pathways Definition**

New Jersey has adopted a common definition of career pathways in *New Jersey's Blueprint for Talent Development*. New Jersey will work to ensure that all workforce programs incorporate this career pathways definition into their efforts.

Career pathways are:

> A series of education and training experiences resulting in industry-valued credentials leading to employment, promotion and / or advanced education. Career Pathways are industry-focused, have diverse entry and exit points, and include integration of adult basic skills, digital literacy, employability skills and work-based learning, including registered apprenticeships.

- **Identification of Industry-Valued Credentials**

New Jersey is currently developing a list of industry-valued credentials and degrees that will be the focus of the occupational training investments of the state's workforce programs. This list is being developed based on an analysis of a variety of labor market information sources, along with extensive input from employers and the state's seven industry-focused Talent Networks. This list will be adopted by the State's Credential Review Board in May of this year and will go into effect on July 1, 2016. The list will be updated annually.

New Jersey has adopted a policy that in fiscal year 2017 a minimum of 50% of occupational training investments in WIOA Title I will be focused on programs that result in an industry-valued credential. In subsequent years, this percentage will increase until fiscal year 2021 when 80% of occupational training investments in WIOA Title I will be focused on programs that result in an industry-valued credential.

These required levels are as follows:
State Fiscal Year 2017 *(July 1, 2016 through June 30, 2017)* – 50%
State Fiscal Year 2018 *(July 1, 2017 through June 30, 2018)* – 60%
State Fiscal Year 2019 *(July 1, 2018 through June 30, 2019)* – 70%
State Fiscal Year 2020 *(July 1, 2019 through June 30, 2020)* – 75%
State Fiscal Year 2021 *(July 1, 2020 through June 30, 2021)* – 80%

- **Literacy Priorities & Standards**

To ensure that all literacy programs result in high-quality outcomes, New Jersey has adopted the College and Career Readiness Standards for Adult Education, developed by USDOL-OCTAE (Office of Career, Technical and Adult Education) in 2013. The College and Career Readiness Standards for Adult Education are aligned to the needs of employers and the post-secondary community. The College and Career Readiness Standards for Adult Literacy not only meet the requirements of WIOA, the standards measure proficiencies up to a 12th grade level and beyond.

WIOA promotes the better coordination between local area Title II providers, One-Stop Career Center programs and services, and the various workforce development partners. Better collaboration of One-stop partners, implementation of proven Equipped For the Future concepts, the alignment of resources and the implementation of the College and Career Readiness Standards present New Jersey with the opportunity to improve its adult literacy system, by strengthening service delivery, leveraging of available resources, and professional and curriculum development.

- **Employment First Framework and Career Pathways for Individuals with Disabilities**

In April 2012, Governor Chris Christie declared that New Jersey would become the 14th *Employment First* state in the United States. The Workforce Innovation and Opportunity Act (WIOA) requires states and their Local WDBs to invest prescribed resources to promote the creation and implementation of workforce development and training programs and services designed specifically for individuals with significant disabilities. A unified *Employment First* Definition for New Jersey ensures that the workforce system has a singular focus and vision that ensures all workforce development and training resources dedicated for individuals with disabilities, including individuals with the most significant disabilities, have the potential for yielding the highest return on investment.

Employment First is a framework for systems change that is centered on the premise that all citizens with disabilities, including individuals with the most significant disabilities, are capable of full participation in integrated employment and community life. Individuals with disabilities are a multi-skilled workforce resource for employers. An inclusive workplace promotes diversity, expands the tax base and creates an expanded pool of qualified candidates for available jobs. 'Employment First' is about creating an environment for individuals with disabilities, including individuals with the most significant disabilities, that empowers them with choices for their future, reduces poverty, eases demand on state and community based social service agencies and provides workers with a sense of achievement.

Competitive integrated employment will be seen as the first and primary option for all individuals with disabilities, including individuals with the most significant intellectual and developmental disabilities (ID/DD), who apply through informed choice for workforce services.

As part of this effort, New Jersey will work to expand career pathways for individuals with disabilities and to ensure that an increasing number of individuals with disabilities obtain a post-secondary industry-valued credential or degree.

THEME 2: EXPANDING HIGH-QUALITY EMPLOYER-DRIVEN PARTNERSHIPS

New Jersey has committed to increasing the number of high-quality employer-driven partnerships statewide. The workforce and education efforts of these collaborations follow a clearly defined mission and vision statement, with defined roles, responsibilities and impact measures for all partners – including employers, educators, organized labor and registered apprenticeship programs, training providers and local workforce professionals.

KEY PARTNERSHIP POLICIES

***High Quality Partnerships* Defined**

New Jersey has adopted a common definition of high-quality employer-driven partnerships and has committed to focusing future investments on efforts that align with this definition.

A truly "high-quality" partnership is one that features:

Private sector employers, actively working with their public and non-profit colleagues to focus upon the specific jobs and skills in demand by the region's leading sectors.

A clear mission and well-defined roles for all of the partner organizations.

Distinct career pathways, defined by a series of degrees, certificates, and other credentials that employers value and look for in hiring.

Widespread use of timely industry and workforce data, ensuring that partners' employment and training investments target authentic job opportunities – not declining occupations and obsolete skills.

Practical, collaborative learning experiences where trainees apply lessons from the classroom in real-world settings through internships, mentorships or apprenticeships.

Clear measures of program effectiveness so partners can see meaningful outcomes in terms of trainee job placement and credentials earned.

Reliable, sustainable funding streams

New Performance Metric: Number of High Quality Partnerships Established

Workforce Development Boards in the state play an important role in New Jersey's efforts to expand high-quality employer-driven partnerships. As a result, New Jersey is adding a metric for WIOA Title I relating to the development of high-quality partnerships. Each local Workforce

Development Board will be expected to be actively engaged in the development of high-quality employer-driven partnerships. The State will develop a tool to enable local WDBs to quantify the number of high-quality employer-driven partnerships that they have played a significant role in creating in their local area. The definition of high-quality employer-driven partnerships will serve as the basis for this metric.

KEY INVESTMENTS

Across departments, New Jersey is focusing investments and programs on building employer-driven, high-quality partnerships that provide career pathways to jobseekers and students and help increase the number of individuals with an industry-valued credential. Three investments form the foundation for these efforts.

Talent Networks

The state's seven industry-focused Talent Networks have been connecting jobseekers, employers, educational institutions and workforce programs and providing key intelligence on the workforce needs of the state's key industries. Now the Talent Networks are focused on building new employer-driven partnerships in 20 areas of the state. These Targeted Industry Partnerships will have developed plans for meeting the skill needs of employers and building new pathways to economic opportunity.

The Talent Networks are focused on three key tasks:

1. Development and Dissemination of Industry Intelligence to Inform Workforce Investments: Each Talent Network works closely with LWD's Labor Market Analysts to inform the understanding of key industry workforce trends and of the workforce needs of employers. The Talent Networks engage employers and industry associations to provide input into the development of the list of industry-valued credentials and degrees. Each year, the Talent Networks will host an Industry Summit to inform key workforce stakeholders of employer needs. The Talent Networks will also partner with LWD Labor Market Analysts to produce an Annual Workforce Report for their industry that combines quantitative data and feedback from employers.

2. Development of High-Quality Employer-Driven Partnerships: Each Talent Network will work intensively with employers, local Workforce Development Boards, educational institutions and other stakeholders to develop Targeted Industry Partnerships in three geographic areas of the state. Collectively, the Talent Networks will develop 20 such partnerships. For each partnership, the Talent Network will engage employers and identify industry workforce needs, assemble workforce and education stakeholders to assess capacity and facilitate the development of a workforce plan for the industry for the specific area. LWD will work with each Talent Network to identify possible funding sources for implementation of promising programs.

3. Assist in Rapid Response Efforts: Each Talent Network will contribute to rapid response efforts in their specific industry, using their knowledge of industry need to help inform services and assistance to impacted workers.

Talent Development Centers

New Jersey is investing in the development of three Talent Development Centers at community colleges and universities focused on the Advanced Manufacturing, Health Care and Transportation, Logistics and Distribution industries. Each TDC will serve as a "center for excellence" in the state and will provide training to incumbent workers and dislocated workers with state funds from the Workforce Development Partnership Program. These Centers will also serve as anchors for expanded high-quality employer-driven partnerships in their industry and will further build the capacity of the state's higher education institutions to provide education and training aligned with the needs of the state's key industries.

Talent Development Partnership Academy

To build the capacity to facilitate and develop high-quality employer-driven partnerships, New Jersey is investing in a broad professional development effort. NJLWD will launch a Talent Development Partnership Academy focused on Workforce Development Boards, Talent Networks, state business service staff, community colleges, and high schools engaged in career and technical education and other key partners.

THEME 3: PROVIDING CAREER NAVIGATION ASSISTANCE THROUGH ONE-STOP CAREER CENTERS AND BROAD PARTNERSHIPS

New Jersey is committed to supporting One-Stop Career Centers that meet local needs and assist individuals in obtaining new skills and employment. These One-Stop Career Centers consist of four key partners:

- One-Stop Operator, competitively selected by the local Workforce Development Board, that will serve as the convener, coordinator and manager of the Center, funded through WIOA Title I funds allocated to each local Workforce Development Board,
- Counseling staff funded through WIOA Title I funds allocated to each local Workforce Development Board,
- Employment services staff, employed by the New Jersey Department of Labor and Workforce Development and funded through WIOA Title III, and
- Counseling and employment services staff of the Division of Vocational Rehabilitation Services, employed by the New Jersey Department of Labor and Workforce Development and funded through WIOA Title IV and co-located in many, but not all, One-Stop Career Centers.

In order to expand the number of jobseekers and students who have access to high-quality career guidance and job search assistance, New Jersey is building a new network of One-Stop Career Centers, community colleges, libraries, community-based organizations and faith-based organizations, organized labor and educational institutions.

KEY POLICIES

One- Stop Operator Competitive Selection

The Workforce Innovation and Opportunity Act requires local workforce areas to competitively select the One-Stop Operator based on eligibility requirements and criteria outlined in Section 121(d)(2). WIOA requires each State to provide their local workforce areas with policy guidance and technical assistance that will assist in the competitive selection of the one stop operator.

WIOA defines the minimum role of the One-Stop Operator as a convener, coordinator and manager of the one-stop delivery system in a local workforce area. Local boards can develop a more expanded definition of the role of the One-Stop Operator as long as that role is consistent with state law.

Eligible entities to serve as a One-Stop Operator include:

- an institution of higher education;
- an employment service State agency established under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), on behalf of the local office of the agency;
- a community-based organization, nonprofit organization, or intermediary;
- a private for-profit entity;
- a government agency; and
- Another interested organization or entity, which may include a local chamber of commerce or other business organization, or a labor organization.

State law N.J.S.A 34:15D-4. 7 and 21. also requires that all counseling services in One-Stop Career Centers must be either provided by a job counselor hired and employed by the State pursuant to N.J.S.A 11A or hired and employed by a political subdivision of the State with the exception of those One-Stop Centers grandfathered under P.L. 2004, c. 39. State law further requires that all staff who are hired and supported by moneys from the Workforce Development Partnership Fund or the Supplemental Workforce Fund for Basic Skills, including any of those staff located at any One Stop Career Center will be hired and employed by the State pursuant to N.J.S.A 11A or hired and employed by a political subdivision of the State, with the exception of those One Stop Centers grandfathered under P.L. 2004, c. 39. Local Boards are required to comply with both the federal and State law.

Each local board will select the One-Stop Operator through a competitive process. Any Request for Proposal should clearly delineate the role of the prospective one-stop operator to deliver services “at a minimum” level described within proposed 20 CFR 678.620 or near it, so as to ensure continued compliance with state law.

The local Area process for competitive selection of the One-Stop Operator must be open, transparent and made available to all eligible entities. Local areas must follow state procurement laws at a minimum. Competitive selection must be made prior to June 1, 2017 with

implementation of the role of the One-Stop Operator beginning no later than July 1, 2017. Competitive selection must be made no less than every two years.

Locally-Driven, High Quality One-Stop Career Centers

New Jersey is committed to supporting One-Stop Career Centers that meet local needs and assist individuals in obtaining new skills and employment.

In order to effectively and efficiently implement the Workforce Innovation and Opportunity Act (WIOA) of 2014 and to ensure locally-driven One-Stop Career Centers, New Jersey has defined clear and comprehensive roles and responsibilities of One-Stop partners. Additionally, One-Stop partners must be cross-trained in each role so that funding streams and service providers are not barriers to effective service delivery to our customers. The positive result of all workforce development staff working collaboratively in the delivery of services available under multiple programs and funding streams, is functional alignment in our One-Stop Career Centers. Functional alignment will better allow for all partners to deliver services in accordance with regulations and requirements of their multiple programs. Communication between One-Stop partners is essential to the success of this functional alignment strategy. Further, all One-Stop partners' staff must adhere to and take direction from the One-Stop Operator for the efficient and effective delivery of all services in the One-Stop Career Centers.

State Employment Services staff, funded by WIOA Title III / Wagner-Peyser program, will focus on providing group-based activities such as Reemployment Eligibility Assessment, PROs, Jersey Job Clubs and the General Assistance 28-Day Job Search Program. Employment Services staff will also be responsible for staffing and creating resource rooms for jobseekers.

The Local Workforce Development Board oversees the One-Stop Operator and counseling staff to manage triage, intake, and counseling for the systematic referrals of customers to the most appropriate programs offered by One-Stop partners to achieve more positive and prompt employment outcomes.

Work First New Jersey (WFNJ) employment and training services will be integrated into One-Stop Career Center services. Counseling staff funded through WorkFirst NJ allocations to local Workforce Development Boards will provide most services to individuals. Employment Services staff will provide job search group sessions. WFNJ case management will be the responsibility of the local areas.

The triage function in all One-Stop Career Centers will be Operator-led with assistance from staff of all key partners. The triage function should be staffed at all times with designated customer service staff of the Operator and / or by counseling staff funded through WIOA Title I.

Customers will be directed to general One-Stop and/or Training orientations where brief assessments will determine immediate Operator referrals to (1) WIOA Title III Employment Services, (2) Division of Vocational Rehabilitation Services (WIOA Title IV) or (3) WIOA Title I Counselors.

WIOA Title I Counselors will perform the in-depth intake and eligibility functions, literacy and occupational skills assessment and prepare the universal individual employment plans/employment development plans. Based on the outcomes of intake, eligibility, assessments and employment plan development, WIOA Counselors will refer customers to the appropriate One-Stop partner program including but not limited to:

- Basic adult education (Title II)
- Literacy labs
- Work based training
- Individual training assistance grants
- On the job training grants
- Registered Apprenticeships
- Tuition waivers
- Additional benefits during training (ABT)
- Opportunity Partnership training
- Employment Services programs (i.e. Jersey Job Clubs and Career Connections assistance)
- Division of Vocational Rehabilitation Services
- Youth programs
- Other special populations programs (Parolee Employment Placement Program, Trade Act, SCSEP/Workforce 55+, Helmets 2 Hard Hats, NJ Build, and bonding)

One-Stop Career Center Certification

The Workforce Innovation and Opportunity Act requires States and local workforce areas to certify their One-Stop Career Centers based on requirements and criteria outlined in Section 121(g). The following are the general requirements that will assist in the development and implementation of New Jersey's One-Stop Center Certification Process.

- "Continuous improvement" provision
- Requires the state board to establish objective criteria for one-stop center certification every three years, including access to services and integrated service delivery.
- Requirements will be established in consultation with chief elected officials and local boards
- Required in order to be considered for infrastructure funding.

The eligibility for receiving infrastructure funding is contingent upon the establishment of an objective criteria and process that will be administered by the local WDB areas. The One-Stop Center Certification criteria and process must be developed with standards related to service coordination on the overall system. The One-Stop Center Certification criteria must include factors relating to the effectiveness, accessibility, and improvement of the one-stop delivery system. The criteria must focus on the negotiated local levels of performance, the integration of available services and the needs of the local area employers. The local board areas have the autonomy to develop additional criteria that will respond to labor market, economic and

demographic conditions and trends found in the local area. The One-Stop Center Certification Process must be reviewed and or modified by state or local plans on a biennial basis.

KEY INVESTMENTS

Broad Partnership to Expand Services

New Jersey has launched the Career Connections initiative to further expand career navigation services to more jobseekers and students and to improve the quality of services in One-Stop Career Centers. At some point in their lives, New Jerseyans of all backgrounds, educational levels and work experience will find themselves exploring employment options and taking steps to achieve their career goals. Today's rapidly changing global economy has made the labor market increasingly complex and difficult to navigate. Even as technology helps connect users with more information and support services than ever before, these resources are often disconnected, sometimes contradictory, and can contribute to "information overload" and misdirection.

To bring clarity to this complex labor market, New Jersey has developed a unified approach to career navigation based on input from a diverse array of experts in the workforce development, higher education, and business communities. The "Path to Employment" empowers New Jerseyans with a job search / career planning process organized around three steps: Plan, Prepare, and Succeed. The "Path to Employment" is not a "one size fits all" prescription, but rather an organized framework of expert insights and actionable guidance designed for digital and in-person engagements that offers users the flexibility to customize their personal path to employment.

New Jersey is establishing an innovative "Career Connections Network" that unifies providers of career services, job search assistance and career planning across the street. This Network will connect One-Stop Career Centers, libraries, community college career services offices, community and faith-based organizations and other entities through the use of the shared, comprehensive "Path to Employment" career navigation model. This Network will offer New Jerseyans an unprecedented number of locations where they can receive assistance through seminars and one-on-one engagements with career exploration and work search experts. All organizations providing career guidance services funded by all four titles of WIOA or by other core workforce programs administered by the New Jersey Department of Labor and Workforce Development will be members of the Career Connections Network.

New Jersey will provide regular, on-going training to staff providing services to jobseekers in the "Path to Employment" framework to ensure that services are delivered in a consistent manner.

To further support the effort, New Jersey is developing the CareerConnections.nj.gov website to deliver tools and information organized around the "Path to Employment" model directly to users who prefer a digital experience.

New Jersey will provide funding to local libraries across the state, selected competitively, to assist them to participate in the "Career Connections Network" and to provide job search / career

planning assistance to individuals. These locations will refer individuals to One-Stop Career Centers for more in-depth assistance.

THEME 4: STRENGTHENING GOVERNANCE THROUGH EFFECTIVE WORKFORCE DEVELOPMENT BOARDS AND REGIONAL COLLABORATIONS

Effective Workforce Development Boards (WDBs) are critical to the success of New Jersey's Talent Development system. Led by the private sector but inclusive of key partners, local WDBs will engage in an active governance role to ensure that investments are made in effective programs that local residents can access the services they need for career success and that programs are connected to the needs of local employers.

New Jersey has committed to supporting regional planning, service coordination and resource sharing for all workforce education and training programs, recognizing that labor markets are not constrained by governmental or political boundaries. New Jersey is a densely-populated state and our labor markets are not constrained by state and county boundaries. Many individuals commute across county lines and employers rely on employees from a large surrounding area. While some of the state's key industries are geographically concentrated, many industries have a significant presence throughout the state. As a result, the workforce challenges facing jobseekers and employers in New Jersey cannot be solved by any single county or city working alone. In the coming year, New Jersey will support and strengthen the labor market regions and will develop a process for regional planning and collaboration in workforce development.

KEY POLICIES

Regional Collaboration and Planning

The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires that the State identify regions in the State, after consultation with the local boards and chief elected officials in the local areas. The regions must be consistent with labor market areas and regional economic development areas in the State, and have available the Federal and non-Federal resources necessary to effectively administer activities under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter I, Part B, of WIOA). WIOA also requires regions to collaborate in any other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools.

As outlined in WIOA Section 106, local areas in a designated region must create regional strategic plans. This is a critical step to better coordination of services, leveraging of resources and collaboration with industry and economic development efforts that go beyond local area borders.

The State Employment and Training Commission (SETC) approved Regional Designations on November 10, 2015. SETC Resolution #2015-04 created three (3) workforce planning regions in New Jersey:

- **North Region:** Bergen, Essex, Newark, Hudson/Jersey City, Passaic, Union, Greater Raritan (Somerset/Hunterdon) and Morris/Sussex/Warren
- **Central Region:** Mercer, Middlesex, Monmouth, Ocean
- **South Region:** Burlington, Camden, Gloucester, Cumberland/Salem, Atlantic/Cape May

The SETC and LWD will provide staff assistance to local WDBs in the regional planning process. The North, Central, and South regional plans, once finalized and approved by all required partners, shall be submitted to the SETC no later than October 3, 2016.

These plans should include:

- Establishment of regional service strategies, including use of cooperative service delivery agreements
- Analysis of regional labor market data.
- The development and implementation of sector initiatives for in-demand sectors or occupations for the region
    - Identifying sectors and/or occupations with the most significant crossover within local areas to maximize regional planning
    - Insure vendors within the regional area offer identified credentials
- The establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region;
- The coordination of transportation and other supportive services, as appropriate, for the region;
- The coordination of services with regional economic development services and providers; and
- The establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with Governor on local level of performance for, and reporting on, the performance accountability measures described for local areas or the planning region.

Local Area Designations

The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires that the Governor designate local areas that are consistent with labor market areas in the State, are consistent with regional economic development areas in the State, and have available the Federal and non-Federal resources necessary to effectively administer activities under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter I, Part B, of WIOA) and any other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools. This is to be done through consultation with the State workforce development board and after consultation with chief elected officials and local boards, and after consideration of comments received through the public comment process as described within 29 U.S.C. 3112(b)(2)(E)(iii)(II).

WIOA states that during the first 2 full program years following July 22, 2014, the Governor shall approve a request for initial designation as a local area from any area that was designated as a

local area for purposes of the Workforce Investment Act of 1998 (WIA) for the 2-year period preceding July 22, 2014, performed successfully, and sustained fiscal integrity. The period of initial designation for local areas is from July 1, 2015 – June 30, 2017. This covers Program Years 2015 and 2016. Local areas must submit requests for initial designation using the process included in SETC Policy #2015-02.

WIOA further states that after the initial designation period, the Governor shall approve a request for subsequent designation as a Local Workforce Development Area (LWDA) from such local area, if such area has performed successfully, sustained fiscal integrity and in the case of a local area in a planning region, met the requirements described in 29 U.S.C. 3121(c)(1). In addition, the SETC is requiring that the LWDA demonstrate its ability to coordinate planning with its regional partners, and fully support its WDB roles, through two new performance metrics: a Regional Coordination metric and WDB Certification metric. Requests from local areas for subsequent designation must be provided to the SETC by March 31, 2017. The subsequent Local Workforce Area designation will be effective July 1, 2017.

WDB Certification

The Local Workforce Development Boards (LWDBs) are critical to the strategic direction, operation and oversight of programs and services in the local area. The Workforce Innovation and Opportunity Act (WIOA) of 2014 reinforces the importance of each Local Workforce Development Board by requiring the Governor in partnership with the State Workforce Development Board, to establish criteria based on specific items outlined in WIOA Section 107 to certify local boards.

WIOA Section 107, and New Jersey's administrative code N.J.A.C 12:42-4, requires that the Governor shall, once every 2 years, certify one local board for each local area in the State. Such certification shall be based on meeting membership criteria and the extent to which the local board has ensured that workforce investment activities carried out in the local area have enabled the local area to meet the performance accountability measures and achieve sustained fiscal integrity. All New Jersey Local Workforce Development Boards were certified under WIA as of June 2014.

The LWDB certification process for 2016 will use an updated process and items required for submission, as outlined below, which is slightly abbreviated from the 2014 certification process. In 2018, the LWDB certification process will return to the full process, and may contain additional items required by the State Employment and Training Commission.

WDB Budget & Staffing Requirements

The Workforce Innovation and Opportunity Act (WIOA) stipulates specific functions and responsibilities of the local workforce boards under P.L. 112-128 Section 107(d). Requirements fall within three primary categories: Strategic Functions; System Capacity Building; and Systems Alignment and Effective Operations.

Local Workforce Development Boards (WDBs) have specific oversight roles and responsibilities, including budgeting, which are outlined in WIOA Section 107. As part of the board's responsibility

for strategic planning, the board must ensure that the Local Workforce Development Area (LWDA) program budget reflects the goals and priorities of the regional and local workforce plans and the needs of local employers.

1. Workforce funding allocations will be provided by the NJ Department of Labor and Workforce Development (NJLWD) through Notices of Obligation (NOOs) to the Local Workforce Development Areas (LWDAs) for each new Program Year (PY), beginning July 1, 2016 (PY 2016).

2. The Local Workforce Development Board (WDB) staff will provide the local board with a draft LWDA Programs Budget showing all workforce funding streams, including the WorkFirst New Jersey (WFNJ) program, any external workforce grants received, and other sources of funding for the local area. The budget must also include the anticipated Level of Service (number of customers to be served) under each program in the local area. A template budget will be provided by the SETC.

3. The LWDA Programs Budget must reflect the amount set aside for local board staffing requirements, as per SETC Policy #2016-03. Local boards should review and approve the LWDA Programs budget and the WDB Staff Budget at the same time.

4. The local board will review and approve the LWDA Programs Budget and the WDB Staff Budget in an open and public process. This process must include:
    a. Initial budget review by a WDB-led budget committee, or an existing WDB committee;
    b. Budget presentation and recommendations made by this committee to the full WDB at one of its quarterly meetings;
    c. Approval by the full WDB within 90 days of receipt of the NOOs by the LWDA.

5. The WDB must then provide the approved LWDA Programs Budget and the WDB Staff Budget to the SETC and NJLWD within ten (10) days of approval.

6. If the budget(s) are modified at any time during the year, the modified budget must be approved by the local board in the same manner as outlined above, and the modified budget must be provided to the SETC and NJLWD within ten (10) days of approval.

7. Failure to provide these budgets to the SETC and NJLWD may negatively impact the provision of workforce funds to the local area.

To further support the role of WDBs and to provide the best opportunity for local area success, the State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development (NJLWD) are requiring a fiscal set-aside for Workforce Development Board (WDB) staff.

Local Area Funding Allocations

WIOA Title I funds will be allocated based on the best estimates of the number of individuals in need of services, and reflective of the priorities identified in *New Jersey's Blueprint for Talent Development*.

New Jersey will distribute WIOA Title I funds to local Workforce Development Areas based on the following formulas. The formulas incorporate the federal required elements. The formulae also use data sources that are reliable, available at the county and city level and updated on a regular basis. The "hold harmless" provisions under WIOA will apply to these funding allocations.

Youth Funding

40%	Relative number of disadvantaged youth in each local area, compared to the total number of disadvantaged youth in the state.
25%	Relative number of unemployed individuals in areas of substantial unemployment in each local area, compared to the total number of unemployed individuals in areas of substantial unemployment in the state.
25%	Relative excess number of unemployed individuals in each local area, compared to the total excess number of unemployed individuals in the state.
10%	Excess poverty in urban, rural, and suburban local areas.

Figure 22

Adult Funding

25%	Relative number of disadvantaged adults in each local area as compared to the total number of disadvantaged adults in the state.
25%	Relative excess number of unemployed individuals in the local area as compared to the total excess number of unemployed individuals in the state.
25%	Relative number of unemployed individuals in areas of substantial unemployment in the local area as compared to the total number of unemployed individuals in areas of substantial unemployment in the state.
25%	High school diploma attainment.

Figure 23

Dislocated Worker Funding

25%	Declining Industries: Total projected employment change in declining industries.
25%	Insured Unemployment Data: Number of Unemployment Insurance claimants.
25%	Long-term Unemployment: Number of UI claimants who have exhausted Unemployment Insurance.
25%	Unemployment Concentration: Number of unemployed individuals.

Figure 24

Metrics

To further ensure that local WDBs are following the WDB Certification requirements and are participating in regional collaboration and planning efforts, New Jersey is adding two performance metrics for the WIOA Title I program. These metrics are as follows:

5. Workforce Development Board (WDB) Certification: The State will evaluate the WDB local area based on its ability to meet all WDB certification requirements.

6. Regional Coordination: Three workforce planning regions are designated in New Jersey: North, Central, and South. The State will evaluate each WDB's participation in regional planning and coordination efforts.

THEME 5: ENSURING SYSTEM INTEGRITY THROUGH METRICS AND GREATER TRANSPARENCY

New Jersey will make performance data on workforce development programs accessible to workforce decision-makers and the public. The Eligible Training Provider List and Consumer Report Card are critical tools assisting jobseekers and students making decisions about short-term occupational training programs.

Performance Metrics

In preparation to implement the Workforce Innovation and Opportunity Act (WIOA) of 2014, New Jersey adopted *New Jersey's Blueprint for Talent Development*. Among the goals included in the Blueprint is data-informed decision making. New Jersey will make performance data on workforce development programs accessible to workforce decision-makers and the public. The State will examine and use additional performance measures to assess and guide training investments across federal and state workforce programs.

In alignment with the Balanced Scorecard Model, adopted by the SETC in 2012, New Jersey is taking three key steps:

1. Adding additional metrics that will be applied to WIOA Title I programs
2. Applying the WIOA Core Metrics to the WorkFirstNJ Employment and Training Program and the SNAP Employment and Training program, and
3. Adding additional metrics that will be applied to all four titles of WIOA and to the WorkFirstNJ Employment and Training Program and the SNAP Employment and Training program.

These additional metrics, detailed in the following tables, will ensure that all key workforce programs are aligned with the state's strategic approach to talent development.

PRIMARY INDICATORS FOR ADULTS AND DISLOCATED WORKERS	WIOA Title I	WIOA Title II	WIOA Title III	WIOA Title IV	WorkFirst NJ Employment & Training Program
1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;	X	X	co-enrolled with WIOA Title I	X	X
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;	X	X	co-enrolled with WIOA Title I	X	X
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;	X	X	co-enrolled with WIOA Title I	X	X
4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;	X	X	co-enrolled with WIOA Title I	X	X
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and	X	X	co-enrolled with WIOA Title I	X	X

6. The indicators of effectiveness in serving employers established pursuant to clause (iv).	X	X	co-enrolled with WIOA Title I	X	X

Figure 25

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

Figure 26

ADDITIONAL METRICS: NEW JERSEY	WIOA Title I	WIOA Title II	WIOA Title III	WIOA Title IV	WorkFirst NJ Employment & Training Program
1. Number of program participants served by the program	X		co-enrolled with WIOA Title I		X
2. Number of program participants exited from the program	X		co-enrolled with WIOA Title I		X
3. Percentage of program participants served with barriers to employment as follows: a. Disability b. Ex-Offender	X		co-enrolled with WIOA Title I		X

c. No High School Diploma d. Previously in foster care or homeless e. Limited English Proficiency or Low Level Literacy f. Long-Term Unemployed					
4. Percentage of program participants responding to survey who are satisfied with their training/counseling after exiting from the program	X	X	co-enrolled with WIOA Title I	X	X
5. Workforce Development Board (WDB) Certification	X				
6. Number of High Quality Partnerships established:	X				
7. Regional Coordination	X				

Figure 27

Co-Enrollment of WIOA Title I and Title III Participants

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

Eligible Training Provider List and Consumer Report Card

The Eligible Training Provider List (ETPL), as envisioned by state and federal law, is critical to ensure that the highest level of training services is available to the citizens of New Jersey. Additionally, the Consumer Report Card (CRC), which contains provider and program performance data, is an essential tool not only to the workforce system but to all New Jerseyans making an informed customer choice about available training opportunities.

New Jersey State Law (C:34:15C-10.2) requires the creation of the ETPL and states that "[n]o training provider who is not an approved training provider included on the [ETPL] shall receive any federal job training funds or State job training funds." Federal job training funds include, but are not limited to: Workforce Innovation and Opportunity Act (WIOA) titles I, II and IV; WorkFirst; Temporary Assistance for Needy Families; General Assistance; and SNAP Employment and Training. State job training funds include, but are not limited to: the Workforce Development Partnership Fund and the Supplemental Workforce Fund for Basic Skills. Job training is defined as occupational training, remedial instruction or occupational safety and health training. New Jersey State law (C:34:1A-86) also mandates the collection and display of specific provider and program performance data on a publically available Consumer Report Card.

WIOA provides that participants in need of training services to enhance their job readiness or career pathway may access career training through a list of state-approved training providers and their state-approved training programs, known as the ETPL. WIOA requires each state to maintain an ETPL which must be accompanied by relevant performance and cost information, known as the Consumer Report Card, and must be made publically available in an easy to understand format in order to maximize informed customer choice and serve all significant population groups. WIOA requires the Governor to establish eligibility procedures for the ETPL. WIOA allows the Governor to designate a state agency to administer all aspects of the ETPL. The Center for Occupational Employment Information (COEI) within the New Jersey Department of Labor & Workforce Development shall administer New Jersey's ETPL and Consumer Report Card, which are located online at www.njtopps.com.

III. Operational Planning Elements

(a) State Strategy Implementation

The Unified or Combined State Plan must include–

(1) State Board Functions. Describe how the State board will implement its functions under section 101(d) of WIOA (i.e.. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

A. Board Functions

The New Jersey workforce development system, diagramed in the following pages, allows the State Employment and Training Commission (SETC) (www.njsetc.net) to execute the functions of a state workforce board pursuant to section 101(d) of WIOA, which are:

1. The development, implementation, and modification of the State plan;
2. The review of statewide policies, statewide programs, and recommendations on actions that should be taken by the State to align workforce development programs in the State in a manner that supports a comprehensive and streamlined workforce development system in the State, including the review and provision of comments on the State plans, if any, for programs and activities of one-stop partners that are not core programs;
3. The development and continuous improvement of the workforce development system in the State, including:
    a. The identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system;
    b. The development of strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment;
    c. The development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system;
    d. The development and expansion of strategies for meeting the needs of employers, workers, and jobseekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations;
    e. The identification of regions, including planning regions, for the purposes of section 106(a), and the designation of local areas under section 106, after consultation with local boards and chief elected officials;
    f. The development and continuous improvement of the one-stop delivery system in local areas, including providing assistance to local boards, one-stop operators, one-stop partners, and providers with planning and delivering services, including training services and supportive services, to support effective delivery of services to workers, jobseekers, and employers; and
    g. The development of strategies to support staff training and awareness across programs supported under the workforce development system;

4. The development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance, to assess the effectiveness of the core programs in the State as required under section 116(b);
5. The identification and dissemination of information on best practices, including best practices for:
    a. The effective operation of one-stop centers, relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment;
    b. The development of effective local boards, which may include information on factors that contribute to enabling local boards to exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness; and
    c. Effective training programs that respond to real-time labor market analysis, that effectively use direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways;
6. The development and review of statewide policies affecting the coordinated provision of services through the State's one-stop delivery system described in section 121(e), including the development of:
    a. Objective criteria and procedures for use by local boards in assessing the effectiveness and continuous improvement of one-stop centers described in such section;
    b. Guidance for the allocation of one-stop center infrastructure funds under section 121(h); and
    c. Policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in such system;
7. The development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system, including such improvements to:
    a. Enhance digital literacy skills (as defined in section 202 of the Museum and Library Services Act (20 U.S.C. 9101); referred to in this Act as ''digital literacy skills'');
    b. Accelerate the acquisition of skills and recognized postsecondary credentials by participants;
    c. Strengthen the professional development of providers and workforce professionals; and
    d. Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas;
8. The development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures, including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input

into such design and implementation, to improve coordination of services across one-stop partner programs;

9. The development of allocation formulas for the distribution of funds for employment and training activities for adults, and youth workforce investment activities, to local areas as permitted under sections 128(b)(3) and 133(b)(3);
10. The preparation of the annual reports described in paragraphs (1) and (2) of section 116(d);
11. The development of the statewide workforce and labor market information system described in section 15(e) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)); and
12. The development of such other policies as may promote statewide objectives for, and enhance the performance of, the workforce development system in the State.

New Jersey has established the SETC as the State Workforce Development Board. The SETC is a 41-member board established by state statute in 1989. The SETC structure is governed by this statute, *N.J.S.A. 34:15C.*

The members of the SETC are appointed by the Governor with the advice and consent of the Senate, except for the legislative members who are appointed directly by the Governor. Not more than half of the members appointed by the Governor may be of the same political party.

On May 12, 1995, the Governor signed Executive Order #36 which formally established local Workforce Investment Boards (WIBs) as an integral part of New Jersey's workforce investment system. The State Employment and Training Commission (SETC, at www.njsetc.net) was created by New Jersey P.L. 1989, C.243 and reauthorized by P.L. 2005, c.354.

B. State Board Operational Structures

The SETC is currently composed as a Human Resource Investment Council and meets the composition requirements set forth at 20 CFR 628.210 and 20 CFR 628.215. As such, the SETC is composed as follows: 30 percent representation from business and industry sectors; 30 percent representation from the State Legislature, state agencies, general local government and local education agencies, including one member of the Senate appointed directly by the Governor, one member of the Assembly appointed directly by the Governor, and the Commissioners of Labor and Workforce Development, Community Affairs, Education, and Human Services, the Secretary of Higher Education, and the CEO of the New Jersey Economic Development Authority; 30 percent representation from organized labor and community-based organizations; and 10 percent representation from the general public.

The current Board make-up is enshrined in State statute *N.J.S.A. 34:15C-6*, which created SETC as a Human Resource Investment Council under the Alternative Entity provision of WIA. In keeping with requirements and expectations of WIOA, New Jersey is seeking to amend State statute to move toward a business-driven State Workforce Board in line with WIOA expectations. New Jersey will seek to amend the Statute to require 51% business sector membership. Within two years of the adoption of this Plan, it is anticipated that state legislation will be enacted to allow New Jersey to achieve this goal. Specifically, New Jersey expects to present draft legislation transitioning the State Employment and Training Council from an HRIC to a WIOA State Workforce Development

Board in the New Jersey Legislature in the current legislative session, 2016-2017. With this guiding legislation in place, New Jersey expects to present the new Board for confirmation, and anticipates the new SETC membership to be in compliance by January 2018.

The proposed change to State statute will include requirements in keeping with WIOA's framework for the membership of the State Workforce Board and New Jersey will still retain the SETC's role as a Human Resource Investment Council under the available exception for an Alternative Entity. Membership will include the following, drawn from and specifying the representation required in the WIOA legislation:

(A) The Governor;
(B) A member of each chamber of the State legislature, appointed by the appropriate presiding officers of such chamber; and
(C) Members appointed by the Governor, of which—
  (i) A majority shall be representatives of businesses in the State, who—
    (I) are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policy- making or hiring authority, and who, in addition, may be members of a local board described in section 107(b)(2)(A)(i);
    (II) represent businesses (including small businesses), or organizations representing businesses described in this subclause, that provide employment opportunities that, at a minimum, include high-quality, work-relevant training and development in in-demand industry sectors or occupations in the State; and
    (III) are appointed from among individuals nominated by State business organizations and business trade associations;
  (ii) not less than 20 percent shall be representatives of the workforce within the State, who—
    (I) shall include representatives of labor organizations, who have been nominated by State labor federations;
    (II) shall include a representative, who shall be a member of a labor organization or a training director, from a joint labor-management apprenticeship program, or if no such joint program exists in the State, such a representative of an apprenticeship program in the State;
    (III) may include representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities; and
    (IV) may include representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of- school youth; and
  (iii) the balance—
    (I) shall include representatives of government, who—

(aa) shall include the lead State officials with primary responsibility for the core pro- grams; and
(bb) shall include chief elected officials (collectively representing both cities and counties, where appropriate); and
(II) may include such other representatives and officials as the Governor may designate, such as—
(aa) the State agency officials from agencies that are one-stop partners not specified in subclause (I) (including additional one-stop partners whose programs are covered by the State plan, if any);
(bb) State agency officials responsible for economic development or juvenile justice pro- grams in the State;
(cc) individuals who represent an Indian tribe or tribal organization, as such terms are defined in section 166(b); and
(dd) State agency officials responsible for education programs in the State, including chief executive officers of community colleges and other institutions of higher education.

(2) DIVERSE AND DISTINCT REPRESENTATION. — The members of the State board shall represent diverse geographic areas of the State, including urban, rural, and suburban areas.

To fulfill its planning, policy and performance roles and to align with industry sector strategies, the SETC has formed or will form the following councils and committees:

SETC Council/Committee	Mission and Responsibilities
Disability Issues: State Rehabilitation Councils	The mission of both the Division of Vocational Rehabilitation Services (DVRS) and the Commission for the Blind and Visually Impaired (CBVI) Rehabilitation Councils is to advocate for the increase in the number of people with disabilities in New Jersey's workforce. In order to achieve this goal, persons with disabilities must have improved access to New Jersey's workforce programs and services. The two State Rehabilitation Councils will develop policies and program strategies for recommendation to the SETC that focus on identifying the training needs, accommodations, and resources specific to people with disabilities. The integration of these specific policies will ensure that New Jersey's workforce system is equipped to address the diverse needs of the disability community.
Council on Gender Parity in Labor and Education	The Council on Gender Parity in Labor and Education's mission is to insure and advocate for the execution of equitable gender and labor practices in educational programs and

	workforce training throughout New Jersey. The Gender Parity Task Force was first established by the SETC in 1993, and the Council was permanently established through legislation in 1999. The Council is legislated to consist of 16 members: six members are appointed by the SETC and six members are appointed by the Division on Women, with not more than half of these members shall be of the same political party. In addition, four members serve ex-officio and are appointed by the Commissioners of Children and Families, Education, Human Services, and the Secretary of Higher Education.
Governance Committee	The SETC is responsible for the oversight of local Workforce Development Boards. The SETC develops appropriate standards to ensure local WDBs are in compliance with state and federal law, the state plan and other relevant documents regarding membership and functions. A key role of this Committee is to establish standards and priorities, and to provide oversight and guidance for local Boards with the goal of enhancing and empowering local WDBs in carry out their own planning and oversight responsibilities. The Governance Committee is currently overseeing the adoption of key board governance policies in support of the strategies outlined in the Combined State Plan.
Health Care Workforce Council	The mission of the Health Care Workforce Council (HCWC) is to strengthen New Jersey's health care workforce to develop and support a sustainable, quality health care system for the good of the State and all its residents. The Council makes recommendations to the SETC to ensure strategic investments to meet the needs of health care employers for a highly trained and diverse workforce that will benefit individuals who are starting or advancing in health care careers.
Performance Committee	The Performance Committee supports New Jersey's commitment to system accountability and integrity, demonstrating success through performance standards, outcomes and data quality. The committee provides high-level performance oversight and recommends performance policy that drives program effectiveness and efficiency. It advises the SETC on performance standards for the workforce system. This includes identifying quantifiable performance

	standards for use in evaluating the workforce investment system, and guidelines for procedures to encourage and enforce compliance with these standards, as required by *N.J.S.A. 34:15C-8*. The committee reviews outcomes for federally-mandated performance measures for the State and local areas; reviews recommendations from LWD on additional performance measures; identifies promising practices and facilitates the replication of effective models, and makes recommendations to the Commission on the appropriateness of additional measures and the standards and implementation of such measures.
State Council for Adult Literacy Education Services	The State Council for Adult Literacy Education Services (SCALES) focuses on improving the adult literacy delivery system. It is a bipartisan body created within the State Employment and Training Commission by Statute in 1999 to facilitate state and local policy development, planning and oversight in consultation with stakeholders in the area of adult literacy education. In carrying out its role, the Council is responsible for developing a broad-based State Literacy Plan that focuses on appropriate system-wide performance standards, evaluates adult literacy services, and advocates for professional development and capacity building among practitioners and policy makers. By law, SCALES members are appointed by the Assembly, Senate and the Governor's office.
New Jersey Shared Youth Vision Council	The mission of the New Jersey Shared Youth Vision Council is to empower New Jersey's youth to become productive members of their communities through the development of skills focused on leadership, career preparation and community engagement. The Shared Youth Vision Council was formed to assist New Jersey with the development of a comprehensive youth strategy around the development of workforce policies and program strategies focused on building capacity, fortifying career awareness efforts and highlighting innovative programs that create pathways to employment for youth. The Council connects state agencies, education, community organizations, workforce development programs and other youth related stakeholders around a singular shared youth vision: to assist youth to successfully navigate the labor market and to obtain the skills they need for employment.

Apprenticeship Pathways Committee	WIOA allows for an increased emphasis on the nationally recognized and portable credential attained through registered apprenticeship programs, which includes both the theoretical and work based learning opportunities that employers indicate they desire. To support this initiative, the SETC will explore the development of an Apprenticeship Pathways Committee to work with the Talent Networks and other High Quality Partnerships in the State, to identify industry-recognized Registered Apprenticeship (RA) models and encourage the use, expansion and creation of RA models that meet occupational needs of business and industry. The Committee would also work to develop policy and support initiatives that focus on RA programs in non-traditional career paths and support pay equity. The Committee would make recommendations for policy that support and expand RA programs to ensure that New Jersey's workforce acquires the skills, training and education necessary for sustainable occupations. The Committee would also explore policy that could allow apprentices to receive college credit upon completion of a registered apprenticeship program, which would build upon an existing model, New Jersey Pathways Leading Apprentices to a College Education (NJ PLACE).

Figure 28

In addition, the SETC formed an ad-hoc task force in partnership with the New Jersey Business and Industry Association (NJBIA). The NJBIA brought this critical business need to the SETC, as a member of the Commission, with a request to form the Employability Skills Task Force to aid in creating a statewide call to action around the lack of employability skills found in new job applicants and existing employees within the workforce. This critical need was underscored by a survey of industry employers, which demonstrated that these skills are needed by employers and required for workers to find success in the world of work. Under the leadership of the Task Force, chaired by NJBIA, one of the outcomes was the creation of High Quality Stakeholder Groups focused on seven key areas: Business/Employer; Workforce Development Boards; Education; Registered Apprenticeship/Organized Labor; Government; Non-Profits; and Higher Education. Current efforts to address the crisis were explored, best practice models within each group were identified, and commitments to address the issue from each of the Stakeholder Groups were provided. NJBIA is in the process of creating and launching a webpage highlighting all of the efforts achieved through the work of the Task Force, and identifying further opportunities to collaborate on this important effort. A formal Call to Action event highlighting the outcomes of the Task Force is planned by NJBIA to be held in early 2016.

C. State Board Decision Making Processes

The State Employment and Training Commission Chair is appointed by the Governor, and the board receives recommendations and reports from its committees and councils, as outlined above. In addition, the members of the state board may, from time to time, request the opportunity to present to the SETC any new initiatives and projects undertaken by their businesses, organizations and agencies, and may provide the SETC with reports on workforce issues.

The SETC takes formal votes on policy decisions, which are most often submitted as resolutions by the appropriate council or committee, for the full board's consideration. The votes are taken at the regular meetings of the SETC, held at least quarterly, and are published in the minutes. The minutes and any corresponding policy resolutions are posted on the SETC website, www.njsetc.net and may be distributed via e-mail to appropriate stakeholders.

D. State Board Functions and Duties

Under New Jersey law, the SETC performs the duties required of the State Workforce Investment Board. As described in *N.J.S.A. 34:15C-5,* "the purpose of the commission shall be to develop and assist in the implementation of a State workforce investment policy with the goal of creating a coherent, integrated system of workforce investment programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power. The principal emphasis of the workforce investment policy shall be developing a strategy to fill significant gaps in New Jersey's workforce investment efforts, with special attention to finding ways to mobilize and channel public and private resources to individuals who would otherwise be denied access to the training and education they need to make their fullest contribution to the economic well-being of the State. To the extent practicable, the strategy shall emphasize types of training and education which foster the communication and critical thinking skills in workers and jobseekers which will be of greatest benefit for long term career advancement."

The duties of the SETC are outlined in *N.J.S.A. 34:15C-6,* as follows.

1) Issue the New Jersey Workforce Investment Plan pursuant to the provisions of the Workforce Investment Act of 1998, Pub.L.105-220 *(29 U.S.C. § 2801* et seq.) and section 10 of P.L.1989, c.293 (*C.34:15C-7*); [This duty is in keeping with WIOA Section 101(d)(1), "the development, implementation and modification of the State Plan."]
2) Establish performance standards for workforce investment programs pursuant to the Workforce Investment Act of 1998, Pub.L.105-220 *(29 U.S.C. § 2801* et seq.) and section 11 of P.L.1989, c.293 (*C.34:15C-8*); [This duty is in keeping with WIOA Section 101(d)(4), "(4) the development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance, to assess the effectiveness of the core programs in the State as required under section 116(b)."]
3) Act to ensure the full participation of Workforce Investment Boards [and now Workforce Development Boards] in the planning and supervision of local workforce investment systems. The commission shall be responsible to oversee and develop appropriate

standards to ensure Workforce Investment Board compliance with state and federal law, the State Plan, and other relevant requirements regarding membership, staffing, meetings, and functions;

4) Foster and coordinate initiatives of the Department of Education and Higher Education to enhance the contributions of public schools and institutions of higher education to the implementation of the state workforce investment policy;
5) Examine federal and state laws and regulations to assess whether those laws and regulations present barriers to achieving any of the goals of this act. The commission shall, from time to time as it deems appropriate, issue to the Governor and the Legislature reports on its findings, including recommendations for changes in state or federal laws or regulations concerning workforce investment programs or services, including, when appropriate, recommendations to merge other State advisory structures and functions into the commission;
6) Perform the duties assigned to a State Workforce Investment Board pursuant to subsection (d) of section 111 of the Workforce Investment Act of 1998, Pub.L.105-220 *(29 U.S.C. § 2821) [and now Section 101 of the Workforce Innovation and Opportunity Act of 2014, Public Law 113–128]*;
7) Have the authority to enter into agreements with the head of each state department or commission which administers or funds education, employment or training programs, including, but not limited to, the Departments of Labor and Workforce Development, Community Affairs, Education, and Human Services and Higher Education, the New Jersey Economic Development Authority, and the Juvenile Justice Commission, which agreements are for the purpose of assigning planning, policy guidance and oversight functions to each Workforce Investment Board with respect to any workforce investment program funded or administered by the state department or commission within the Workforce Investment Board's respective labor market area or local area, as the case may be; and
8) Establish guidelines to be used by the Workforce Investment Boards in performing the planning, policy guidance, and oversight functions assigned to the boards under any agreement reached by the commission with a department or commission pursuant to subsection g. of this section. The commission shall approve all local Workforce Investment Board plans that meet the criteria established by the commission for the establishment of One-Stop systems. The Department of Labor and Workforce Development shall approve the operational portion of the plans for programs administered by the department.

The SETC is also responsible for administering two additional councils, established by state statute, both of which were added to their purview after the Commission was established. The first is the State Council for Adult Literacy Education Services (SCALES) and the second is the Council on Gender parity in Labor and Education (GPC).

The state statute, *N.J.S.A. 34:15C*, will be amended to reflect the new requirements of the Workforce Innovation and Opportunity Act, including the functions, roles and responsibilities of the state board and the board membership, as discussed in the State Board Operational Structure

section, and in particular with regard to WIOA Section 101(d), State Workforce Development Board Functions.

(2) Implementation of State Strategy. Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in II(c) above.

This must include a description of—

(A) Core Program Activities to Implement the State's Strategy. Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies as appropriate.

A. WIOA Services delivered by Department of Labor and Workforce Development through One-Stop Career Centers (WIOA Title I Activities)

New Jersey is committed to locally-driven and managed One-Stop Career Centers that assist individuals who are unemployed or under-employed to obtain new skills and employment. New Jersey maintains and will continue to build a strong network of One-Stop Career Centers, community colleges, libraries, community and faith-based organizations, labor unions and educational institutions to ensure that jobseekers and students, at all levels, have access to high-quality career guidance and job search information and assistance. New Jersey will invest in professional development and staff training and in on-line resources to support this effort.

The New Jersey Department of Labor and Workforce Development (LWD) is the state agency responsible for delivery of the vast majority of WIOA core programs. Figure 28 outlines the roles and responsibilities for the various State programs:

New Jersey WIOA Programs and Responsible Entities		
Division	**Core Programs**	**Non-Core Programs**
LWD via funding to Local Workforce Development Boards	– Adult (Title I) – Dislocated Worker (Title I) – Youth (Title I)	– WorkFirst New Jersey (WFNJ) TANF Employment and Training and SNAP Employment and Training Programs.
LWD via State and Local Government Staff	– Wagner-Peyser (Wagner-Peyser Act, as amended by Title III)	– Trade Adjustment Assistance for Worker Program (Chapter 2, Title II Tract Act) – Jobs for Veterans State Grants (Title 38, Chapter 41) – Unemployment Insurance

LWD via competitive contracts	– Adult Basic Education and Family Literacy (WIOA Title II)	– Senior Community Service Employment Program (Title V Older Americans Act)
LWD Division of Vocational Rehabilitation Services AND Department of Human Services, Commission for the Blind and Visually Impaired	– Vocational Rehabilitation (Title I Rehabilitation Act, as amended by Title IV)	–
New Jersey Department of Education		– Career and Technical Education (Carl D. Perkins Career and Technical Education Act)

Figure 29

New Jersey's WIOA system is delivered through State and local government staff, and vendor staff, at the State's 29 One-Stop Career Centers. These include at least one Center in each of New Jersey's 21 counties, and multiple centers in some of the State's 17 Workforce Development Boards. New Jersey's local workforce development system and One-Stop Career Centers are described in greater detail in Section VI below.

Services at each One-Stop Career Center will be delivered based on the following format as shown in the graphic below "One-Stop Operations FUTURE STATE." This is a renewed method of service delivery in keeping with a deeper engagement between WIOA Title I, Title II, Title III and Title IV services, and aligns with expectations of WIOA around coordinated service across Titles, building career pathways, deeper business services and regional collaboration.

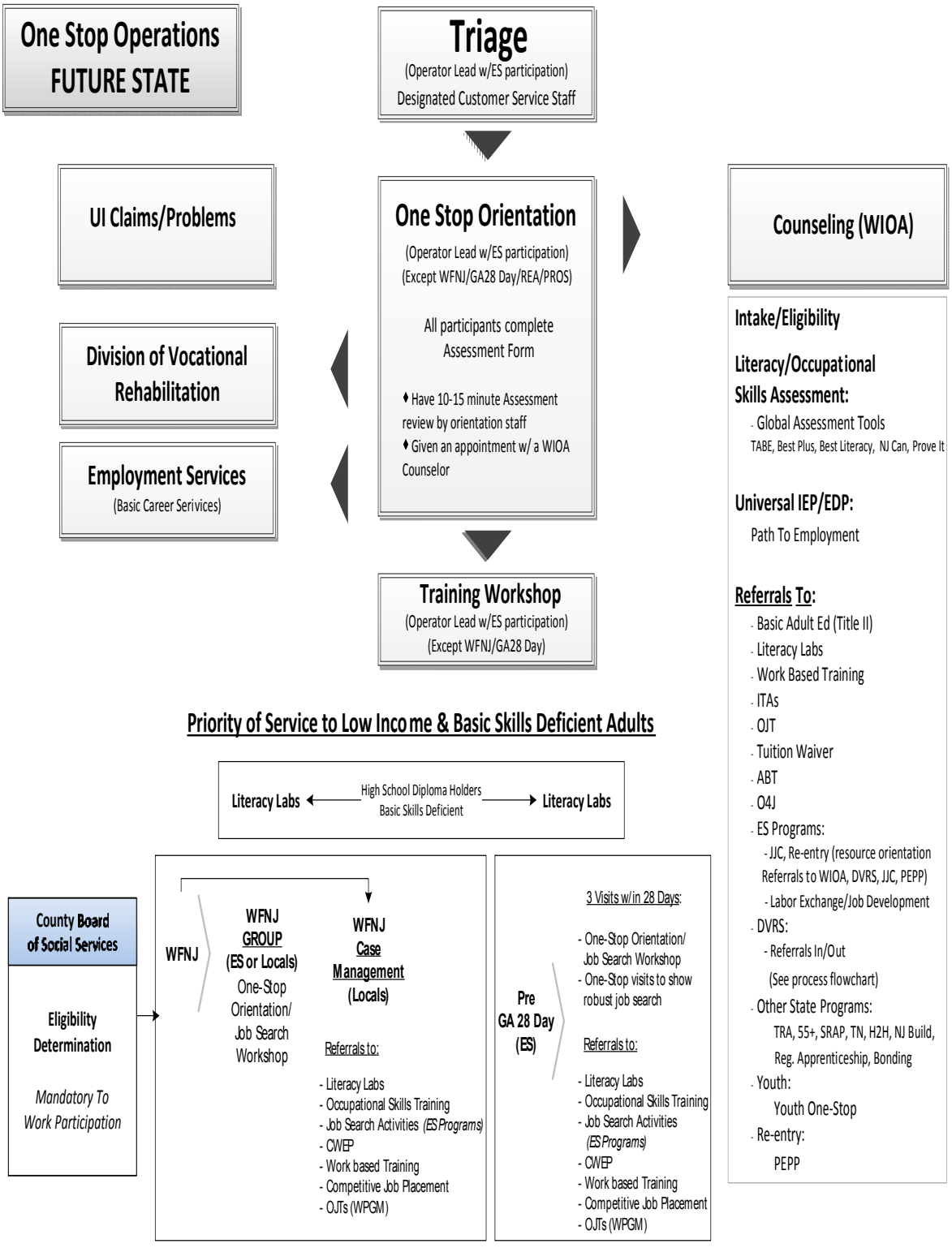

One Stop Operations
FUTURE STATE
Triage
(Operator Lead w/ES participation)
Designated Customer Service Staff
UI Claims/Problems
One Stop Orientation
(Operator Lead w/ES participation)
(Except WFNJ/GA28 Day/REA/PROS)
All participants complete Assessment Form
♦ Have 10-15 minute Assessment review by orientation staff
♦ Given an appointment w/ a WIOA Counselor
Counseling (WIOA)
Division of Vocational Rehabilitation
Employment Services
(Basic Career Serivices)
Training Workshop
(Operator Lead w/ES participation)
(Except WFNJ/GA28 Day)
Intake/Eligibility
Literacy/Occupational Skills Assessment:
- Global Assessment Tools
TABE, Best Plus, Best Literacy, NJ Can, Prove It
Universal IEP/EDP:
Path To Employment
Referrals To:
- Basic Adult Ed (Title II)
- Literacy Labs
- Work Based Training
- ITAs
- OJT
- Tuition Waiver
- ABT
- O4J
- ES Programs:
- JJC, Re-entry (resource orientation Referrals to WIOA, DVRS, JJC, PEPP)
- Labor Exchange/Job Development
- DVRS:
- Referrals In/Out
(See process flowchart)
- Other State Programs:
TRA, 55+, SRAP, TN, H2H, NJ Build, Reg. Apprenticeship, Bonding
- Youth:
Youth One-Stop
- Re-entry:
PEPP
Priority of Service to Low Income & Basic Skills Deficient Adults
Literacy Labs
High School Diploma Holders
Basic Skills Deficient
Literacy Labs
County Board of Social Services
Eligibility Determination
Mandatory To Work Participation
WFNJ
WFNJ GROUP (ES or Locals)
One-Stop Orientation/ Job Search Workshop
WFNJ Case Management (Locals)
Referrals to:
- Literacy Labs
- Occupational Skills Training
- Job Search Activities (ES Programs)
- CWEP
- Work based Training
- Competitive Job Placement
- OJTs (WPGM)
Pre GA 28 Day (ES)
3 Visits w/in 28 Days:
- One-Stop Orientation/ Job Search Workshop
- One-Stop visits to show robust job search
Referrals to:
- Literacy Labs
- Occupational Skills Training
- Job Search Activities (ES Programs)
- CWEP
- Work based Training
- Competitive Job Placement
- OJTs (WPGM)

Figure 30

In New Jersey's WIOA system, each One-Stop Operator serves to tie the partners together, manage activity, ensure collaboration and coordination of services, and work to build a smooth system of services that maximizes the impact and value of each distinct program and funding stream. Additionally, the New Jersey Department of Labor and Workforce Development (LWD) works with each WDB and One-Stop Operator to standardize these elements across the state. The "One-Stop Operations FUTURE STATE" flow chart is being rolled out to all One-Stops and is the model for service statewide.

The One-Stop Operator provides for the integration of State, local government, and vendor agency staff providing WorkFirst NJ (TANF and GA), SNAP, and WIOA funded employability assessment, service identification and sequencing, individual employment plan (IEP) development, and case management services for mandatory work activity participants Services are delivered as shown in Figure 28 above - New Jersey WIOA Programs and Responsible Entities. The staff at each One-Stop includes a mix of State LWD staff and local government (and in the future sub-contracted One-Stop Operator) staff, as well as those from other partners.

B. Customer Flow and Counseling

The customer flow begins with customer "Triage". When a customer enters the One-Stop Career Center, they are greeted by designated customer service staff (Triage staff) directed by the One-Stop Operator (and his/her designee) and including partner staff from all the One-Stop program areas. All customers (except WorkFirst New Jersey/General Assistance 28 Day and RESEA customers) are directed to a One-Stop Orientation group session, led by the One-Stop Operator, to learn about all the programs and services available at the One-Stop. During this Orientation group session, all customers complete a brief assessment form which is review by Orientation staff and the customer is scheduled for an appointment with a WIOA Counselor as appropriate.

Next is the WIOA Eligibility Determination and Literacy/Occupational Skills Assessment process. This process is being standardized statewide, such that the same menu of vetted and approved Assessment instruments are used across the system. New Jersey will use the following tools across all One-Stops:

- Test of Adult Basic Education (TABE) – This is the standard basic skills test, broadly utilized and proven
- Best Plus – Face-to-face oral interview of listening and speaking skills to assess English language proficiency
- Best Literacy – Test of reading and writing skills using authentic situations to assess skill level
- New Jersey Career Assistance Navigator (NJCAN) – Several assessments of skills, career interest and suitability.
- Prove It – Assessment used to show proficiency in multiple occupations and skillsets. More than 30,000 test modules are available that can be used in a customized manner to determine customers' readiness for specific jobs.

In New Jersey's prior system, both WIOA and ES had separate Counselors who worked in parallel with customers, and sometimes overlapped in interaction with a given customer. This duplication

has been removed in the current model. Also, there are separate counselors for WorkFirst New Jersey who provide expert counseling customized to the needs of this distinct program. The WorkFirst New Jersey (WFNJ) counselors perform case management of its customers and are funded by state and federal public assistance employment and training funds. As part of this case management, customers may be referred to Employment Services staff for group workshops on job search techniques and work-ready skills, or to literacy labs, occupational skills training, work-based training, competitive job placement and on-the-job training grants, as appropriate.

For non-WFNJ customers, the WIOA counselor and the customer together develop an Individual Employment Plan (IEP) that identifies the employment goals, appropriate achievement objectives, and appropriate combination of services, in order for the participant to achieve their employment goals, including training goals and activities and goals and activities aligned along a career pathway that each customer sets for themselves, their Path to Employment.

Based on the IEPs, WIOA counselors refer customers to one or a combination of WIOA funded programs and/or state funded partner programs including Basic Adult Education providers under Title II, literacy labs, work-based training, occupational skills training (WIOA and/or state funded), on-the-job training, tuition waivers, Employment Services group activities (such as Jersey Job Clubs), Division of Vocational Services, Re-entry programs, Trade Adjustment Assistance, NJ Build training (in the construction trades), registered apprenticeships, and bonding, to name a few, or to Employment Services for competitive job placement when no additional training is necessary.

C. Training and Other Services

Subsequent to this assessment process, individuals will have access to services in keeping with the goals and activities of their IEP, drawn from the following.

C.1. Training Services

New Jersey delivers training through all WIOA allowable methods, in keeping with WIOA guidance. As an overarching guide to New Jersey's training efforts, the State has developed a policy toward maintaining a high proportion of industry-valued credentials from publicly funded training. Industry-valued credentials will have the following characteristics:

- Valued and demanded by employers
- Portable – skills learned are transferable and provide broad opportunities
- Stackable – skills learned may lead to opportunities for continuous or advanced training and education
- Leads to higher wages, career advancement, and/or increased job security

New Jersey will develop an industry-valued credentials list on an annual basis based on an analysis of labor market data, feedback from employers and stakeholders, and formal adoption of the list by the Credential Review Board. The State intends to create a workforce system valued by employers that also creates bridges for individuals to attain post-secondary credits. New Jersey's goal is to dedicate at least 80% of all federal and state funds spent on occupational training to programs that result in an industry-valued credential or degree. The five-year plan will proceed incrementally for each Local Area as follows:

State Fiscal Year 2017 *(July 1, 2016 through June 30, 2017)* – 50%
State Fiscal Year 2018 *(July 1, 2017 through June 30, 2018)* – 60%
State Fiscal Year 2019 *(July 1, 2018 through June 30, 2019)* – 70%
State Fiscal Year 2020 *(July 1, 2019 through June 30, 2020)* – 75%
State Fiscal Year 2021 *(July 1, 2020 through June 30, 2021)* – 80%

The State plans on utilizing the new statutory authority in WIOA to test pay-for-performance contracting with WIOA formula funds held at the state level and provide technical assistance for local workforce areas, as requested at the local level, to determine if outcome-based approaches can improve overall WIOA performance.

As part of *New Jersey's Blueprint for Talent Development*, New Jersey prioritizes strategies and investments in work-based learning opportunities including Pre-apprenticeship, Apprenticeship, Internship, Job Shadowing, Job Coaching, Mentoring and On the Job Training models. The following make up New Jersey's main training methods:

- *Adult Basic Education (Title II):* If a customer is determined in need of these services, they are referred directly to WIOA Title II Adult Education services for remedial basic skills, English as a Second/Other Language and related services.
- *Literacy Labs:* Computer labs at One-Stop Career Centers (often blended with the Resource Centers) with extensive computer-based learning tools, and are the state's main effort to provide basic skills, literacy, and English as Second Language training to WIOA customers on a drop-in, open-access basis.
- *Individual Training Accounts (ITAs)* for vocational training through training providers on the Eligible Training Provider List (ETPL) as outlined later in this section and in Section VI. ITA training is delivered based on customer choice and in keeping with the customer's IEP. New Jersey has a vibrant and well-utilized online consumer report card, the New Jersey Training Opportunities site at www.NJTopps.org, which will be strengthened with guidance from the State Credential Review Board. The ETPL list includes more than 732 eligible/certified trainers with more than 7600 distinct programs. As part of the industry-valued credentials focus noted above, New Jersey is in the process of streamlining this list, and putting priority on training providing credentials in high-demand, high-growth industries and occupations. However, because the statewide list of training providers is used so broadly beyond WIA/WIOA by multiple programs and NJ state law requires any training institution accessing any federal or state workforce funds to be on this list, it will always be somewhat larger than those in many other states. Additionally, New Jersey is in the process of developing new policy with regard to the limit or "cap" on Individual Training Account (ITA) vouchers for WIOA customers. Currently, the cap is $4,000 per individual, but New Jersey recognizes some valuable trainings cost more than that.
- *On-the-Job Training (OJT):* Business Services staff at each One-Stop may work with customers and area businesses to develop OJT agreements when appropriate. New Jersey continues to promote greater use of On-the-Job Training (OJT) as it is a method of ensuring that employers gain a workforce with the exact skills and training desired. It is in keeping with the State's Talent Network focus and Talent Networks provide a key resource in

facilitating OJT activity. New Jersey follows all WIA/WIOA regulations regarding OJT provision.

- *Apprenticeship and Pre-Apprenticeship*
  Registered Apprenticeship and pre-apprenticeship programs and initiatives have and will remain continued strategies for New Jersey. The models, by design, incorporate both theory and experiential learning that business and industry often request, and simultaneously create career pathways for participants. The Registered Apprenticeship model leads to a nationally-recognized industry credential that is both portable and stackable. Strategies to incorporate Registered Apprenticeship and pre-apprenticeship are project-specific, allowing LWD and its partners to build specific solutions to identified needs and incorporate promising practices gleaned from previous projects.
- *Opportunity Partnership:* This program utilizes State funds to support cohort training for dislocated workers. Employers or groups of employers work with community colleges or private trainers to develop curricula that are needed for targeted openings at their firms, and then commit to interview successful completers from a cohort enrolled in the program. These trainings are paid for by the class rather than through an ITA or other customer-level manner.
- *Other Work-Based Training* including Internship, Job Shadowing, Job Coaching, Mentoring and a number of customized training and related services developed through the Talent Networks and Business Services staff, built to benefit employers and jobseekers; provide better exposure of jobseekers, especially Youth and those with limited work history to the State's key industries and in-demand occupations; and offer customized methods of preparing new and existing workers for specific job opportunities.

C.2. Other Partner Services

Additionally, referrals may be made to the following partner programs that offer a full menu of integrated and unique services alongside the WIOA Title I activities:

- Employment Services programs including basic career services, Juvenile Justice Commission Re-entry and Labor Exchange/Job Development (for direct placement)
- Division of Vocational Rehabilitation Services (DVRS) services as outlined throughout this Plan.
- Commission for the Blind and Visually Impaired (CBVI) services as outlined throughout this Plan.
- Trade Adjustment Act and access to Trade Readjustment Allowances, providing services and aid to American workers who have lost their jobs as a result of foreign trade.
- Senior Community Services Employment Program (SCSEP): Also known in New Jersey as the WorkForce 55+ Program, this is a federally funded program that offers economically disadvantaged seniors, 55 years of age and older, jobs and training. Participants receive the counseling, assessment, and training necessary to enable them to be placed in unsubsidized employment. Program pays full training salary at a non-profit or public employer for up to 48 months
- State Rental Assistance Program (SRAP): This program provides tenant-based and project-based rental assistance grants for up to five years to recipients who are not currently

holding a federal Section 8 voucher. Individuals residing in a household receiving an SRAP subsidy are required to participate in the One-Stop Career Centers employment and training services that help them become employed and self-sufficient.

- Helmets to Hardhats (H2H): Designed to help transition active duty military, members of the National Guard and Reserves, and veterans into the best careers in the construction industry in New Jersey
- NJ BUILD (New Jersey Builders Utilization Initiative for Labor Diversity): Program designed to provide training opportunities for minorities and women in the construction trades and construction related trades so that they can have equal employment opportunity in public contracting.
- Federal Bonding Program: A program that gives an incentive for hiring employers through Fidelity Bonds that guarantee honesty for "at-risk" hard-to-place jobseekers. Bonds cover the first six months of employment and are at no cost to both employer and applicant. It is a unique job placement tool to assist ex-offenders, and other at-risk/hard-to-place job applicants (e.g.: recovering substance abusers, welfare recipients, poor credit histories, etc.).

D. Job Placement and Business Services

When a jobseeker is prepared to engage in a job search, either after assessment and developing an IEP or after training has completed, they begin to work closely with the One-Stop system's Business Representatives (business services staff commonly known as "Job Developers") who work directly with businesses on a variety of initiatives including On-the-Job Training (OJT), work experience opportunities, incumbent worker training, and direct placement in response to employer demand.

Business Representatives' work is also being coordinated across the state and across multiple program/funding streams, and are working toward industry specialization as well as part of New Jersey's Talent Network initiative.

D.1. Industry Specialization

New Jersey is moving toward developing teams of industry-specific experts among the business representatives. LWD is promoting a process whereby Business Representatives develop specialization in specific industries or sub-industries. The State recognize that not all One-Stop sites have enough Business Representatives to have distinct individuals for all seven of the State's targeted industries, but as much as possible, are working toward processes to allow for specialization to avoid duplication of effort within industries and collaboration across the state. Serving as part of "sector teams" under the auspices of New Jersey's Talent Network initiative, Business Representatives statewide who work within each target industry will coordinate efforts, collect and share labor market information, share business connections and "job orders" across sites as appropriate (given the State's extensive cross-workforce area and cross-region commuting patterns), and build methods of collaboration and specialization within industries.

D.2. Career Connections

To assist customers with pursuing the activities identified in their IEP, counselors will be supported by the new **Career Connections Path to Employment Training** platform that is being developed. Career Connections is a digital platform for career guidance and job search assistance. Career Connections began as redesign of Jobs4Jersey.com tools used by the Employment Service for labor exchange, but it is now being developed as a multi-function centralized platform for jobseekers to manage their workforce development activity. New Jersey is in the process of offering it for use across the entire system and by all WIOA system partners.

Career Connections includes the following elements:

- Labor exchange
- Standardizing assessment
- Career guidance
- "Plan, Prepare, Succeed" tool for career planning and training selection/preparation activities
- Selection of training providers and a refreshed central platform for the Eligible Training Provider List at njtopps.org.
- Job search assistance

Any individual who is being served by a program funded by Federal or State workforce funds should be able to use Career Connections as the platform and base for their job readiness and career planning activities.

Partners will be able to add content to the digital platform customized to the services and activities of their distinct programs.

By summer 2016, LWD will provide training in the use of Career Connections and delivery of career advising/career navigation services using the Path to Employment approach for counselors and other staff at One-Stop Career Centers and at partner agencies including community colleges, public libraries and community-based and faith-based organizations. This is part of the State's efforts to broaden access to WIOA system services. Career Connections and this training will ensure a high level of consistent and quality service across programs and locations. LWD is making grants to public libraries to support this function, which will help dramatically increase the number of access points for the WIOA system. This program is outlined in greater detail in a separate section.

D.3. Jersey Job Clubs

The Jersey Job Clubs serve as the backbone of state Employment Services delivery. All of the mandatory partner programs refer customers to it. The Jersey Job Clubs are the statewide method of delivering job readiness workshops and related career advising work. New Jersey has determined that providing jobseeker customers with a peer community that could help build, or re-build often broken professional networks was a critical service for all of the system's customers. The result, Jersey Job Clubs, are now universally accessible and encouraged for all enrolled participants in any of the WIOA and partner programs. Activities are centered on Job Club

activities where individuals can meet and share their job search work, share employer contacts they have made, and utilize one another's growing professional networks for potential employment opportunities. Workshops offered through the Jersey Job Clubs include:

- **Core workshops** on topics including resume writing, interview skills, networking, social media in job search, job search assistance, and orientation to other available services.
- Specific workshops for various populations and about specific programs, for those participants as needed within the requirements of those programs.

D.4. America's One-Stop Operating System (AOSOS)

New Jersey currently utilizes the AOSOS system across all One-Stops, and all core partner programs are able to utilize it as the primary case management resource, for recording and accessing all jobseeker customer data, as well as for reporting on DOL performance measures. Staff use the system in collaborative case management across sites and the multiple staff working with customers. New Jersey is in the process of undertaking a comprehensive assessment of the State's case management system needs as well as identifying any new or updated requirements for case management and reporting systems in WIOA. This work will be undertaken in coming years, but for the present AOSOS will remain for current and immediately expected purposes.

D.5. Re-Employment Portal

Through funding from USDOL, New Jersey is developing a single sign-on workforce profile page and system for unemployment insurance (UI) and workforce participants. Once logged in, the customer can access a personalized dashboard to look at their UI system profile and status, review UI claim information, coordinate their job search activity, access career guidance content, and also set up and receive information and educational content related to their activities, career goals, and other workforce topics.

D.6. One-Stop Operator Selection and Certification

New Jersey's Blueprint for Talent Development includes a commitment for the SETC regarding Local Workforce Board Certification and Capacity Building. The Commission will build on its foundation of required certification and capacity building for local boards, with an expanded certification process that includes enhanced communication, capacity building and technical assistance in partnership with the Department of Labor and Workforce Development.

WIOA requires that local areas competitively select the One-Stop Operator. Based on WIOA, One-Stop Operators may be an institution of higher education; an employment service State agency established under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), on behalf of the local office of the agency; a community-based organization, nonprofit organization, or intermediary; a private for-profit entity; a government agency; or another interested organization or entity, which may include a local chamber of commerce or other business organization, or a labor organization.

State law N.J.S.A 34:15D-4.7 and 21 also requires that all counseling services in One-Stop Career Centers must be either provided by a job counselor hired and employed by the State pursuant to N.J.S.A 11A or hired and employed by a political subdivision of the State with the exception of those One-Stop Centers grandfathered under P.L. 2004, c. 39. State law further requires that all

staff who are hired and supported by moneys from the Workforce Development Partnership Fund or the Supplemental Workforce Fund for Basic Skills, including any of those staff located at any One-Stop Career Center will be hired and employed by the State pursuant to N.J.S.A 11A or hired and employed by a political subdivision of the State, with the exception of those One-Stop Centers grandfathered under P.L. 2004, c. 39.

Local Boards are required to comply with both the federal and State law.

Role of the One-Stop Operator:
WIOA defines the minimum role of the One-Stop Operator as a convener, coordinator and manager of the one-stop delivery system in a local workforce area. Local boards can develop a more expanded definition of the role of the One-Stop Operator as long as that role is consistent with state law.

The One-Stop Operator roles are to:

- Coordinate Service Delivery among Partners
- Coordinate Service Delivery among Physical and Electronic sites
- Coordinate Services across Local Area System
- Primary Provider of Services at Physical Centers

And include:

- Manage hours of operation at all sites
- Manage technological resources such as websites, case management information, business networking software, on-line testing sites
- Manage daily operations thru coordination with WIOA Fiscal Agent for lease, utilities, and other invoice remittance
- Manage partner responsibilities as defined in MOU
- Manage services for individuals
- Manage services for business
- Provision of basic services such as orientations, information on careers and labor markets, and resource rooms
- Submission of annual staffing, and operational budgets
- Following federal and state regulations pertaining to handling of EEO responsibilities, customer complaints, and physical and programmatic accessibility
- Implementation of board policies
- Reporting to Board on operations, performance accountability, and continuous improvements

Each local board will select the One-Stop Operator through a competitive process. Any Request for Proposal should clearly delineate the role of the prospective one-stop operator to deliver services “at a minimum” level described within proposed 20 CFR 678.620 or near it, so as to ensure continued compliance with state law. The Local Area process for Competitive Selection of the One-Stop Operator must be open, transparent and made available to all eligible entities. Local

areas must follow state procurement laws at a minimum. Competitive selection must be made prior to June 1, 2017 with implementation of the role of the One-Stop Operator beginning no later than July 1, 2017. Competitive selection must be made no less than every two years.

Local boards must also ensure that the selected One-Stop Operator:

(A) discloses any potential conflicts of interest arising from the relationships of the operators with particular training service providers or other service providers;
(B) does not establish practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services, such as intensive employment, training, and education services; and
(C) complies with Federal regulations, and procurement policies, relating to the calculation and use of profits.

In keeping with WIOA Section 121(g), New Jersey proposes the following policy on One-Stop Career Center Certification. This policy maintains objective criteria and process through which local boards will certify their One-Stops. New Jersey's proposed Criteria for One-Stop Career Center Assessment and Certification include:

- Accessibility- WDB examines the accessibility of its physical locations. Not limited to physical accommodations, but accessibility looks at staff knowledge, technology, signage, marketing materials and access to programs and services. Use of the One-Stop Accessibility Checklist
- Staff Training/Professional Development with Credentials – Sensitivity towards priority populations, knowledge of the overall local workforce system and the variety of programs and services available to the public
- Employer Engagement and Results – WDB examines the One-Stop's performance and improvement in key business areas - customer satisfaction, financial and marketplace performance, product and service performance, human resource results, supplier and partner results, and operational performance. Also examined are performance levels relative to competitors and other organizations within the system providing similar services.
- Customer Focus and satisfaction – WDB examines how the One-Stop Career Center determines customer/market requirements, expectations, and preferences. Also examined is how the organization builds relationships with customers and determines their satisfaction.
- Information and Analysis – WDB examines the performance measurement of the workforce system and the One-Stop Career Center to ensure they are meeting their performance goals.
- Quality of Operations and Results – WDB examines the key aspects of process management, including customer-focused design of products and service delivery, as well as support, supplier and partnering processes involving all work units. Also examined are how key processes are designed, implemented, managed, and improved to achieve better performance.

- Technology – WDB examine the integrity and responsibility of the local One-Stop Career Center's IT department. The accessibility of the One-Stop Career Center's equipment, technologies and programs ability to implement technology.

Other items or documents to consider:

- Designation of State and Local Level Equal Opportunity EO Officers
- Notice and Communication
- Assurances of Nondiscrimination
- Universal Access
- Compliance with Section 504 of the Rehabilitation Act of 1973 and 29 CFR Part 37
- Data and Information Collection and Maintenance
- Monitoring Recipients for Compliance
- Compliant Processing Procedures
- Corrective Action/Sanctions
- CARF – One-Stop Certification Process (Example of Accreditation entity's assessment tool)

The local board areas have the autonomy to develop additional criteria that will respond to labor market, economic and demographic conditions and trends found in the local area.

Local Certification processes will be led by a team of Assessors including the WDB Director, One-Stop Operator, Equal Opportunity Officer, DVR Manager, Employment Services Manager, and Member(s) of WDB with oversight provided by Local Board Executive Committee.

New Jersey plans to launch the certification process by July 2016, provide technical assistance to local areas and have at least one One-Stop Career Center certified in each local area by December 2016, with all other Centers and Satellite sites certified by June 2017.

(B) Alignment with Activities outside the Plan. Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

The prior Section *(Section (2) Implementation of State Strategy, subsection (A) Core Program Activities to Implement the State's Strategy)* addresses the alignment and coordination with the mandatory and optional One-Stop partners and activities including Wagner-Peyser, unemployment insurance, Adult Education and Literacy, Vocational Rehabilitation, TANF/SNAP through WorkFirst New Jersey and other services.

The local Workforce Development Boards (LWDBs) are often considered the nucleus within their jurisdiction or area. In this pivotal role, it is imperative that LWDB be engaged by entities applying for funding, implementing programs and/or services within the local area. In this way efforts and

resources can be coordinated, maximized and avoid duplication. Carl D. Perkins funding, which supports Career and Technical Education (CTE) requires applicants to consult with the LWDB in the development of the grant applications to ensure: the grant application is in conformity with the plans of the LWDB; the amount of the allocation; approved career and technical education programs to be supported; performance standards and measures to be addressed for the programs; categories of expenditures; justification for the proposed expenditures; and anticipated outcomes. This knowledge assists both the potential grantee and the LWDB to influence the implementation of the grant from a referral or connectivity perspective, with the broader local workforce system.

In relation to Registered Apprenticeship, as outlined in Section VI of the Plan, Registered Apprenticeship initiatives have and will remain a continued strategy for New Jersey. This model, by design, incorporates both the theory and experiential learning components that business and industry often request, and simultaneously create career pathways for participants. The RA model leads to a nationally-recognized industry credential that is both portable and stackable. Strategies to incorporate Registered Apprenticeships are project-specific, allowing LWD and its partners to build specific solutions to identified needs and incorporate promising practices gleaned from previous projects. Business Services staff at local One-Stops are able to help establish or refer WIOA customers to Registered Apprenticeship programs that meet business, industry, and educational/training requirements.

One of the Registered Apprenticeship initiatives that focuses on youth is the Youth Transitions to Work (YTTW) grant program. These grants are funded through the state Workforce Development Partnership (WDP) funds, and are competitively awarded to educate high school juniors and seniors about registered apprenticeship occupations in various industries. A requirement is that programs be implemented through consortia of key partners, including the LWDB and local One-Stop Career Centers. These grants serve as a successful pre-apprenticeship education initiative that offers students extensive insight about the industry, entrance and training requirements and often involves an experiential learning opportunity for participants. Many of the program graduates apply to the formal Registered Apprenticeship program upon completion of their high school education.

In an effort to continue to expand and market registered apprenticeship as a post-secondary option for students, the SETC has been facilitating dialogues to expand partnerships between government agencies involving SETC, LWD, United States Department of Labor – Employment and Training Administration (USDOL-ETA) and the New Jersey Department of Education (NJDOE). This effort focuses on the development of a data sharing agreement that will allow USDOL to verify NJ high school graduates that engage in post-secondary education through a registered apprenticeship program. The verification will be done by the USDOL-ETA Office of Apprenticeship through a crosswalk of NJDOE data on high school graduates, 16 months after graduation, utilizing the USDOL-ETA RAPIDS database. While the details remain under review, New Jersey is hopeful that a data sharing agreement will be reached to capture the utilization of the Registered Apprenticeship model of post-secondary education and high school graduates.

Additional New Jersey efforts focused on administering pre-apprenticeship and Registered Apprenticeship programs and initiatives are provided through the New Jersey Builders Utilization Initiative for Labor Diversity (NJ Build) and focused on assisting women and minorities to pursue careers in construction. Funding for these programs are derived from an allocation of one-half of one percent of construction projects funded entirely with appropriated funds or a combination of funds from appropriated and other sources, as identified through Public Law 2009, Chapter 313 and 335. The program funds are competitively awarded by LWD to contract for training opportunities for minorities and women in the construction and construction-related trades. The purpose is to increase the number of minorities and women that can realize equal employment opportunities on publicly funded contracts. Current NJBUILD pre-apprenticeship initiatives are under contract in Hudson County, the City of Camden, the City of Jersey City, and the City of Newark. The collective goal of the NJ Build initiatives is to prepare women and minorities for entry into a union registered apprenticeship program or employment in a construction-related job. The duration of the contracts are 18 months.

Other efforts around Registered Apprenticeship have been influenced through the State Employment and Training Commission's ongoing work with stakeholder groups including LWDB and One-Stop Career Centers on policy, programs and initiatives that target women in non-traditional careers that utilize the Registered Apprenticeship model. This work, in part, is supported through the SETC Council on Gender Parity in Labor and Education (GPC).

Developed in 2015, two initiatives summarized below represent High Quality Partnerships focusing on non-traditional careers and pay equality, and support the mission and duties of the Gender Parity Council. These programs have already delivering documented results and are identified for expansion. The GPC has discussed them as potential best practices models and encourage similar efforts in other industries and/or occupational fields, some of which utilize registered apprenticeship as the delivery model of training and education.

Sisters in the Brotherhood (SIB)

A recruitment and retention effort imparted upon the New Jersey Locals of the Northeast Regional Council of Carpenters (NRCC) by the United Brotherhood of Carpenters (International). The initiative focuses on ensuring that a minimum of 10% of all registered apprentices within the trade are women by year 2018, and maintaining that percentage moving forward. The lessons learned have influenced positive modifications to the recruitment, support, education and training programs within the NRCC. During 2015, the NRCC SIB effort engaged more than 34 partners which included educational institutions, employers, correctional facilities, community and faith based organizations, local and state government, which includes the One-Stop Career Centers and more.

Women in Sustainable Employment (WISE) Pathways

A career-exploration course designed for women to explore nontraditional, in-demand jobs in the construction, gas, water, electric and energy industries, with some occupations being registered

apprenticeship programs. This forty-hour program was created to educate women about career paths in these industries, and provide strategies in conflict management, team building, and workplace expectations. Additional focus is placed on resume writing, practice online applications and interviewing; and participants can be connected with recruiters from participating companies. This program was designed and implemented through a quality partnership between employers, organized labor and higher education, to design and implement this career exploration program. The goal is to expand the initiative into other counties, post-secondary educational institutions and employers in the future.

In addition, the SETC continues to staff and support the New Jersey Pathways Leading Apprentices to a College Education (NJPLACE) initiative. The NJPLACE initiative focuses on awarding college credits to registered apprenticeship programs, and other industry-recognized credentials and certificates to authenticate the post-secondary education, learning and knowledge attained through these training experiences. This initiative is yet another example of a High Quality Partnerships that engage higher education, business and industry, organized labor, national credentialing entities, and government to assist individuals who participate in these types of training programs and services.

(C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

Coordination With Partners

New Jersey coordinates the services provided by partner agencies using its One-Stop Career Centers located in each of the WDB areas and through use of a common case management system – America's One-Stop Operating System (AOSOS). The partners are primarily located at the same comprehensive One-Stop Career Centers in each of the WDB areas and utilize AOSOS for case management and tracking of participants. Additionally, the use of common assessment tools provides more comprehensive information on all of the participants in the system.

One-Stop Career Center Operators oversee service delivery at each One-Stop Career Center and are responsible for creating Memoranda of Understanding (MOUs) with each partner to ensure seamless service delivery and define partner responsibilities and contributions to the local delivery system. Resource sharing agreements complement and build on the MOUs to ensure funding supports the One-Stop Career Center infrastructure.

Additionally, LWD was awarded a grant from USDOL to build its partially developed workforce longitudinal data system (WLDS). The proposed fully developed WLDS will connect workforce and employment data with the administrative data systems of P-12 and postsecondary education in New Jersey. The design and proposed analysis are aligned with the overall workforce innovation development goals of LWD, as a robust WLDS is a critical component to the implementation and

success of more effective Re-employment and Talent Development Strategies. The creation of a longitudinal database will support four major objectives:

1. Implementation of performance metrics beyond the Common Measures.
2. Evaluation of programs, particularly those for hard to serve populations, using quasi-experimental and other methodologies.
3. Data-driven integration of unemployment insurance and re-employment efforts.
4. Support and expansion of sector-based initiatives, including stackable credentials.

The WLDS will include:

- Workforce data: (1) America's One-Stop Operating System: WIOA Title I, Wagner-Peyser, and Trade Adjustment Assistance Act, state-funded Workforce Development Partnership, Re-employment and Eligibility Assessment, Migrant Seasonal Farm Workers, Veterans Services (DVOP and LVER), National Emergency Grants, and WorkFirst New Jersey; (2) WIOA Title II; (3) Unemployment Insurance Benefits; (4) Vocational Rehabilitation
- Employment data: (1) NJ Unemployment Insurance Wage Records; (2) WRIS2
- Education and training data: (1) NJDOE P-12 students (SLDS); (2) Perkins Act (vocational students); (3) Postsecondary Education student unit records; (4) student records from providers on the Eligible Training Provider List

As a new initiative aimed at enhancing integration and efficiency, the State is creating a new web-based system to track:

- Participants' Services
- Training Provider Contracts
- Cost per Participant
- Cost per Training Provider
- Training Duration per Participant

The goal of the web-based system is to create a snapshot of each claimant's past, current, and future training level so that whether in the field or in the administrative office, anyone is able to identify where a claimant has been and where they is going. This system will have the ability to provide reports to management on overall program performance and will support the TAA Field Representative who needs case management details on the participants they serve. AOSOS is currently dependent on the data being manually entered, sometimes weeks after it has occurred, depending on caseload. With this new system, AOSOS will be automatically updated as the contracts are being generated. In addition, current contracts are prepared on paper and sent via the postal service. This new web-based software will allow the provider and the state avoid unnecessary delays by allowing for immediately approval a contract. This system will also provide a real-time accounting of dollars encumbered and reimbursed by the program.

The State is currently seeking quotes to automate the existing OJT system and customize it for TAA, including TAA contracting, by getting training contracts online using the OJT contract system.

This online update will be paid for using TAA funds and will help improve accuracy, accountability, reporting and long-term tracking of the services.

A. Coordination and Co-enrollment with WIOA Title II Adult Education and Literacy

The goal of Title II Adult Education and Literacy programming in New Jersey is to prepare residents with the basic reading and math skills to succeed in the workplace. The State expect that most individuals accessing Title II services will also be accessing WIOA Title I workforce development services concurrent and integrated with their literacy and basic skills services. All individuals receiving WIOA Title I services may not require Title II assistance, and, similarly, some individuals receiving Title II services may not need or be suitable for WIOA services. However, where appropriate, in cases where the person requires the Title II services, New Jersey will co- or cross-enroll them into the two programs simultaneously and work to build a coherent, coordinated program of services between the two programs.

New Jersey is working toward ever more coherent collaboration and coordination among the Title I and Title II activities. Central to this are several components:

1. A shift to more workplace and career-focused basic skills education curriculum
2. An integration of basic skills training into the subsequent steps of occupational skills training.
3. More co-location of Title II services with One-Stop Career Center services

A.1. Career Focused Basic Skills

The Title II population generally mirrors the Title I population, with many unemployed individuals lacking basic skills. And a significant portion of the State's population overall could benefit from literacy and English language programs. For example, 17% of New Jersey adults lack Basic Prose Literacy skills and 14% of the state's 18+ population report speaking English less than "very well." 47% of adults who speak a language other than, or in addition to English, report speaking English less than "very well." These deficiencies have real impacts. 12% of New Jersey residents have not earned a high school diploma, and the population of those without a high school diploma who are not in the workforce (34%) is double the rate that those with some college or an Associate's degree are not in the workforce (17%). Adults with less than a high school diploma on average earn about half of the state's median income.[25]

In order to be successful in achieving their workforce goals, many of the State's workforce development customers require improved basic language and math skills and/or English language skills.

While Title II is still meant to be open for a broad population beyond those seeking employment services, the program does have performance outcomes, so New Jersey will move away from open-entry, open-ended Adult Education and Literacy services. Additionally, New Jersey will work

[25] SETC, *Investing in New Jersey's Adult Learners – Needs Analysis and Recommendations Regarding the State of Adult Literacy Education in New Jersey*, January 2013.

toward improving curricula and making program curricula more consistent across the State and is exploring developing standardized curricula, or providing curricula guidelines to promote common standards and best models of content across all Adult Education classes.

The performance goals of WIOA are a functional level increase (one or two grade levels) in reading and math scores based on a pre-test and post- or in-program administration of the Test of Adult Basic Education. New Jersey's goal is to achieve this goal for 60% of participants.

A.2. Integration of Title II into Title I Occupational Skills Training

GOAL: Within five years, New Jersey's Adult Education system will be firmly connected with WIOA Title II providers, including the community college system, to move people seamlessly from English as a Second Language and/or basic literacy skills training through to a postsecondary credential, including integrated basic skills alongside workforce career exploration and planning, and a transition to skills training and credentials.

LWD is in the process of providing planning grants to local workforce development areas for consolidation of literacy funds with workforce development and a more seamless transition from basic skills training to occupational training. The solicitation for providers of both Title I and Title II programs will include clear expectations for how to integrate these services, including Bridge Program models as well as more comprehensive blending of the curricula.

Basic Skills curricula will be contextualized. Based on New Jersey's seven target industries and the Talent Network initiative, New Jersey will work toward making each student's basic skills curriculum content specialized to the industry sector and occupational target they have identified in their IEP.

New Jersey will also build more blended classrooms where the adult education teacher and the teacher of occupational skills curriculum deliver training in the same classroom, concurrently, offering their respective services in a collaborative integrated manner. This effort will both save time – when customers are working toward both goals concurrently and in a coordinated manner – and build stronger outcomes – when individuals have consistent positive feedback of content across the two parts of their curricula and purpose and contextualization of basic skills in subject matter of great interest and relevance to them.

A.3. Co-Location of Title II and Title I Services

New Jersey is in the process of re-structuring how Title II is delivered across the State. Currently, grants are made to entities in each county of the state for delivery of these services. In the future, as part of aligning Title II into the same system as WIOA Title I, grants will be made to entities within Local Workforce Development Areas for the delivery of these services and State staff within the LWD Workforce Development Division will participate in the delivery of these services. Having the same boundaries, both regional and by local area will support improved program integration between Title I and Title II. Additionally, some funding should be distributed based on proposals from the three Regions that now make up the New Jersey WIOA regional designations. These

regional Consortia will be able to build programs and projects together for delivery of Adult Education and Literacy as well as for integrating those services within the One-Stop system.

In coming years, Title II services should, as much as possible, become co-located with WIOA Title I services at the One-Stop Career Centers or other delivery sites. With a trend toward One-Stop Career Centers locating on-site at community colleges, and strengthening of these relationships as part of the Talent Network and Career Pathway efforts, the further integration by co-locating Adult Education and Literacy with Title I at community colleges and other educational partners based on participant needs, helps further strengthen this important collaborative work.

The current formula for allocating Title II funding to local areas is based primarily on the local high school dropout rate in the local area's public school system(s). New Jersey will work to include the same workforce development focused WIOA Title I formula elements as well as a measure of the overall foot traffic and utilization of the One-Stops in the formula for Title II funding.

B. Coordination and Co-enrollment with WIOA Title III Wagner-Peyser Act Services

Wagner-Peyser Act services are fully and seamlessly integrated within the One-Stop Career Center system. Wagner-Peyser staff are staff of the Department of Labor and Workforce Development as are WIOA Title I staff, work within the same Division and are sited at each One-Stop Career Center alongside WIOA Title I staff. The State provides universal and comprehensive access and customer service through the foundational support provided by WIOA Title I and Wagner-Peyser funds, such that all One-Stop Resource Rooms as well as infrastructure at the One-Stops, Counselor staff, Business Services Representatives and other functions are supported jointly by WIOA Title I funds and Wagner-Peyser funds.

Each One-Stop Career Center has a Memorandum of Understanding (MOU) between required and optional partners, which outlines partners' responsibilities. Since a significant portion of WIOA and Wagner-Peyser staff at each site are staff of LWD, and work in the same division, the breakdown of duties can be closely coordinated by LWD and One-Stop leadership. Customers with significant barriers to employment may be served by Wagner-Peyser and WIOA-funded staff dedicated to assisting with the needs of special populations such as customers with disabilities, veterans, older workers, and public assistance and other low income individuals. Sharing of information, skill levels and employee development plans assists in providing comprehensive services. The Talent Network initiative is at the heart of all coordination and Wagner-Peyser program is fully embedded alongside WIOA Title I in delivering services through New Jersey's Talent Networks. As outlined in subsection *(4) Assessment of Programs and One-Stop Program Partners*, below, effective July 1, 2016 all WIOA Title I and WIOA Title III (Wagner-Peyser) participants will be co-enrolled in both programs; this is reflective of the new One-Stop service integration and will be reflected in the performance outcomes of both programs.

As shown on the One-Stop Operations FUTURE STATE flowchart, Employment Services (ES) and UI Claims/Problems are core components of the customer flow within the One-Stop system. Dislocated Workers receive and manage their Unemployment Insurance benefits through the online system. They can also meet with staff as needed at any One-Stop Career Center. Wagner-

Peyser provides dislocated workers and other jobseekers with labor exchange services virtually and at the bricks and mortar One-Stop Career Centers. This service is currently offered through the Jobs4Jersey.com website and this function is being transitioned to the new Career Connections web portal.

The WIOA and Wagner-Peyser programs use the common data system, America's One-Stop Operating System (AOSOS) and will continue to use a common system if a new case management system is developed in New Jersey.

C. Coordination and Co-enrollment with WIOA Title IV Vocational Rehabilitation

New Jersey utilizes an option to deliver Vocational Rehabilitation services through two distinct programs. The majority of services are delivered through Vocational Rehabilitation staff at the Department of Labor and Workforce Development, for any individuals with disabilities. A portion of funds is segmented and delivered to the separate Commission for the Blind and Visually Impaired within the New Jersey Department of Human Services with a focus on serving individuals who are blind, vision-impaired or deaf-blind. These services and how they will coordinate with the wider WIOA services will be discussed in the following two subsections.

C.1. Programs within Department of Labor and Workforce Development

Vocational Rehabilitation services in New Jersey are intended to serve the thousands of New Jersey residents with disabilities. In the New Jersey school system, there are more than 200,000 students with Individualized Education Programs based on providing specially designed instruction in relation to their identified disabilities. This is a huge number. Several hundred more may have a 504 plan for accommodations within the general classroom.

Transition services by state statute start at age 14, and 15% of the Division of Vocational Rehabilitation Services (DVRS) and the Commission for the Blind and Visually Impaired (CBVI) federal funding is earmarked to serve students with disabilities with pre-employment transition services. The DVRS within the Department of Labor and Workforce Development and the CBVI within the Department of Human Services are developing a Memorandum of Understanding (MOU) with the Office of Special Education Programs in the New Jersey Department of Education in order to make sure that all students with disabilities in transition have the opportunity to receive pre-employment transition services as per WIOA statute.

DVRS is the primary agency responsible for delivering high-quality services to consumers with disabilities other than those who are blind, vision-impaired, and deaf-blind. Consistent with the requirements of WIOA, DVRS is committed through its array of programming to helping its consumers secure integrated, competitive employment. In pursuit of this general objective, DVRS administers services ranging from counseling and guidance, vocational assessment and training, supported employment, to specific supports based on individual vocational rehabilitation need.

DVRS subscribes to the Employment First principles adopted by Governor Christie, and the agency believes that these principles should be accomplished in the context of long-term career pathway development.

DVRS is committed to working with all WIOA partners, and currently 16 of the 18 Vocational Rehabilitation offices throughout the State of New Jersey are co-located at One-Stop Career Centers. They collaborate on a range of activities, and the goals and recommendations within this section outline the main priorities for collaboration and integration of these services within the WIOA system.

DVRS has information on its website, developed in conjunction with the Commission for the Blind and Visually Impaired that is standard and reciprocal across the two programs, and that information also provides common language and references to services and programs delivered by LWD that the populations served by the two organizations can access.

Goals to Further Align Vocational Rehabilitation with WIOA Title I One-Stop System:

1. Goal 1: By September 30, 2017, the number of individuals with DD, including ASD applying for DVRS services will increase by 50%. Strategic objectives to meet this goal include the following:
    a. Provide education and communication – All identified stakeholders will know about the DVRS Employment First (EF) initiative by the end of year one. Surveys will be used to determine initial training needs for DVRS staff members and CRPs.
    b. Collaborate with interagency partners – Identify key state partners and research how other states are collaborating on EF initiatives. Design the process, roles and responsibilities for partners.
    c. Improve DVRS access for individuals with significant disabilities – Develop a plan for obtaining valid statistics of how many individuals with DD are served by the DVRS. Create a plan to prioritize students with DD to be linked to DVRS two years prior to exiting the school.
    d. Develop innovative and expanded services that offer increased employment opportunities – Verify successful Innovation and Expansion grantees for possible expansion. Determine possible sites for a Project SEARCH Pilot.
    e. Engage employers – Take advantage of the new 503 regulations. Engage LWD talent networks. Find options for work trials through internships. Replicate the Schedule A targeted hiring events throughout the state.

    ** UPDATE: DVRS has successfully engaged with Project SEARCH and will support up to four sites by September 2016.*

2. Goal 2: By September 30, 2017, there will be an increase in the number of Deaf/HH consumers seeking DVRS services and communication access and services for Deaf/HH will be consistent, reliable, and result in employment. Strategic objectives to meet this goal include the following:
    a. Provide education and communication – Identify stakeholders from the Deaf/HH community. Encourage participation from the Deaf/HH with the SRC. Develop marketing materials in ASL.
    b. Collaborate with interagency and community partners – Identify key state partners needed to support the DVRS D/HH goals. Design the process, roles and responsibilities for partners. Determine the skills needed for ASL SE staff. Identify interpreter vs. SE needs for D/HH consumers.

c. Improve access to DVRS for D/HH consumers – Install videophones in every office. Develop a plan for obtaining valid statistics of the number of D/HH served by DVRS. Create a plan to allow D/HH transition students to be referred to the regional Deaf Centers two years prior to exiting school. Use the model state plan for the Deaf consistently throughout New Jersey.
d. Develop innovative and expanded services that offer increased employment opportunities – Expand services of the regional Deaf Centers. Assess DVRS projects to consider how they could serve D/HH consumers. Determine required training for counselors working with D/HH.
e. Engage employers – Take advantage of the new 503 regulations. Engage the LWD talent networks.

** UPDATE: Regional DLS are assigned to every local office to provide ASL to DVRS consumers. Training has been identified for counselors working with HH consumers.*

3. Goal 3: By September 30, 2015, the DVRS will provide training and technical assistance to counselors on SE and SE services, as follows:
    a. Provide training to staff related to the definition of SE and SE services to include appropriate identification of SE goals on the IPE, coding of SE services on the IPE and the case closure page in the case management system;
    b. Analyze the decline in the number of individuals who have SE goals on their IPEs and achieve SE to determine the reasons underlying the decline in these respective performance measures and develop strategies to address the reasons identified; and
    c. Review and analyze the case management settings utilized to identify SE goals and SE services on an IPE and the case closure page and develop a systematic process to ensure accurate coding and reporting.

    ** UPDATE: Goal 3 has been completed*

4. Goal 4: By September 30, 2016, the DVRS will implement quality assurance (QA) processes and conduct the following:
    a. Training on existing and revised policies and procedures for all staff involved in their implementation;
    b. Review of service records by staff not functioning as VR counselor supervisors;
    c. Develop fiscal controls and evaluation methods to ensure that providers are not billing DVRS through multiple contracts;
    d. Review and refine instrumentation for conducting service record reviews;
    e. Conduct surveys of transition-age youths who exit the VR program after eligibility is determined, but before their IPEs are developed, to determine the reasons why these individuals are withdrawing from the program; and
    f. Develop mechanisms to collect and aggregate the results of the preview process and provide results to the training function to inform the design and evaluation of training.

5. Goal 5: By September 30, 2015, the DVRS will partner with two additional NJ Talent Networks to identify strategies that will increase access for individuals with disabilities in the targeted

industry sectors, increase wage levels for individuals served, and expand relationships with employers throughout the state.
** UPDATE: Goal 5 has been completed*

6. Goal 6: By September 30, 2016, DVRS will hold public forums to report on specific topics related to its service delivery and integration with the WIOA system, such as how DVRS is performing at the Employment First goal, and how services are succeeding with the deaf and hard of hearing population.

State Rehabilitation Council Recommendations
Specific SRC recommendations for the Plan are provided in Section VI. Program Specific Requirements for Core Programs in the section on the Vocational Rehabilitation, item (a) Input of State Rehabilitation Council.

C.2. Programs operated by the Department of Human Services, Commission for the Blind and Visually Impaired

New Jersey has utilized the option in Federal law allowing Vocational Rehabilitation services for the blind and visually impaired to be delivered by a separate entity from that serving other individuals with disabilities. New Jersey believes that a distinct agency for the blind and visually impaired can provide higher quality and more customized services, in particular training services, to address the unique needs of this population, and can yield better employment outcomes.

The Commission for the Blind and Visually Impaired (CBVI or Commission) is the primary agency responsible for delivering high-quality services to consumers who are blind, vision-impaired, and deaf-blind. Consistent with the requirements of WIOA, CBVI is committed through its array of programming to helping its consumers secure integrated, competitive employment. In pursuit of this general objective, CBVI administers both a comprehensive, residential training program and programs that focus on blindness-specific pre-employment training, including development of communications skills, orientation and mobility, nonvisual independent living techniques, and adjustment to blindness training.

CBVI subscribes to the Employment First principles adopted by Governor Christie, and the agency believes that these principles should be accomplished in the context of long-term career development.

CBVI is committed to working with all WIOA partners, including One-Stop Career Centers, to provide technical assistance that will help guarantee that general employment focused services are provided in accessible forms to consumers who are blind, vision-impaired, and deaf-blind.

Services are integrated with wider DVRS services and the entire One-Stop system through a number of mechanisms. Currently, CBVI's programs are not generally co-located with One-Stop Career Centers or other Vocational Rehabilitation services. As noted, the majority of services are by itinerant staff who deliver services directly to blind and visually impaired New Jersey residents in their homes or other community locations most suitable for delivery of those services. New

Jersey confident that successful coordination and collaboration can occur through referral and partnership.

CBVI has information on its website, developed in conjunction with DVRS that is standard and reciprocal across the two programs, and that information also provides common language and references to services and programs delivered by LWD that the populations served by the two organizations can access.

CBVI-Specific Initiatives are outlined in detail in Section VI. Program Specific Requirements for Core Programs in the section on the Vocational Rehabilitation, item (c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

State Rehabilitation Council Recommendations
Specific SRC recommendations for the Plan related to the activities of the CBVI are provided in Section VI. Program Specific Requirements for Core Programs in the section on the Vocational Rehabilitation, item (a) Input of State Rehabilitation Council.

D. Coordination and Co-enrollment with the WorkFirst New Jersey (WFNJ) program (TANF Employment and Training and SNAP Employment and Training programs)
The Department of Human Services' Division of Family Development (DHS/DFD) is the agency responsible for overseeing the WorkFirst New Jersey (WFNJ) TANF and GA and SNAP benefit programs. WFNJ and SNAP cash assistance and social services are administered at the local level by the 21 county agencies, under DFD supervision, and through various contracts with vendors for certain services. LWD is responsible for WFNJ and SNAP employment-directed and workforce development activities as outlined below. Employment-directed and workforce development activities are administered at the local One-Stop Career Centers under LWD supervision. By integrating the WFNJ and SNAP population into the One-Stop Career Center system, opportunities for self-sufficiency, employment retention and career advancement are maximized.

A **Memorandum of Understanding (MOU)** is in place between the Department of Human Services and Department of Labor and Workforce Development guiding the close collaboration between the two entities in the delivery of WFNJ and SNAP services. The Memorandum of Understanding includes agreement upon numerous aspects of this coordination including: a Service Plan for WFNJ and SNAP Employment & Training services; State Plan relevant language; Financial Arrangements; Eligibility Determinations; Local Planning Processes; Monitoring and Enforcement; Data Collection, Verification and Reporting Requirements; Notices and Hearings; Regulations; Information Technology and Miscellaneous elements.

D.1.Policies and Procedures
1) Pursuant to the Executive Reorganization Act of 1969, P.L. 1969, c.203 (c.52:14C-1 et seq.), this plan consolidated responsibility in LWD for significant elements of the WFNJ Program, employment-directed and workforce development activities, and Supplemental Nutrition Assistance Program work-related activities previously administered by DHS, Division of Family Development (DFD) for the period beginning July 1, 2004 and thereafter.

2) To the extent not inconsistent with State and Federal statutory authority, all workforce programs and activities funded in whole or part, directly or indirectly, through the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, as amended; the WorkFirst New Jersey Program, P.L. 1997c c.13, c.14, c.37, c.38, as amended; the Federal Food Stamp Act of 1977, as amended, here in after the Supplemental Nutrition Assistance Program (SNAP); and the General Public Assistance Law, P.L. 1947, c. 156, as amended, shall be administered by LWD pursuant to Sections I through X of this Memorandum of Understanding.
3) To the extent not inconsistent with State and Federal statutory authority, LWD is responsible for all employment and job readiness activities in the WFNJ, Child Support and SNAP programs.
4) The areas of employment and job readiness activities, which LWD shall be responsible for are as follows:
    a. Career guidance;
    b. Labor market information;
    c. Employability assessment;
    d. Employability plan development;
    e. Employment-directed case management;
    f. Subsidized employment in the private and public sectors;
    g. Unsubsidized employment in the private and public sectors;
    h. On-the-job training (OJT);
    i. Community Work Experience Program (CWEP);
    j. Community service programs;
    k. Job search and job readiness assistance
    l. Vocational education training
    m. Employment-related education and job skills training;
    n. Basic skills/literacy;
    o. Work-related educational enhancements;
    p. A proportionate share of employment and training related expenses;
    q. Referral and access to work support services (e.g., transportation and childcare);
    r. Early Employment Initiative;
    s. Career Advancement Voucher; and
    t. Supplemental Workforce Development Benefits Program (Smart STEPS)
5) Nothing in the Memorandum of Understanding shall alter the role of DHS as to the single state agency for administration of the Title IV-A (Temporary Assistance for Needy Families), Title IV-D (Child Support) and the Supplemental Nutritional Assistance Program.
6) All functions, powers, duties of DHS not transferred to LWD in this Memorandum of Understanding shall remain with DHS.
7) DHS recognizes LWD shall be the state entity responsible for the administration, design, implementation, and where appropriate, operate any or all Workforce programs, activities, and initiatives.

D.2. Funding

From the funds appropriated from the TANF block grant, the Federal SNAP program and from the General State Fund, a proportionate share of both program and all related administrative dollars necessary to manage these programs, and to carry out the responsibilities of LWD as outlined in

the Memorandum of Understanding, will be appropriated to LWD at the beginning of each fiscal year that this Memorandum of Understanding is in effect. The amount appropriated shall be equal to the amount expended for the preceding year adjusted for any caseload changes or changes in the State or Federal funding appropriated for the current year.

General State funds will be utilized before any other nonfederal source and the General State Fund will be the payer of last resort for State funds. Payment under the Memorandum of Understanding is subject to the availability of Federal and State funds. If during the term of this Memorandum of Understanding, the Federal and/or State government reduces their funding, DHS has the right to proportionately reduce Memorandum of Understanding funding. A final expenditure report is due to DFD by September 30 of each year.

D.3. Process and Customer Flow

New Jersey provides workforce services to TANF recipients who are mandatory work participants, the employable State General Assistance recipients, and SNAP recipients who are required to participate in work activities as a condition of continued eligibility for benefits. It is the goal of DHS and LWD that as many of these individuals as possible be given access to employment and training services delivered through the One-Stop Career Centers and move toward employment and self-sufficiency.

Coordination and collaboration in delivery of WFNJ and SNAP alongside the WIOA program begins at the individual's first visit to a One-Stop Career Center. A determination is made at intake as part of the Assessment process to determine the existing employment and training credentials of the WFNJ/SNAP work registrant and necessary services to insure that they work registrant is able to obtain sustainable employment. Client information in the DHS TANF/SNAP recipient database is downloaded/matched daily with the AOSOS system in order to automatically identify the welfare status of individuals who have been determined eligible for TANF, GA and/or SNAP benefits and are mandatory work registrants, in order that LWD can identify individuals to whom outreach for employment and training services must be made. Throughout the service process, coordination continues through DHS' read-only access to the individual's AOSOS case file, such that DHS can know the customer's status with their planned workforce related activities in order to ensure their participation rate and continuation of TANF/SNAP benefits. Read -only access to AOSOS is provided to all County Boards of Social Services and the Division of Family Development (DFD) staff who request access for specifically identified staff.

WFNJ customers are served by counselors who local government staff, in a service model closely parallel to the WIOA Title I service menu and processes. These counselors are co-located and managed alongside the WIOA counselors. A Client Flow is developed in each local workforce area, with a format through which these clients flow into and within the wider WIOA system. The State has given recommendations of how this process should work, and each One-Stop Operator operates it in their own way under those guidelines.

WFNJ and SNAP work registrants normally receive funded employment and training services through WFNJ allocated dollars though there is some co-enrollment, in particular when a customer may access training funds or unique training programs that are delivered by the WIOA system.

New Jersey is exploring developing a policy to guide delivery of training services within WFNJ and building a system parallel to the WIOA Individual Training Account system through which WFNJ funds can be placed into a pool to be used for training for WFNJ customers. Because New Jersey is already at the forefront of delivery of a true statewide and multi-program Eligible Training Provider List (ETPL), and programs beyond WIOA utilize the list as a proven source of information about quality training programs and providers, this parallel ITA system can build on the technical and administrative functions, as well as the menu of approved training providers, in place through the ETPL. Further details on the ETPL are provided in a separate subsection of Section VI of this Plan.

D.4. Smart Steps

LWD provides TANF grant and support services reimbursement to the Division of Family Development for WorkFirst NJ TANF recipients who have been approved by the One-Stop system to pursue a college level program leading to an AAA/AAS or BA/BS degree. The grant and support services reimbursement is through NJ Workforce Development Program funds and stops the five (5) year TANF eligibility clock while the TANF participant is pursuing their college level degree.

This innovative collaboration is another example of New Jersey's close collaboration among programs and deep commitment to blending funding to the greatest extent possible within existing law and regulations in order to best serve New Jersey residents.

E. Coordination and Co-enrollment with Trade Adjustment Act

New Jersey previously adopted a policy of 100 percent co-enrollment for Workforce Investment Act (WIA) and Trade Adjustment Act (TAA), which has been functioning since 2006. New Jersey uses Wagner-Peyser resources for re-employment services to deliver comprehensive services to all Trade-affected dislocated workers. Trade Act participants are currently co-enrolled in both the former WIA Dislocated Worker and Trade Act programs, making for a seamless transition to the WIOA requirement of coordination and integration with core and partner programs. To assist with coordination and integration of TAA, a new Trade Act coordinator and four new staff members were hired. These state staff work with local One-Stop Career Center staff to insure efficient coordination between TAA and core and partner programs. Additionally, TAA Field Representatives are located within One-Stop Career Centers. The State will utilize these staff to continually provide assistance and training to local One-Stop Career Center staff to ensure that efficient coordination and integration is occurring and that data is properly captured in the AOSOS system. TAA is within the WIOA dislocated worker category in AOSOS, so individuals are WIOA-registered; thus they receive assistance from the TAA program rather than usual WIOA Dislocated Worker program services. One-Stop counselors can offer IEP development, literacy testing, and other assessments of skills gaps. They assist them to identify skills and competencies, overcome barriers, and skills required to find new employment. By being co-located in the One-stop

environment, New Jersey TAA participants can easily learn about resources such as TANF, DVR and other supportive services offered in the community if needed.

There are currently seven total TAA field representatives in the State. These seven representatives rotate between One-Stops to meet and service clients. Even though TAA staff is located in the One-Stop Career Centers, they do not pay into One-Stop operations funds. Space is granted to TAA staff to allow for maximum TAA funding to be allocated toward training purposes. Currently 10% of TAA funding is for staffing costs, with the remaining 90% allocated for client training. This commitment to training funding has proven successful. Currently in the State, 53% of TAA clients were employed within three months of receiving services. Of the 53% that entered employment, 94.9% were employed for a period of six months or longer.

The process for a dislocated worker receiving One-Stop services begins with a group orientation with TAA staff where staff will discuss options available for the dislocated workers and will collect applications. Next, staff will mail out an entitlement letter to each client. Once clients receive the letter they will set up and appointment with their TAA field representative in their local One-Stop Career Center. Since some TAA clients may have lower level skills or may require ESL training, they will use the Learning Link tool before being referring into any WIOA programs. Learning Link is a digital tool at the One-Stop to help clients get sent to the proper training level based on their individual needs.

At the time of the Trade Act orientation, customers are informed on the Jersey Job Clubs, Talent Networks, use of resource center computers, and provided with labor market information.

Clients will then work with field representative or their WIOA counselor to develop a workforce plan which will help dictate which training they are to receive. Training providers for TAA clients are paid via a Purchase Service Contract (PSC), which is similar to an ITA but is paid regardless of the success of the training, whereas an ITA is only paid upon successful completion of the training service. Staff will also inform clients of apprenticeship opportunities. Since TAA staff are located within the One-Stops, they can ensure that all TAA clients receive appropriate information concerning workplace opportunities such as apprenticeships.

The State will further ensure collaboration and alignment of TAA services with WIOA core and partner programs is through development of Talent Networks, which serve as the State's high-quality sector partnership model. Additionally, the state's Rapid Response Team will help ensure individuals available for TAA services are directed to One-Stop Career Centers.

F. Supportive Services Provision and Coordination

In keeping with WIOA, New Jersey is committed to offering appropriate support services jobseekers need to succeed in the labor market. New Jersey encourages LWDBs to develop partnerships to provide a variety of services through partnerships with local public agencies, private not-for-profits and other entities, and supports them in securing these partnerships. The State requires LWDBs to develop local policies and procedures for the use of WIOA funds for supportive services if they intend to utilize WIOA funds for that purpose. Under these local

policies, One-Stop Career Centers may use funds to a reasonable level for services of this kind. Local policies may vary but in general support service expenditures may include such things as childcare, transportation, work clothing or uniforms, equipment or tools for training or work, testing or credentialing fees subsequent to training, and a range of other services needed to address barriers individuals face to succeeding in WIOA programs, training and/or employment.

Homeless Individuals

The 2015 Point in Time Count of the homeless population in New Jersey revealed that approximately 10,211 individuals in 7,411 households were experiencing homelessness on the nights of the count. The top reasons reported that caused homelessness were the loss of a job and the inability to find work, and in light of this reality, New Jersey's workforce system is committed to strengthening the employment needs of homeless populations. As part of this effort, the Homelessness Working Group (an initiative of the Interagency Council on Homelessness), comprised of senior leadership from the New Jersey Departments of Human Services, Labor and Workforce Development, Community Affairs, and several other state and local entities have been tasked with identifying ways to better address the needs of the homelessness and those at risk of becoming homeless.

In light of these efforts, the New Jersey Department of Labor and Workforce Development (LWD) plans to host a statewide planning meeting on strengthening workforce services for homeless populations in the summer of 2016. The planning meeting will provide an opportunity for state agencies, homeless-serving organizations, and employment services agencies to convene, highlight best program and community workforce services practices, and identify gaps that exist in delivery of workforce services to homeless individuals.

It is our intent that the planning meeting will equip local areas with strategies to identify key action steps for providing and improving access to quality jobs in the context of employment, training, and career pathways.

(D) Coordination, Alignment and Provision of Services to Employers. Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.

The Business Relations staff at each One-Stop may include state LWD staff funded through WIOA Title I, staff of the local One-Stop Operator, staff funded through Wagner-Peyser 10% funding, Local Veterans' Employment Representative (LVERs) and Disabled Veterans' Outreach Placement Specialists (DVOPs), Rapid Response staff and Trade Adjustment Act (TAA) funded staff. All work in coordination under the guidance of the WDB Director and One-Stop Operator management, and share efforts across their site, as well as participating across the industry specialization mentioned above.

With the expected deployment of the Salesforce client relationship management (CRM) platform in 2016, New Jersey will better coordinate the business services work within each region. All partners will have access to the system and can enter and view contact notes, status updates, job

orders and other interactions with each business customer. For "job orders" the system will better serve employers by dedicating a lead staffer to review jobseeker resumes coming from throughout the system and deliver the qualified candidates to the business. The system is demand-driven, working closely with the employer to understand their specific needs and identifying pre-screened candidates that will be a good match for the positions.

New Jersey will continue to focus on work with employers that will give its workers good opportunities for self-sufficiency sustaining employment.

A. Coordination of Business Services with Vocational Rehabilitation

The business services unit from DVRS serves as a liaison with the other business representatives within the One-Stop system. DVRS staff and WIOA Title I business representatives share information on targeted hiring events, business contacts, job fairs, and other interactions. The main activities where staff work collaboratively are in staffing and supporting hiring events by employers within the State's targeted industries. DVRS staff will work in parallel with WIOA Title I staff in identifying potential qualified candidates in response to these hiring events and will present those candidates to the lead business representative coordinating hiring with the employer.

Additionally, DVRS staff work with businesses to identify a firm or worksite's need for modifications to physical, organizational or other aspects of their business in order to be more welcoming and accessible for individuals with disabilities, both as employees and as customers. DVRS staff can support other business representatives in helping companies develop better accessibility plans and make reasonable accommodations when hiring individuals with disabilities.

All Vocational Rehabilitation business services staff will have full access to the Salesforce platform, which will be the client relationship management system for the entire WIOA and One-Stop system statewide. This will allow smooth communication on specific businesses and WIOA Title I business representatives will be able to easily task the DVRS staff to respond to a business need or other specific activity like a modification assessment or other work.

B. Coordination of Business Services with Adult Education

The Adult Education staff do not provide direct services to businesses but collaborate as needed on business services with the other partners in the One-Stop Career Center system.

A business can apply directly to the Title II system operator seeking support in providing English as a Second Language training for their employees. However, in most cases these services are readily available at nearby community colleges or other Adult Education and Literacy ESL programs, so firms can simply refer their employees to existing classes and work with the Adult Education staff to help enroll them, provide transportation support or other logistics to that access.

C. Coordination of Business Services with Veterans Programs

NJ is at forefront in the nation in using its Jobs for Veterans State Grant (JVSG) funding to work with businesses. New Jersey's Local Veterans Employment Representatives (LVERs) and Disabled Veteran Opportunity Program contacts (DVOPs) have developed national best practices in making outreach to businesses, developing priority hiring partnerships with New Jersey companies, and placing veterans into employment.

Many New Jersey firms and national employers with New Jersey locations are seeking qualified and dependable veterans, and many have stepped up to hire significant numbers of veterans and build coordinated hiring initiatives with Veterans and One-Stop programs. This systematic approach by large companies is something New Jersey's WIOA and partner staff have been highly successful in building. When building one of these relationships, LWD dedicate a lead business representative (usually one of the LVERs) to be the company's main point of contact to respond to their needs statewide, and to manage the local relationships between various company worksites and One-Stops such that the same level of services is offered across the state. The JVSG system is in the process of demonstrating and mentoring other Business Representatives in this model, since this kind of centralized contact and statewide coordination is a central part of the "sector team" approach being developed under New Jersey's Talent Network initiative.

The LVERs now work within the same LWD division as other business representatives and are fully integrated within the wider Business Services division. They are deeply embedded with the other Business Services staff at New Jersey's One-Stop Career Centers. Because there are fewer LVERs and DVOP staff statewide, there is not representation at every One-Stop Career Center. However, they are mobile and strategically sited across New Jersey's workforce regions, and can provide customized services to companies out of any of the One-Stop locations across New Jersey.

D. Coordination of Business Services with Trade Adjustment Act

The Trade Adjustment Act (TAA) program does not have its own job developers but utilizes the Business Representatives of the WIOA One-Stop system to provide placement support for TAA program participants. New Jersey continues to build expertise about the TAA program and unique factors related to TAA recipient/participants among all Business Representatives in order to provide the highest quality of placement services for them.

(E) Partner Engagement with Educational Institutions. Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job- driven education and training system. WIOA section 102(b)(2)(B)(iv).

New Jersey is committed to blending industry, literacy development and experiential learning solutions to fill the talent needs of New Jersey employers. Career Pathways provides a strategic framework to establish a series of education and training experiences that result in industry-valued credentials. The model is industry focused, has diverse entry and exit points and includes integration of adult basic skills, digital literacy, employability skills and work-based learning. New Jersey ensures that Education and Training investments are directly aligned with industry by requiring a minimum workforce training investments result in an industry-valued credential or degree.

As outlined elsewhere in this Plan, *New Jersey's Blueprint for Talent Development* promotes extensive coordination of education and training in conjunction with the WIOA system. New Jersey is transforming its focus to industry driven, high quality partnerships as the pre-requisite criteria for determining workforce education and training collaborations and investments. These partnerships are embedded in industry intelligence and expanded through the re-engineering of current projects, results focused project management and staff development. Key goals of New Jersey's Talent Development Strategy include: aligning resources with partners including education providers through planning and service coordination; developing community alliances and employment networks linking One-Stop Career Centers, trainers and education institutions, community partners, and jobseekers; a career pathways approach which engages industry, literacy, and experiential learning solutions to fill talent needs; and results-driven partnerships focused on high quality, employer-centered collaborations.

The new policies on Industry-Valued Credentials, Individual Training Accounts and the Eligible Training Provider List continue to bring the education and training providers in close coordination with WIOA planning with regard to the focus of training efforts toward high-growth, high-demand occupations that pay good wages.

Within the State's regional clusters, New Jersey Talent Networks proactively seek partnerships with employers, educational institutions, workforce development, community and faith-based organizations to ensure the state's workforce needs are upheld and help to drive economic growth. Using labor market data in combination with intelligence gathered from these high-quality partnerships, Talent Networks target the natural labor market regions of each industry and develop regionally specific plans to equip workers with the skills employers want and that offer industry-led career pathways.

(F) Partner Engagement with Other Education and Training Providers. Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

New Jersey requires that all of WIOA funded training programs incorporate information on Career Pathways for key industries, as developed within the Career Pathways State Policy Framework, for participants and partners. This includes education and training providers on the Eligible Training Provider List which currently includes more than 732 eligible/certified trainers with more than 7,600 distinct programs. As noted elsewhere in this plan and required under WIOIA, Registered Apprenticeship programs are automatically approved on the ETPL and remain valuable strategies for New Jersey.

Further, New Jersey's new policy being developed to increase the maximum amount available through Individual Training Account (ITA) vouchers will allow for more engagement with other education and training providers.

(G) Leveraging Resources to Increase Educational Access. Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

As noted in prior sections, the One-Stop system is deeply integrated with the State-funded WorkFirst New Jersey program. These two programs are able to leverage extensive effort of the State LWD staff of both programs, and in particular the coordination and cooperation among Business Services staff of the two programs who operate in close collaboration in order to ensure increased access to education and training services.

(H) Improving Access to Postsecondary Credentials. Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

New Jersey is committed to improving access to postsecondary credentials for New Jersey residents who participate in WIOA programs.

Talent Networks:

As outlined in *New Jersey's Blueprint for Talent Development*, New Jersey will use the High Quality Partnership framework as the pre-requisite criteria for determining workforce education and training collaborations and investments. The State will build and expand on high quality industry partnerships by refocusing and re-aligning key partners and staff; re-engineering the Talent Networks to be focused on high quality partnership development and to link and leverage existing programs to the High Quality Partnership Framework.

This will result in a strong focus on preparing workers to meet the demands of industry by acquiring industry-valued credentials and a commitment to building career pathways that include portable and stackable credentials.

ETPL and Industry-Valued Credentials List:

As described elsewhere in this plan, LWD is in the process of developing an Industry-Valued Credential List to guide training investments across federal and state workforce programs. Once developed, the Industry-Valued Credential List will be cross-walked with the ETPL to understand the eligible providers in the state that offer Industry-Valued Credentials. Within the ETPL, training programs that result in a credential found on the Industry-Valued Credentials list will be indicated so users can easily access the information. This effort is currently underway and a draft Industry-Valued Credentials list was released for public comment in March 2016. The final list for 2016-2017 will be released in May 2016 and will go into effect on July 1, 2016.

Registered Apprenticeship & Pre-Apprenticeship

Registered Apprenticeship and pre-apprenticeship programs and initiatives, as already outlined, remain valuable strategies for New Jersey. The RA model, by design, incorporates both the theory and experiential learning components that business and industry often requests, and

simultaneously create career pathways for participants. The RA model leads to a nationally-recognized industry credential that is both portable and stackable.

The SETC continues to staff and support the New Jersey Pathways Leading Apprentices to a College Education (NJPLACE) initiative. The NJPLACE initiative focuses on awarding college credits to registered apprenticeship programs, and other industry-recognized credentials and certificates to authenticate the post-secondary education, learning and knowledge attained through these training experiences. This initiative is yet another example of a High Quality Partnerships that engage higher education, business and industry, organized labor, national credentialing entities, and government to assist individuals who participate in these types of training programs and services. The SETC will explore avenues to expand the existing NJPLACE initiative into new industries and occupations.

The LWD, through its partnerships, has created models of pre-apprenticeship programs and services that have proven to be effective, yielding positive outcomes. These models require curricula that incorporates occupational specific skills training, basic skills, contextualized learning, and employability skills, at a minimum. They are required to be administered utilizing High Quality Partnerships, depending on the program, consisting of employers, secondary and or post-secondary educational institutions, organized labor, community and faith-based entities, etc. Many of these programs are required to raise the educational attainment of participants by one grade level of for every 100 hours of instruction, as measured by the Test of Adult Basic Education (TABE). Payments under many of the pre-apprenticeship programs are structured through verifiable performance goals and/or milestones. In addition, some of these pre-apprenticeship programs result in industry recognized certificates or certifications upon successful completion and/or full acceptance into the formal registered apprenticeship program.

In an effort to continue to expand and market Registered Apprenticeship as a post-secondary option for students, the SETC has been facilitating dialogues to expand partnerships between government agencies involving SETC, LWD, United States Department of Labor – Employment and Training Administration (USDOL-ETA) and the New Jersey Department of Education (NJDOE). This effort focuses on the development of a data sharing agreement that will allow USDOL to verify NJ high school graduates that engage in post-secondary education through a registered apprenticeship program. The verification will be done by the USDOL-ETA Office of Apprenticeship through a crosswalk of NJDOE data on high school graduates, 16 months after graduation, utilizing the USDOL-ETA RAPIDS database. While the details remain under review, New Jersey is hopeful that a data sharing agreement will be reached to capture the utilization of the Registered Apprenticeship model of post-secondary education and high school graduates.

The SETC Council on Gender Parity in Labor and Education will continue to support efforts to identify occupational training that award credentials as part of their efforts to advocate for equitable gender, labor practices and pay in educational programs and workforce training.

(I) Coordinating with Economic Development Strategies. Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

New Jersey will use the Talent Networks to further regional coordination, create meaningful employer partnerships, and better understand the current and future talent needs of the state's strategic industries. Talent Networks will engage employers, convene and coordinate state and local economic development agencies, training providers, Workforce Development Boards, and other system stakeholders in order to create a unified approach to workforce and economic development. The Office of Business Services has dedicated a special statewide initiatives coordinator to serve as the liaison with the Lt. Governor's Business Action Center and local economic development agencies. Successful coordination of economic development funds, tax credits, and training grants has facilitated economic development opportunities in several depressed urban areas with high concentrations of unemployed and underemployed workers including Camden, Atlantic City, Jersey City, and Asbury Park.

(b) State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section II Strategic Elements. This includes—

(1) The State operating systems that will support the implementation of the State's strategies. This must include a description of–

(A) State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

(B) Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.

A. State Operating Systems

In order to achieve its mission of increasing the number of residents with an industry-valued credential or degree through high quality partnerships and integrated investments, the New Jersey workforce system must have operating systems and infrastructure that support service integration, accountability, and transparency for all stakeholders. New Jersey's current and planning operating systems that will support this mission include the following:

State Operating Systems to Support Coordinated Implementation
Career Connections
AOSOS
Jobs4Jersey and OnRamp
Salesforce

Career Connections
Career Connections is a new digital platform under development by LWD that will provide the primarily tool for Public Labor Exchange as well as career guidance information and job search strategies. It will be a uniform platform for all partners to use with their clients for standardizing

assessment, career guidance, career planning, selection of training, and job-search assistance, and to easily connect with the programs and services available through the talent development networks. All core partners and other program partners will be able to add content to the site through a content approval process. This multi-functional platform will be supported by more than 900 staff statewide who will participate in a unified career navigator training curriculum as described elsewhere in this Plan.

America's One-Stop Operating System

America's One-Stop Operating System (AOSOS) is at the core of New Jersey's common data system used to support its workforce development system business needs for all programs exclusive of DVRS (discussed separately, below). Developed under a federal, multi-state and local areas partnership, AOSOS has the flexibility to meet the operational, tracking and reporting goals of WIOA's vision for the consolidation and coordination of multiple employment and training programs' services. New Jersey is in the process of developing business requirements for a system that would ultimately replace AOSOS.

The mission-critical AOSOS, and any subsequent or renewed system, supports a number of federal and state workforce development programs including: Workforce Investment Act (WIOA) Title I; Wagner-Peyser Public Labor Exchange; Veterans Labor Exchange Programs (LVER and DVOP); Trade Adjustment Act (TAA); NJ's Workforce Development Partnership Program (WDP); and, WorkFirst New Jersey (TANF, Food Stamps, and General Assistance). AOSOS includes data-sharing interfaces with Unemployment Insurance, Department of Human Services systems and an interactive voice response system (IVR) that allows staff to generate automated telephone calls to One-Stop customers for a variety of business purposes.

Jobs4Jersey.com and OnRamp

In 2011, New Jersey launched Jobs4Jersey.com and OnRamp, a web-based "front door" to AOSOS that allows jobseekers and employers to find each other using a set of state-of-the-art job and talent matching tools. The online OnRamp tools assist jobseekers in creating resumes and performing effective job searches by matching their skills to employer job listings. Employers use the same skills-based matching tools to match their job listings against a database of jobseeker resumes. Jobs4Jersey.com functions are being rolled into a new iteration of the Career Connections platform in 2016.

Salesforce

New Jersey recognized the need for a more streamlined approach to information sharing and service tracking among the partners that are conducting outreach to and providing services to business and industry. LWD and its partners have recently adopted Salesforce as a tool to support the Business Services Unit. Launching in spring 2016, the Salesforce application will be available to business services representatives/liaisons from the following programs: Workforce Innovation and Opportunity Act (WIOA) Title I; Workforce Innovation and Opportunity Act (WIOA) Title II, Adult Education and Family Literacy Act; Jobs for Veterans State Grants; Trade Adjustment Act (TAA); NJ's Workforce Development Partnership Program (WDP); WorkFirst New Jersey (TANF,

Food Stamps, and General Assistance); Senior Community Services Employment Program; and Division of Vocational Rehabilitation Services.

B. Data Collection and Reporting

Data Collection and Reporting Processes
AOSOS
LACES (Literacy, Adult and Community Education System)
AWARE Vocational Rehabilitation Case Management System
New Jersey Consumer Report Card
New Jersey Longitudinal Data System
Wage Record Interchange System 2

America's One-Stop Operating System
As noted above, AOSOS supports a number of federal and state workforce development programs including: Workforce Investment Act (WIA) Title I; Wagner-Peyser Public Labor Exchange; Veterans Labor Exchange Programs (LVER and DVOP); Trade Adjustment Act (TAA); NJ's Workforce Development Partnership Program (WDP); and, WorkFirst New Jersey (TANF, Food Stamps, and General Assistance). AOSOS includes data-sharing interfaces with Unemployment Insurance, Department of Human Services systems and an interactive voice response system (IVR) that allows staff to generate automated telephone calls to One-Stop customers for a variety of business purposes.

LACES
The primary tool that will be utilized by the LWD Literacy Program to evaluate local programs on an annual basis is LACES (Literacy, Adult and Community Education System), New Jersey's management information system for adult education. LACES is a statewide, comprehensive, web-based system, which maintains student information including student demographics, assessments, goals, and performance outcomes. The system allows data to be tracked by individual student, class, instructor, and program. In addition, LACES provides a wide range of information, including snapshots of student and program performance, and personnel qualifications. On an annual and ongoing basis, LWD staff reviews each provider's enrollment as well as performance, which is evaluated according to NRS indicators through LACES.

AWARE Vocational Rehabilitation Case Management System:
DVRS upgraded its case management system to a fully functional AWARE system from Alliance Enterprises during FFY 2014. This was DVRS's first full year working in the upgraded AWARE system. AWARE made it possible for DVRS to streamline information, easier to generate and compile data and reports required by RSA in a timely manner and for internal management reviews.

AWARE provides all required reporting elements from the U.S. Department of Education, Rehabilitation Services Administration (RSA). These reports include:

- Quarterly VR 133 – Cumulative Caseload Report

- Annual VR 911 – Case Services Report
- Annual VR-2 – VR Program/Cost Report
- Annual VR 636 – Supported Employment Caseload Report

In order to encourage continuous monitoring and improvement, all the way through to the front line staff, every counselor has access to their caseload; managers have access to their local office information, and field chiefs / upper management can look at the state as a whole. As with other programs in LWD, a dashboard approach is used to track the employment outcomes monthly, at minimum.

New Jersey Consumer Report Card

Training providers on the Eligible Training Provider List have their participant outcomes (employment rate, retention rate, average earnings) calculated, and posted on the New Jersey Consumer Report Card website, www.NJTopps.org. Quarterly provider reports are also disseminated to One-Stop Career Center staff to assist them in helping customers select appropriate training providers. In addition, separate reports are generated for each of New Jersey's 17 WDBs that detail the employment outcomes that their customers realized after completing the training programs to which their WDB referred them. These localized results assist the WDBs in setting performance benchmarks that training providers must meet in order to receive customers with Individual Training Account (ITA) vouchers, and they allow One-Stop staff to gauge the performance of the training providers in their area so they can better assist their customers in making career and training decisions.

Longitudinal Data System

New Jersey was awarded a grant under the Workforce Data Quality Initiative (WDQI) to expand LWD's partial workforce longitudinal data system into a complete system encompassing data from education (P-12), the workforce system and postsecondary education. This system will further encourage the integration of activities by providing more robust outcome measures and improved evaluations.

The State of New Jersey also received federal funding to expand the current data system NJSMART to track students from preschool through higher education institutions and into the workforce. This successful Statewide Longitudinal Data System (SLDS) Grant funds both Education and Higher Education. The project leverages the cooperation of several state agencies and better integration of collected data to create a P-20W data resource. This data resource will be used to identify key variables that impact a student's ability to succeed in college and complete a college degree; an integral part of being prepared for the emerging job market. New Jersey Higher Education (NJHE) has a statutory obligation to collect, analyze and evaluate data on New Jersey institutions of higher education. NJHE collects data from 31 state colleges and universities and 9 independent institutions into the Student Unit Record Enrollment (SURE) system to track student demographics and academic progress.

In order to create and sustain a more robust state longitudinal data system, NJHE will expand its data collection and integrate with the data collection systems of the New Jersey Department of

Education and LWD. Creating this unified data warehouse and linking data at a student/individual level will help the agencies more easily and efficiently share data, create aggregate level dashboards and consumer reports, and fulfill federal reporting requirements for each of the agencies. These reports will help inform the agencies of emerging community needs and influence the implementation of public policy. Funding will be used to expand the State's current data system from K-12 into one that tracks students from pre-k through workforce entry. This expansion will provide valuable information to better help measure the effectiveness of programs and to drive improvement efforts.

Wage Record Interchange System 2

Additionally, New Jersey is a member of the Wage Record Interchange System 2 (WRIS2), which allows for the evaluation of long-term employment and earnings outcomes of CTE participants at both the secondary and postsecondary level. WRIS2 also allows for the evaluation of CTE programs in providing the knowledge and skills needed to obtain employment and achieve a family-sustaining wage in the workforce.

In addition to each of these data collection and reporting tools, New Jersey implements standard monthly dashboard reviews for the approximately 50 grants, programs and projects in the Workforce Development unit within LWD. This ensures accountability for outcomes, compliance, and fund spending. It also serves as an early-warning management tools in order to make mid-stream corrections. This is especially advantageous because it encourages data review that is more frequent than the standard quarterly reporting of the common measures.

(2) The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

New Jersey's Blueprint for Talent Development (described in Section II, Strategic Planning Elements, State Strategy, above) is the key State policy guidance that supports the strategies New Jersey is implementing.

Alongside the Blueprint, New Jersey is putting in place a number of new policies that will support implementation of the strategies outlined in Section II of this Plan. These include:

- Policy on **Co-enrollment between WIOA Title I and Title III.** As outlined in subsection *(4) Assessment of Programs and One-Stop Program Partners*, below, effective July 1, 2016 all WIOA Title I and WIOA Title III (Wagner-Peyser) participants will be co-enrolled in both programs; this is reflective of the new One-Stop service integration and will be reflected in the performance outcomes of both programs. This will significantly enhance the

coordination between these two programs and avoid duplication and redundancy across the programs and services.

- Policy on **Additional Performance Measures for WIOA Title I, Title II and WorkFirst New Jersey** that will support the State's goals including (for some or all programs) measures on:
    - Number of program participants served by the program
    - Number of program participants exited from the program
    - Percentage of program participants served with certain barriers to employment such as disability, ex-offender status, lack of high school diploma, and homeless status.
    - Percentage of program participants responding to survey who are satisfied with their training/counseling after exiting from the program
    - Local Areas' success in meeting Workforce Development Board (WDB) Certification requirements
    - Number of High Quality Partnerships established
    - Success in regional coordination.
- The development of the seven statewide **Talent Networks** including a number of key statewide activities such as:
    - Development of Industry Intelligence to Inform Workforce Investments: Each Talent Network work closely with LWD's Labor Market Analysts to inform the understanding of key industry workforce trends and of the workforce needs of employers. The Talent Networks will engage employers and industry associations to provide input into the development of the list of industry-valued credentials and degrees. The Talent Networks will host Industry Summits to inform key workforce stakeholders of key employer needs. The Talent Networks will also partner with LWD Labor Market Analysts to produce an Annual Workforce Report for their industry that combines quantitative data and feedback from employers.
    - Development of High-Quality Employer-Driven Partnerships: Each Talent Network will work intensively with employers, local Workforce Development Boards, educational institutions and other stakeholders to develop Targeted Industry Partnerships in three geographic areas of the state. Collectively, the Talent Networks will develop 20 such partnerships. For each partnership, the Talent Network will engage employers and identify industry workforce needs, assemble workforce and education stakeholders to assess capacity and facilitate the development of a workforce plan for the industry for the specific area. LWD will work with each Talent Network to identify possible funding sources for implementation of promising programs.
    - Assist in Rapid Response Efforts: Each Talent Network will contribute to Rapid Response efforts in their specific industry, using their knowledge of industry need to help inform services and assistance to impacted workers.
- Policy on **Industry-Valued Credentials** and development of an Industry-Valued Credential List that will guide and support WIOA training that is in-demand, portable, stackable and leads to higher wages, career advancement and increased job security. The Industry-Valued Credential List will be cross-walked with the ETPL so users can easily access the information in making training decisions.

- Policy on the **Eligible Training Provider List (ETPL)** with increased expectations for training provider eligibility and performance and an improved Consumer Report Card.
- **Local Workforce Development Board Certification policy** that increases expectations on local boards on performance, governance, regional coordination and other elements of high-functioning WDBs leading strong local WIOA systems. Additional related policies strengthening local systems are being put in place regarding **LWDB Budgeting**, **One-Stop Roles and Responsibilities** and **One-Stop Certification**, each with renewed expectations for effectiveness, efficiency, collaboration (both across programs and regionally) and high performance.
- **Regional Planning policy** providing expectations for regional Memoranda of Understanding to guide regional collaboration.
- The **Adult Literacy Library Partnership Pilot Program** that will deliver Adult Education and Literacy services sponsored and supported by the LWD Adult Education system at public library locations throughout New Jersey.

Several Memoranda of Understanding between State agencies also provide key policy guidance that supports New Jersey in fully realizing the goals set out in this Plan and the Blueprint. These include:

- MOU Between New Jersey Department of Human Services and Department of Labor and Workforce Development (LWD) guiding the WorkFirst New Jersey program and its coordination with the WIOA system.
- MOU between the LWD Division of Vocational Rehabilitation Services and the Commission for the Blind and Visually Impaired guiding the division of labor, coordination and collaboration between these two entities for delivery of Vocational Rehabilitation services.
- MOU between LWD and the Department of Human Services Division of Developmental Disabilities.
- MOU between LWD, the Juvenile Justice Commission and State Parole Board on coordination of services for juvenile ex-offenders/re-entering individuals.
- MOU between the SETC Council on Gender Parity in Labor and Education and Rutgers, The State University of New Jersey, School of Management and Labor Relations – Center for Women and Work to provide a gender and pay equity lens on industry data and occupations, and explore ways to strengthen career pathways, and credentials within industries.

The SETC and LWD are working with the local workforce development boards, local elected officials and One-Stop partners on an infrastructure funding policy. The finalized policy will provide guidance for determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B).

(3) State Program and State Board Overview.
(A) State Agency Organization. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

New Jersey's Combined State Plan is led by the Department of Labor and Workforce Development (LWD) and the State Employment and Training Commission (SETC), which is the State Workforce Development Board and is described further in Section III(b)(3)(B) of this plan. While not directly included in this plan, the Department of Community Affairs (DCA), Department of Education (DOE), Higher Education, and the Department of Human Services (DHS) have key roles in the workforce system in New Jersey. The Commissioners of each Department, and the Secretary of Higher Education, are appointed by and responsible to the Governor. The SETC acts as a hub that enables workforce system collaboration; the membership of the SETC includes the Commissioners of these Departments and the Secretary of Higher Education. The Chief Executive Officer of the New Jersey Economic Development Authority (EDA) is a member of the SETC. LWD and the SETC work jointly with the Lt. Governor's Office and the New Jersey Business Action Center in the Department of State to further align New Jersey' s workforce system with the economic direction and business and industry needs of the State.

By state law, since 2004, the majority of workforce-related programs (including Title II Literacy funding and "to work" services under TANF) have been consolidated in the New Jersey Department of Labor and Workforce Development (LWD). These programs include all employment-directed and workforce development activities of the WorkFirst New Jersey (WFNJ) program and General Assistance and Food Stamp Act and the Adult Basic Education (ABE) and English as a Second Language (ESL) programs authorized by Title II of the Workforce Investment Act. This consolidation occurred in recognition of the need to reduce system fragmentation, leverage workforce resources, reduce duplication and simplify services for customers.

The New Jersey Department of Labor and Workforce Development (LWD) is responsible for the following WIOA core and partner programs:

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

In addition, LWD and New Jersey's local network of workforce development boards and One-Stop Career Centers partner closely with programs operated by the New Jersey Department of Education (DOE) and the New Jersey Department of Community Affairs (DCA). These include:

Department of Education (DOE)

- Secondary Vocational Education programs (Perkins IV/Secondary)
- Postsecondary Vocational Education programs (Perkins IV/ Postsecondary)

Department of Community Affairs (DCA)

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

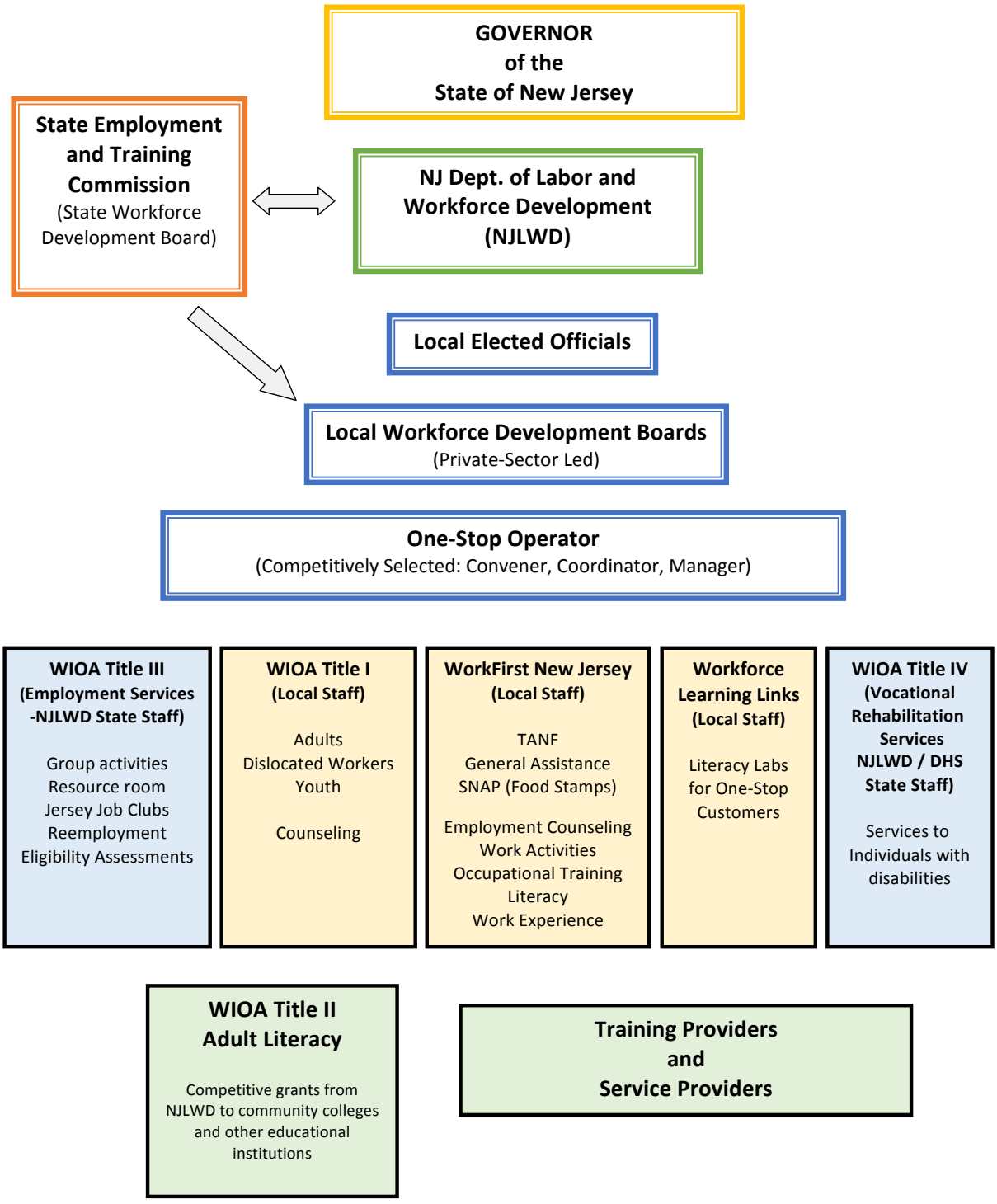


Figure 31

The One-Stop Career Center network and its community partners are New Jersey's front-line for workforce development services and activities. At the local level, there are 18 local workforce

development areas overseen by 17 local workforce development boards. These Boards manage a network of 29 One-Stop Career Centers.

Workforce Development Area	One-Stop Career Center Location
Atlantic – Cape May Counties	Pleasantville, NJ
	Wildwood, NJ
Bergen County	Hackensack, NJ
Burlington County	Westampton, NJ
Camden County	Camden, NJ
Cumberland – Salem Counties	Vineland, NJ
	Salem, NJ
Essex County	East Orange, NJ
Gloucester County	Thorofare, NJ
Hudson County	Union City, NJ
Jersey City	Jersey City, NJ
Mercer County	Trenton, NJ
Middlesex County	New Brunswick, NJ
	Perth Amboy, NJ
Monmouth County	Eatontown, NJ
	Neptune, NJ
Morris – Sussex – Warren Counties	Randolph, NJ
	Morristown, NJ
	Newton, NJ
	Phillipsburg, NJ
City of Newark	Newark, NJ
Ocean County	Toms River, NJ (2)
Passaic County	Patterson, NJ
	Passaic, NJ
Greater Raritan (Somerset – Hunterdon Counties)	Flemington, NJ
	Somerville, NJ
Union County	Elizabeth, NJ
	Plainfield, NJ

Figure 32

(B) State Board. Provide a description of the State Board, including---

(i) Membership Roster. Provide a membership roster for the State Board, including members' organizational affiliations.

The State Employment and Training Commission (SETC) is established as the State Workforce Development Board in New Jersey. The SETC was created by P.L. 1989, Chapter 243. It is incorporated into state statute under *NJSA 34:15*. The SETC meets the requirements of an alternative entity under WIOA Section 101(e)(1) as it:

- was in existence on the day before the date of enactment of the Workforce Investment Act of 1998;
- is substantially similar to the State board described in subsections (a) through (c); and

- includes representatives of business in the State and representatives of labor organizations in the State.

While the SETC meets these technical criteria, the Commission plans over the next two years to ensure its membership more directly reflects the membership requirements of the State Workforce Development Board and, in particular, will work toward establishing a 51% business and industry majority membership. This shift will require changes to the New Jersey state statute and the State will work toward this the two years following submission of this plan.

Membership

The membership distributions of the SETC are as follows: 30 percent representation from business and industry sectors; 30 percent representation from the State Legislature, state agencies, general local government and local education agencies, including one member of the Senate appointed directly by the Governor, 1 member of the Assembly appointed directly by the Governor, and the Commissioners of Labor and Workforce Development, Community Affairs, Education, and Human Services, the Secretary of Higher Education, and the Chief Executive Officer (CEO) of the New Jersey Economic Development Authority; 30 percent representation from organized labor and community-based organizations; and 10 percent representation from the general public.

The Governor appoints the Chairman of the SETC and two legislative members. Public members are appointed by the Governor and are confirmed by the Senate. The membership includes representatives from business, organized labor and community-based organizations, state and local education and governmental agencies, and private citizens. Members of the Governor's Cabinet also serve on the SETC: the Commissioners of the Department of Community Affairs, Department of Children and Families, Department of Education, Department of Human Services, and Department of Labor and Workforce Development, and the Secretary of Higher Education. All members serve without compensation. The diverse, bipartisan membership of the SETC insures that all concerned parties can fully participate in developing an effective workforce system for New Jersey.

The current SETC membership roster is included in Figure 32 below.

State Employment and Training Commission Membership

Business and Industry	*Current Term*
Dennis M. Bone, *Chairman* Director, Feliciano Center for Entrepreneurship at the School of Business, Montclair State University	2014-2017
Michael J. Carey Warren, New Jersey	2014-2017
Nicholas P. Gacos President, Colorado Café Associates	2013-2016
Andrea B. Karsian CEO, Wholesale Auto Supply Company, Inc.	2013-2016

Jody Levinson Hillsborough, NJ	2013-2016
Sally J. Nadler, SPHR University Relations Manager, PSE&G	2014-2017
JoAnn Trezza VP of Human Resources, Arrow Shed, LLC	2015-2018
Melanie L. Willoughby Senior Vice President, Government Affairs, NJ Business & Industry Association	2015-2018
Robert P. Wise, President & CEO, Hunterdon Healthcare System	2015-2018
Organized Labor/Community-Based Organization	***Current Term***
Dana W. Berry Executive Director, Starting Points for Children	2013-2016
Stephen C. Hornik, Sr. President Emeritus, Monmouth-Ocean AFL-CIO	2015-2018
Joseph A. McNamara Director, NJ Laborers'-Employers' Cooperation and Education Trust	2014-2017
Harvey J. Nutter Executive Director, Greater Paterson Opportunities Industrialization Center	2013-2016
Clifford R. Reisser Training Director, International Brotherhood of Electrical Workers, Local 269	2014-2017
Julio Sabater President/CEO, Urban Workforce Advantage	2015-2018
Carolyn Carter Wade, President, Communication Workers of America, Local 1040	2013-2016
Charles Wowkanech, President, NJ State AFL-CIO	2014-2017
Government Representatives	***Current Term***
Allison M. Blake, Ph.D., LSW Commissioner, NJ Department of Children and Families	2014-2017
Kevin M. Brown Executive Director, Juvenile Justice Commission	2014-2017
Elizabeth Connolly Acting Commissioner, NJ Department of Human Services	Ex-Officio
John G. Donnadio, Esq. Executive Director, NJ Association of Counties	2013-2016
Anthony Ferrera Township Administrator, Hillsborough Township	2013-2016
Rochelle Hendricks	Ex-Officio

Secretary, NJ Higher Education	
David C. Hespe Commissioner, NJ Department of Education	Ex-Officio
Melissa Orsen CEO, NJ Economic Development Authority	Ex-Officio
Charles A. Richman Acting Commissioner, NJ Department of Community Affairs	Ex-Officio
Harold J. Wirths Commissioner, NJ Department of Labor and Workforce Development	Ex-Officio
Public Representatives	***Current Term***
Teri Duda Senior Vice President, Government Affairs, Berkeley College	2014-2017
Tapas K. Sen, Ph.D. President, Transformation Strategies International, Inc.	2013-2016

Figure 33

(ii) Board Activities. Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The vision of the State Employment and Training Commission (SETC) is that New Jersey's Workforce System is an innovative and dynamic talent development engine that fuels the state's 21st Century ambition for success in a global economy.

SETC's mission 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 partners with business, employees and jobseekers, organized labor, and state and county agencies to set policy, develop plans and evaluate the performance of the workforce system to improve the workforce for the economic viability of New Jersey.

The SETC identifies and analyzes critical issues relating to workforce readiness and provides policy guidance to the Governor and to state professionals in the fields of employment, training and education; supports innovative programs that advance collaboration among governmental agencies; and, reports to the Governor on the progress that has been made and the issues that must be addressed in the area of employment, training and education.

Under New Jersey law, the SETC performs the duties required of the State Workforce Development Board. As described in *N.J.S.A. 34:15C-5,* "the purpose of the commission shall be to develop and assist in the implementation of a State workforce investment policy with the goal of creating a coherent, integrated system of workforce investment programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and

earning power. The principal emphasis of the workforce investment policy shall be developing a strategy to fill significant gaps in New Jersey's workforce investment efforts, with special attention to finding ways to mobilize and channel public and private resources to individuals who would otherwise be denied access to the training and education they need to make their fullest contribution to the economic well-being of the State. To the extent practicable, the strategy shall emphasize types of training and education which foster the communication and critical thinking skills in workers and jobseekers which will be of greatest benefit for long term career advancement."

The duties of the SETC are outlined in *N.J.S.A. 34:15C-6,* as follows:

1) Issue the New Jersey Workforce Investment Plan pursuant to the provisions of the Workforce Investment Act of 1998, Pub.L.105-220 *(29 U.S.C. § 2801* et seq.) and section 10 of P.L.1989, c.293 (*C.34:15C-7*); [This duty is in keeping with WIOA Section 101(d)(1), "the development, implementation and modification of the State Plan."]
2) Establish performance standards for workforce investment programs pursuant to the Workforce Investment Act of 1998, Pub.L.105-220 *(29 U.S.C. § 2801* et seq.) and section 11 of P.L.1989, c.293 (*C.34:15C-8*); [This duty is in keeping with WIOA Section 101(d)(4), "(4) the development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance, to assess the effectiveness of the core programs in the State as required under section 116(b)."]
3) Act to ensure the full participation of Workforce Investment Boards [and now Workforce Development Boards] in the planning and supervision of local workforce investment systems. The commission shall be responsible to oversee and develop appropriate standards to ensure Workforce Investment Board compliance with state and federal law, the State Plan, and other relevant requirements regarding membership, staffing, meetings, and functions;
4) Foster and coordinate initiatives of the Department of Education and Higher Education to enhance the contributions of public schools and institutions of higher education to the implementation of the state workforce investment policy;
5) Examine federal and state laws and regulations to assess whether those laws and regulations present barriers to achieving any of the goals of this act. The commission shall, from time to time as it deems appropriate, issue to the Governor and the Legislature reports on its findings, including recommendations for changes in state or federal laws or regulations concerning workforce investment programs or services, including, when appropriate, recommendations to merge other State advisory structures and functions into the commission;
6) Perform the duties assigned to a State Workforce Investment Board pursuant to subsection (d) of section 111 of the Workforce Investment Act of 1998, Pub.L.105-220 *(29 U.S.C. § 2821) [and now Section 101 of the Workforce Innovation and Opportunity Act of 2014, Public Law 113–128]*;
7) Have the authority to enter into agreements with the head of each state department or commission which administers or funds education, employment or training programs, including, but not limited to, the Departments of Labor and Workforce Development, Community Affairs, Education, and Human Services and Higher Education, the New Jersey

Economic Development Authority, and the Juvenile Justice Commission, which agreements are for the purpose of assigning planning, policy guidance and oversight functions to each Workforce Investment Board with respect to any workforce investment program funded or administered by the state department or commission within the Workforce Investment Board's respective labor market area or local area, as the case may be; and

8) Establish guidelines to be used by the Workforce Investment Boards in performing the planning, policy guidance, and oversight functions assigned to the boards under any agreement reached by the commission with a department or commission pursuant to subsection g. of this section. The commission shall approve all local Workforce Investment Board plans that meet the criteria established by the commission for the establishment of One-Stop systems. The Department of Labor and Workforce Development shall approve the operational portion of the plans for programs administered by the department.

The SETC is also responsible for administering two additional councils, established by state statute, both of which were added to their purview after the Commission was established. The first is the State Council for Adult Literacy Education Services (SCALES) and the second is the Council on Gender Parity in Labor and Education (GPC).

(4) Assessment and Evaluation of Programs and One-Stop Program Partners.

(A) Assessment of Core Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

(B) Assessment of One-Stop Program Partner Programs. Describe how other one-stop delivery system partner program services and Combined State Plan partner program included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

Assessment of Core Programs and One-Stop Partner Programs

In *New Jersey's Blueprint for Talent Development*, one of the goals identified for the state workforce development system is more data-driven decision making. New Jersey will make performance data on workforce development programs accessible to workforce decision-makers and the public. In order to assess the quality, effectiveness, and improvement of programs, New Jersey will utilize the performance measurement system outlined in section 116 of the Workforce Innovation and Opportunity Act as well as additional metrics that have been adopted by the SETC for federal and state workforce programs.

A. Primary Indicators of Performance

New Jersey will assess its core programs at the state, regional and local levels based on the primary indicators of performance outlined in section 116 of the Workforce Innovation and Opportunity Act including:

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program

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

Local targets have historically been set based on the same federal regression model as used at the state level. New local targets will be set after the state targets have been approved by USDOL.

B. Primary Indicators For Eligible Youth

The primary indicators of performance for the youth program authorized under chapter 2 of subtitle B shall consist of:

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

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

Explanation: Co-Enrollment of WIOA Title I and Title III (Wagner-Peyser) Participants

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

Explanation: Performance Measures for the WorkFirst New Jersey Program

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

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

7. Number of program participants served by the program
8. Number of program participants exited from the program
9. Percentage of program participants served with barriers to employment as follows:
    a. Disability

b. Ex-offender
c. No high school diploma
d. Previously in foster care or homeless
e. Limited English Proficiency or Low Level Literacy
f. Long-Term Unemployed (continuously unemployed for at least 12 consecutive months)

10. Percentage of program participants responding to survey who are satisfied with their training/counseling after exiting from the program

Additional Performance Measures for WIOA Title I ONLY

4. Workforce Development Board (WDB) Certification
   The State will evaluate the WDB's local area achievement based on its ability to meet all WDB certification requirements.
5. Number of High Quality Partnerships established:
   High Quality Partnerships are those workforce and education efforts that are employer-driven and have developed a clearly defined mission and vision statement, with defined roles, responsibilities and impact measures for all partners. These partnerships will drive programs and investments with current industry and workforce data, and will focus on collaborative curriculum development based on industry need. All programs will integrate the use of career pathways, and provide both interim process measures as well as outcome measures, which will be particularly focused on industry-valued credentials, employability skills, and experiential learning. It is additionally expected that programs will develop plans for sustainability beyond the life of any one funding stream. High Quality Partnerships are characterized by these factors:
   a. **Employer Driven Partnerships:** Partnerships shall include private sector employers, and may include but are not limited to: educational institutions; nonprofit organizations or industry associations; and local or state government agencies.
   b. **Clear Roles and Responsibilities:** The program shall have clearly delineated roles and responsibilities for all partner participants, including a clear coordinator, convener, or backbone organization. Participants should have a shared vision and mission around a challenge area, and a joint approach to solving it through agreed upon actions, such as may be found in a strategic plan.
   c. **Employer Valued Degree or Credential:** The education and/or training provided by the program leads to skills, degrees, or credentials that create advanced opportunities for students or jobseekers in high-demand fields or identifiable career pathways. Programs should use existing career pathways models, or develop new pathways models.
   d. **Data Informed Strategies:** The program shall integrate quantitative and qualitative labor market or institutional data in identifying industry sector demand. This data will be shared broadly among all partner participants. The program will endeavor to provide education and/or training in a skills or credentials in-demand category as identified by the NJ Department of Labor and Workforce Development's Credential Review Board.

e. **Collaborative Curriculum:** Curriculum shall be demand based, and developed in collaboration with partnership participants. The program includes at least one of the following: career readiness; mentorship; internship, apprenticeship, or other experiential learning; and/or employability skills training.
f. **Program Effectiveness:** Program provides for measurable evaluation of the partnership, which could include such tangibles as evaluation of improved skills, employment for students or jobseekers, program growth, or increased funding. Additionally, the program shall lead to an industry-valued degree, credential, or employment for students or jobseekers. The program measures and evaluates job placement effort made by, or in collaboration with, a Partner Organization responsible for connecting students or jobseekers to employment opportunities.
g. **Sustainable Plans:** The program shall have a plan for continued funding of initiative, which may include single-source or a variety of funding streams, including braided funding strategies. This should include a plan for continuing staffing and resource allocation sufficient to continue or expand the effort.

6. Regional Coordination

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

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

The SETC's Performance Committee advises the SETC on performance standards for the workforce system. Local WDBs are required to have a One-Stop Committee to monitor performance of the workforce system in the local area and achievement of negotiated performance goals. In the performance review process, the SETC and local WDBs will use dashboards to monitor performance and make strategic mid-course corrections for the system.

(C) Previous Assessment Results. Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner program included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

New Jersey met or exceeded all WIA Program Year 2013 and 2014 common measures performance standards negotiated with the U.S. Department of Labor. Since the inception of the Workforce Investment Act, New Jersey has consistently demonstrated its commitment to provide outstanding workforce services to the individuals and employers of the State.

New Jersey became a common measures reporting state beginning in Program Year 2009. Under the common measures waiver approved by the USDOL | ETA on November 12, 2009 and renewed on December 13, 2012 for PY 2012 through PY 2017 as part of New Jersey's Unified State Plan, the State will no longer negotiate and report on the following performance measures under WIA Section 136 (b): WIA adult and dislocated worker credential rates; participant and employer customer satisfaction; older youth measures; and younger youth measures (outcomes for these measures will continue to be collected for informational purposes).

The State will use the three adult and dislocated worker common performance measures to negotiate goals and report outcomes for the WIA adult and dislocated worker programs. The State will use the three youth common performance measures to negotiate goals and report outcomes for the WIA youth program. The following tables display the State's common measures goals and the actual outcomes for Program Years 2013 and 2014.

Program Year 2014

Common Measures	Goal	Actual	Percent of Goal Achieved	Measure Results
Adult Program				
Entered Employment	85.10%	83.60%	98.20%	Met
Retention	86.40%	84.30%	97.60%	Met
6 Month Avg. Earnings	$13,039	$14,281	109.50%	Exceeded
Dislocated Worker Program				
Entered Employment	83.30%	84.30%	101.20%	Exceeded
Retention	87.50%	87.40%	99.90%	Met
6 Month Avg. Earnings	$18,500	$18,983	102.60%	Exceeded
Youth Program				
Youth Placement	68.50%	65.90%	96.20%	Met
Youth Degree Attainment	75.00%	68.90%	91.90%	Met
Literacy & Numeracy	60.00%	61.20%	102.00%	Exceeded

Figure 34

Program Year 2013

Common Measures	Goal	Actual	Percent of Goal Achieved	Measure Results
Adult Program				
Entered Employment	84.6%	82.9%	98.0%	Met
Retention	86.4%	84.9%	98.3%	Met
6 Month Avg. Earnings	$12,856	$13,031	101.4%	Exceeded
Dislocated Worker Program				
Entered Employment	83.3%	82.7%	99.3%	Met
Retention	87.5%	86.6%	99.0%	Met
6 Month Avg. Earnings	$18,365	$18,234	99.3%	Met
Youth Program				
Youth Placement	66.8%	66.5%	99.6%	Met
Youth Degree Attainment	75.0%	73.5%	98.0%	Met
Literacy & Numeracy	56.2%	64.3%	114.4%	Exceeded

Figure 35

(D) Evaluation. Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

New Jersey will conduct regular evaluations of core WIOA programs as guided by the State Employment and Training Commission's Performance Committee and in concert with LWD's Workforce Research and Analytics unit with the Office of Research and Information. These evaluations will be conducted by outside third-party evaluators selected on a competitive basis. The evaluations will use a variety of methodologies, including quantitative and qualitative techniques, including customer satisfaction, and will be designed to provide actionable results to inform program and policy decisions. The evaluations will incorporate data from the state's Workforce Data Quality initiative and will utilize a variety of data sources. Representatives of local boards serve on the SETC's Performance Committee. The Performance Committee will be charged with developing a research and evaluation agenda, with input from local boards, state agency partners and other stakeholders.

(5) Distribution of Funds for Core Programs. Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

USDOL requests states to provide a description of how core program funds will be distributed to local workforce development areas. In accordance with WIOA Sections 128 and 133, New Jersey will allocate Title I funds by the formulas outlined in Sections 128 (for Youth funding) and Section

133 (for Adult and Dislocated Worker funding), utilizing the Discretionary Allocation formula as outlined in those Sections.

New Jersey distributes the entire available amount of the local allocation for the WIA Adult and Youth programs to the local areas. Following the formulas in the WIOA Act and detailed in subsections below, New Jersey utilizes five percent of the funds for state administration. The remaining amount is distributed by formula to the local areas. New Jersey does not use the 30% discretionary formula for these programs.

The hold harmless provisions prescribed by the WIOA Act will be used. Funding will be allocated such that no eligible agency (local workforce development area, for these purposes) shall receive an allotment that is less than 90 percent of the allotment (share of the distributable funding under Youth, Adult and Dislocated Worker categories) the eligible agency received for the preceding fiscal year and will not exceed 130% of the percentage share from the preceding fiscal year. The use of this formula prevents any major shift of funding year-to-year to the local areas.

As the State Plan focuses more on targeted sectors and Talent Networks, it will expand both the participation of businesses and employees, maximizing whenever possible their particular resources. Acknowledging that businesses and employees can be partners and not merely consumers is a shift in vision that should benefit all partners in the service delivery system.

State Workforce Development Program (WDP) funds and partnerships with the Talent Networks will be leveraged to train jobseekers in a manner that ensures readily available employment opportunities by greater use of On-the-Job Training (OJT) instead of traditional Individual Training Accounts (ITA). OJT requires employers' selection and employment of those jobseekers approved for such training, thus providing employers a workforce with the exact skills and training desired. Both jobseekers and employers positively participate in New Jersey's talent development system exchange through the use of OJT. This is a more effective strategy to align ITA with economic or labor market needs.

The State will also engage in employer-focused training developed in partnership with the Talent Networks to address specific industry demand. Through broader partnerships with community colleges and other accredited training providers, these customized training programs are steadily becoming feeder programs to skilled trades' employment in New Jersey. Closer ties with the New Jersey Business and Industry Association recently led to the development of a training program for fabricated metal manufacturing employers. Unlike the traditional ITA-based training where participants enter a labor demand occupational training program in the hopes of finding a job upon completion, the model used with the fabricated metal manufacturing training brought together employers, education, and the State's talent development system in an innovative program that offers a promise of employment to participants who successfully complete the training program.

Employers participating in this training model prescreened and approved participants and helped develop the training content with a local community college. New Jersey plans to expand on the

successful model by partnering with the Talent Networks for similarly designed training programs in other key industries. To better facilitate this leveraging of resources and partnerships, the Demand Occupations List will be reduced to more accurately align the talent development system with specific economic and labor market needs.

Further, Title I funds will be leveraged through the local WDBs to facilitate the consolidation of One-Stop Career Center staff performing the business outreach function under central leadership. LWD Business Services Representatives, Temporary Assistance for Needy Families (TANF)/General Assistance (GA) On-the-Job Training Contract Writers, and Local Veterans Employment Representatives (LVERs) will work in a coordinated fashion that avoids duplication of effort and that benefits employers and jobseekers by more effectively and efficiently addressing the needs of both for the ultimate matching of appropriate jobseeker skills with existing employment opportunities.

(A) For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—
(i) Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

In accordance with WIOA Section 128(b)(3), New Jersey will use the Youth Discretionary Allocation, using the following formula hereby approved by SETC to allocate Youth activities.[26]

- 40% based on the relative number of disadvantaged youth in each local area, compared to the total number of disadvantaged youth in the state;
- 25% based on relative number of unemployed individuals in areas of substantial unemployment in each local area, compared to the total number of unemployed individuals in areas of substantial unemployment in the state;
- 25% based on relative excess number of unemployed individuals in each local area, compared to the total excess number of unemployed individuals in the state;
- 10% based on excess poverty in urban, rural, and suburban local areas.

Disadvantaged youth is defined as an individual age 16 through 21 who received an income, or is a member of a family that received a total family income that, in relation to family size, does not exceed the higher of - the poverty line, or 70 percent of the Lower Living Standard Income Level (LLSIL).

Excess unemployment is defined as the greater of either 1) the total number of unemployed individuals in the Local Area minus 4.5% of the total Local Area labor force, or 2) is equal to zero.

Substantial unemployment is defined as any Local Area where the unemployment rate is above 6.5% for the most recent 12 months.

[26] New Jersey calculated the 70%/30% formula with the three factors established in this section (disadvantaged youth, excess unemployment, and substantial unemployment). Using that formula the three factors are 23.3% of the whole with 30% remaining which is discretionary. Of the 30% discretionary allocation, the State chose to allocate an additional 1.7% to excess unemployment and substantial unemployment bringing them to 25% each, 10% to excess poverty, and the remaining 16.6 % to disadvantaged youth bringing it to 40% of the total allocation.

(ii) Adult employment and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

In accordance with WIOA section 133(b)(2) or (b)(3), New Jersey will use the following formula to allocate Adult employment and training activities to local areas.[27]

- 25% based on the relative number of disadvantaged adults in each local area as compared to the total number of adults in the state;
- 25% based on the relative excess number of unemployed individuals in the local area as compared to the total excess number of unemployed individuals in the state;
- 25% based on the relative number of unemployed individuals in areas of substantial unemployment in the local area as compared to the total number of unemployed individuals in areas of substantial unemployment in the state;
- 25% based on high school diploma attainment.

(iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

In accordance with WIOA section 133(b)(2), and based on data and weights assigned, New Jersey will use the following formula to allocate Dislocated Worker employment and training activities. This formula utilizes the most appropriate information available to distribute amounts to address the State's worker readjustment assistance needs.

- 25% based on declining industries, based on the total projected employment change in declining industries;
- 25% based on insured unemployment data, based on the number of unemployment insurance claimants;
- 25% based on long-term unemployment, based on the number of claimants who have exhausted unemployment insurance
- 25% based on unemployment concentration, the number of unemployed individuals, in a local area.

(B) For Title II:

(i) Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

[27] This formula utilizes the Adult Employment and Training Discretionary Allocation option. New Jersey adds the high school attainment component as an additional factor. New Jersey calculated the 70%/30% formula with the three factors established in this section (disadvantaged adults, excess unemployment, and substantial unemployment). Using that formula the three factors are 23.3% of the whole with 30% remaining which is discretionary. Of the 30% discretionary allocation, the State chose to allocate the full 30% component as follows: 25% of the overall total based on the high school diploma attainment factor, and an additional 1.7% to the other three categories bringing them to 25% each of the overall total (where they were 1/3 of 70% of the overall, or 23.33% of the overall total based on the formula).

New Jersey Department of Labor and Workforce Development (LWD) is the eligible agency that will provide 3 to 5 year grant opportunities in Adult Literacy Education on a competitive basis to eligible entities in the state of New Jersey.

An eligible entity must be registered on the Eligible Training Providers List, and must be licensed to provide education and training services in the State of New Jersey. The RFP process will continue to implement a consortium model, which requires a lead entity to convene and manage the adult literacy services for the local workforce area.

(ii) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers

As part of the RFP process, the lead entity must demonstrate the capacity to equitably convene all eligible literacy providers in the local areas, while coordinating programs and services with their local One-Stop Career Centers. Coordination between the local area Title II providers and One-Stop Career Centers must be based on the community's collective needs. The WDB boards need to work in partnership with the Title II consortiums to develop clearly articulated local plans that are in alignment with the regional and state plan. The literacy plans for both regional and local workforce areas must define the unique needs of all levels of literacy learners. The plans must articulate the process in which, WDBs, local one-stop career centers, title II providers and the various local area literacy stakeholders should collaborate, the methods for improving accessibility of title II programs and services and strategies for strengthening curriculum content and professional development activities for the state.

(C) Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

As outlined in Section III, New Jersey utilizes an option to deliver Vocational Rehabilitation services through two distinct programs. The majority of services are delivered through Vocational Rehabilitation staff at the Department of Labor and Workforce Development, for any individuals with disabilities. A portion of funds is segmented and delivered to the separate Commission for the Blind and Visually Impaired within the New Jersey Department of Human Services with a focus on serving individuals who are blind, vision-impaired or deaf-blind. These services and how they will coordinate with the wider WIOA services will be discussed in the following two subsections. The Division of Vocational Rehabilitation Services (DVRS) and Commission for the Blind and Visually Impaired (CBVI) work under a Memorandum of Understanding at the beginning of the WIA system in 2000, outlining:

- the criteria determining to which program an individual customer is referred based on their disability;

- methods of referral between the two agencies and their services and programs;
- eligibility;
- consultation and coordination between the two agencies;
- interagency meetings, exchange of materials, interagency liaisons

The MOU allocates funds based on an 80%/20% split, with 80% of allocable funds going to DVRS and 20% going to CBVI for their respective program operations. This allocation is justified by the following factors.

1. Population: The distribution takes into account the proportion of persons with disabilities who are expected to be served by each agency, based on prior history. This factor has been quite stable since the MOU was first signed in 2000.
2. Level of services. In general, it is understood that delivering high-quality vocational rehabilitation services to blind, vision-impaired, and deaf-blind consumers is more expensive on average than it is to deliver similar services to persons with other disabilities, because of the extra training required to enable these consumers to function successfully and independently with limited or no vision. Specifically:
   a. CBVI administers a year-round, residential program to provide blind, vision-impaired, and deaf-blind consumers with training in pre-employment blindness skills, e.g. Orientation and Mobility; Braille or other low-vision communication strategies; assistive technology instruction; skills of independent living (techniques for independently managing in the home, including cooking, dressing, cleaning, money management, etc.); and classes on Adjusting to Blindness or Vision Loss.

   b. Similarly, these same services are offered to some consumers in their homes, where they are unable or unwilling to invest an extended period, on average approximately twenty weeks, in New Jersey's intensive residential program.
   c. Additionally, some consumers are sent out-of-state for blindness-specific, pre-employment training, where CBVI does not offer the particular instruction needed for a given consumer's employment objective.
   d. Due to the nature of the disability, a disproportionate number of blind, vision-impaired, and deaf-blind consumers require substantial amounts of post-secondary education in order to qualify for the types of jobs where blind, vision- impaired, and deaf-blind consumers have traditionally been most successful and accepted within the labor market.
   e. The cost of assistive technology that enables blind, vision-impaired, and deaf-blind consumers to function effectively remains disproportionately high, as compared to unmodified technology used by non-disabled or non-blind consumers of vocational rehabilitation.

(6) Program Data

(A) Data Alignment and Integration. Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs,

unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

(i) Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

(ii) Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

(iii) Explain how the State board will assist the governor in aligning technology and data systems across mandatory one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

The State's efforts to align and integrate data systems includes a number of elements and areas where the SETC assists the governor in aligning technology and data systems across programs. These efforts will all support improved service delivery.

As stated previously in this plan, America's One-Stop Operating System (AOSOS) is the core data system used to support the New Jersey workforce development system. AOSOS currently meets the operational, tracking and reporting requirements of WIOA and supports a number of federal and state workforce programs including: Workforce Innovation and Opportunity Act (WIOA) Title I; Wagner-Peyser Public Labor Exchange; Veterans Labor Exchange Programs (LVER and DVOP); Trade Adjustment Act (TAA); NJ's Workforce Development Partnership Program (WDP); and, WorkFirst New Jersey (TANF, Food Stamps, and General Assistance).

AOSOS currently includes data-sharing interfaces with Unemployment Insurance and Department of Human Services (DHS) systems. For example, when a case manager from the Division of Family Development (DFD) at the Department of Human Services identifies an individual as a mandatory work participant, he/she flags the individual's file in the DHS case management system. Each night, the Division of Family Development's system exports data on these flagged individuals into AOSOS, so the One-Stop Career Center automatically receives the individual's file. Furthermore, DFD has read-only access to AOSOS to follow up on services.

While AOSOS provides workforce partners with the basic functionality needed, LWD will explore new and different technology solutions that could help to integrate services and facilitate information sharing to a greater extent. One such possibility to be explored is the case management solution currently employed by the Division of Vocational Rehabilitation Services (DVRS). DVRS utilizes Aware Solutions, the leading records management software for Vocational Rehabilitation Professionals in the social services industry. This allows vocational rehabilitation staff and leaders to effectively manage and analyze client services, program finances and overall agency performance. There is potential for LWD to expand the utilization of Aware Solutions' case management technology to the other core programs and non-core programs. Having all programs on a universal case management system would offer clients a more seamless experience, would

increase the flow of communication among programs, and would help to eliminate duplication of services.

The current AOSOS system provides a solid foundation as noted above, for collecting and using customer data across New Jersey's WIOA programs. However, the State intends to improve upon the current system to provide even greater interoperability and data integration. While AOSOS provides workforce partners with the basic functionality needed, LWD will explore new and different technology solutions that could help to integrate services and facilitate information sharing to a greater extent. As noted above, New Jersey is in the process of developing a new system that will replace AOSOS, and will maintain the high level of quality and data management within that system, but offer additional functionality and interaction across programs and sites. One option being considered as noted elsewhere is the case management solution currently employed by the Division of Vocational Rehabilitation Services (DVRS).

One other data system integration effort that is underway at LWD is the development of a single sign-on for Unemployment Insurance and workforce services. Claimants will be able to use one sign-on to see the status of their UI claims as well as services for which they are eligible or already enrolled in through the workforce system.

The Integrated Workforce Registration System is national initiative to promote and enhance the partnerships and shared missions of the Unemployment and Workforce Development systems within the New Jersey Department of Labor. This system will integrate common core functions making the re-employment experience more seamless and friendly by directing customers via a common registration process to all of the services provided by the New Jersey Department of Labor and Workforce Development. This single sign on system for jobseekers will result in a common workforce registration system for Unemployment Insurance, re-employment services, resume creation and job and skill matching.

Creating common systems having single centralized logins with guided access to the unique online services of the various programs (including WIOA Title I, WorkFirst New Jersey and Wagner-Peyser) is a long-term goal associated with the several data improvements being planned. The SETC's Performance Committee will continue to lead these efforts in conjunction with LWD and the other relevant State and Local entities including the LWDBs.

(iv) Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section116(d)(2)).

The State's Common Data System, AOSOS, is used to track program progress, especially with respect to performance targets. LWD provides local areas with the following reports to monitor their progress:

- Quarterly reports documenting primary indicators of performance against goals for each WDB area (similar to the ETA 9090 report used by LWD for federal reporting)
- Quarterly or monthly reports (depending on the specific measure) documenting performance outcomes for the New Jersey Balanced Scorecard and additional performance measures for each WDB area.

- Quarterly basic rosters of WIOA participants

(B) Assessment of Participants' Post-Program Success. Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

New Jersey became a common measures reporting state beginning in Program Year 2009 under the Workforce Investment Act (WIA). As such, performance indicators are already in place that measure the progress of adult, dislocated worker, and youth who have exited from core programs. Among those measures are entered employment rate, employment retention rate, average earnings, and degree/certificate attainment.

In Program Year 2016, New Jersey will incorporate the primary indicators of performance as required under the Workforce Innovation and Opportunity Act (WIOA) for adults, dislocated workers, and youth as related to participant progress after exiting. They are as follows:

ADULT MEASURES:

- Employment rate in second and fourth quarter post exit
- Median earnings in second quarter post exit
- Credential rate

DISLOCATED WORKER MEASURES:

- Employment rate in second and fourth quarter post exit
- Median earnings in second quarter post exit
- Credential rate

YOUTH MEASURES:

- Placement in employment, training or education activities in second and fourth quarter post exit
- Median earnings in second quarter post exit
- Credential rate

In addition, CBVI will work in collaboration with the WIOA Training Unit and DVRS within LWD to develop specific training protocols for staff with the One-Stop Delivery System with the goal to increase awareness about issues related to physical and programmatic accessibility of the various components of that system. CBVI staff will be available to provide ongoing technical assistance and coaching to build staff skills sets that promote a welcoming environment for individuals with disabilities, including those individuals who are blind, vision impaired, and deaf-blind.

(C) Use of Unemployment Insurance (UI) Wage Record Data. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability,

evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

Per federal workforce grant reporting requirements, State Wage Records are used in the calculation of programs' quarterly common measure performance outcomes. As over ten percent of the State's working residents cross a state border to go to work each day, New Jersey also uses the Wage Record Interstate System (WRIS) and Federal Employment/Wage Data (FEDES) wage systems to more accurately evaluate and determine program performance outcomes.

(D) Privacy Safeguards. Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

LWD has issued guidance to the local workforce development areas regarding privacy. This guidance provided the local areas with the federal requirements pertaining to the handling of personally identifiable information for both hard and electronic records. The guidance also required all local areas to develop documented policies that ensure compliance with the federal requirements. As part of its regular monitoring, the Program Compliance Unit will verify that these polices have been developed and are being implemented. Additionally, the Office of WIOA Technical Assistance and Capacity Building will incorporate privacy safeguards into the professional development that will be provided to all one-stop staff. Training and monitoring will be updated to reflect the most current statutes and interpretations to ensure that all staff are regularly made aware of, and comply with, the provisions of the law. Requirements related to the General Education Provisions Act are covered by Department of Education funded programs as indicated in the definition of applicable program in 20 USCS 1221.

(7) Priority of Service for Veterans. Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

Priority of service provisions for veterans is embedded in the eligibility guidance provided to local workforce development areas. In addition, local Boards will also be required to develop their own priority of service policy that meets the requirements codified at section 4215 of 38 U.S.C.

LWD will also establish guidance on how to determine veterans and veterans with significant barriers early in the triage and intake process within the One-Stop Career Centers. This will require cross training of Employment Service and WIOA-funded staff in the One-Stop Career Centers who are functionally responsible for triage. There is and will continue to be prominent signage in all One-Stop Career Centers informing customers that veterans receive priority of service.

Through the Jobs for Veterans State Grant, Disabled Veterans Outreach Program (DVOP) specialists and Local Employment Veterans Representatives (LVER) help veterans with significant

barriers to employment successfully navigate the job market and receive the support they need to return to the workforce. When a veteran comes into the One-Stop Career Center, he or she is triaged at intake to determine if he/she has a significant barrier to employment. One-Stop Career Centers utilize a standard form to determine if barriers exist and if a veteran should be referred to a DVOP for mentorship.

(8) Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

In August 2010, LWD reorganized its structure to include the Division of Vocational Rehabilitation Services (DVRS) within the workforce development system. This provides a solid foundation to work with the State's workforce investment system. DVRS is a core participant in the One-Stop system and maintains an active presence in the 17 local Workforce Development Boards (WDBs) as well as the SETC, New Jersey's State WDB. This close involvement ensures that physical and programmatic accessibility is at the forefront of all efforts of the WIOA system.

SETC has a relationship with the two State Rehabilitation Councils, outlined in prior sections, dedicated to the cause of increasing the number of individuals with disabilities in the workforce. Through the recommendations of the Councils, policies and practices are examined to ensure that One-Stop services are fully accessible to all. Members from both Councils assisted in the creation of an Accessibility Checklist. The Accessibility Checklist will be used to analyze the competency of a One-Stop Career Center in the areas of: staff training and knowledge; employer engagement; customer focus; quality of programs; and technology. The Accessibility Checklist will be a foundational element of the One-Stop Career Center Certification process to be launched in spring 2016. Specifically the One-Stop Certification policy maintains objective criteria and processes through which local boards will certify their One-Stops. New Jersey's proposed Criteria for One-Stop Career Center Assessment and Certification include as their first item:

- Accessibility- WDB examines the accessibility of its physical locations. Not limited to physical accommodations, but accessibility looks at staff knowledge, technology, signage, marketing materials and access to programs and services. Use of the One-Stop Accessibility Checklist

The Councils also seek to educate and inform their members and their organizations on critical disability workforce issues. The relationship between the two State Rehabilitation Councils and the SETC provides the platform where ongoing conversation will continue to ensure that the full array of One-Stop services is available to individuals with disabilities.

SETC and the State agencies serving people with disabilities also seek to educate and inform their members and their organizations on critical disability issues and work together to ensure that the full array of One-Stop services is available to individuals with disabilities.

Other specific strategies include the following:

- Participation by DVRS leadership and staff in all of the LWD efforts to coordinate services to all customers.
- Participation by DVRS leadership and staff with LWD Office of Research and Information committees that identify seven key industry sectors, in order to ensure consideration of employment for people with disabilities in the Talent Network and other sector planning activities.
- Availability of CBVI's welcome and evaluation team to support efforts at the One-Stops. Due to their itinerant nature, CBVI is not on-site at all One-Stop Career Centers, but is able to bridge with them to offer services and provide expertise and technical assistance where needed in serving persons with disabilities.
- LWD has a workgroup that includes representatives from the core partners (DVRS, Labor Exchange, WIOA and Adult Education) as well as TANF and CBVI. This workgroup will develop a common intake policy for all the programs. As part of the implementation of this policy, one-stop staff will be cross-trained in each program so that all customers, including individuals with disabilities, are provided efficient intake and appropriate referral.

In relation to staff training and methods to ensure the programmatic accessibility of One-Stop Career Centers, New Jersey is putting in place a process of staff training by DVRS and CBVI for One-Stop staff. The Commission for the Blind and Visually Impaired (CBVI) will develop appropriate blindness and low-vision sensitivity and substantive vocational rehabilitation training to be shared with the New Jersey Department of Labor and Workforce Development (LWD) and its One-Stop programs so that potential blind and vision-impaired consumers who make initial contact with One-Stop programs are able to receive adequate assistance before, or instead of, referral to CBVI for comprehensive services. CBVI will work in collaboration with DVRS and other core partners in LWD to develop the inter-agency training program to be implemented at the various One-Stop Career Centers throughout the state.

(9) ***Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.*** *Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.*

New Jersey's One-Stop Career Centers are each equipped with tools and staff to support the needs of individuals with limited English proficiency. Computer labs at One-Stop Career Centers (often blended with the Resource Centers), the Workforce Learning Links offer extensive computer-based learning tools, and are the state's main effort to provide basic skills, literacy, and English as Second Language training to WIOA customers on a drop-in, open-access basis. Additional tools

such as Best Plus, which provides a face-to-face oral interview of listening and speaking skills to assess English language proficiency, are also utilized in the One-Stop Career Centers.

If a customer is determined in need of these services, they are referred directly to WIOA Title II Adult Education services for remedial basic skills, English as a Second/Other Language and related services.

IV. Coordination with State Plan Programs

If the State is submitting a Combined State Plan, describe the methods used for joint planning and coordination of the core programs and the other programs and activities covered by the Combined State Plan.

New Jersey recognized WIOA as a critical opportunity for the state to ensure that its workforce development system is positioned to help individuals obtain the skills and abilities they need to be competitive in an ever-changing economy and ensure the state has the most skilled workforce in the country. The New Jersey Department of Labor and Workforce Development (LWD) and the State Employment and Training Commission (SETC) have worked together with key stakeholders to build a strong foundation for New Jersey's workforce system through this plan and through *New Jersey's Blueprint for Talent Development,* which formed the foundation of this comprehensive State Plan.

The planning process was intentionally inclusive and included the following steps:

- ***Workgroups***: Workgroups addressing six key opportunities for transformational change were created in December 2014 to inform the development of the Blueprint. Workgroups, consisting of approximately 10 – 15 members representing LWD, SETC, local WDBs, One-Stop Operators and other key stakeholders, were charged with reviewing the provisions of WIOA, identifying opportunities for policy and operations recommendations, obtaining feedback from stakeholders and coordinating their work with that of the associated SETC Committee. Workgroups focused on the following topics, and reported upward to the respective SETC Committees:
    - Governance and Planning – coordinating with the Governance Committee
    - Performance Accountability – coordinating with the Performance Committee
    - Career Pathways and Industry Partnerships – coordinating with the State Council for Adult Literacy Education Services (SCALES) and the Council on Gender Parity in Labor and Education (GPC)
    - One-Stop Operations – coordinating with the full SETC
    - Services to Youth – coordinating with the Shared Youth Vision Council
    - Services to Individuals with Disabilities – coordinating with the State Rehabilitation Councils
- ***NJ WIOA Website***: The website http://lwd.state.nj.us/labor/wioa was launched in January 2015 to provide a place where stakeholders could receive up-to-date national and New Jersey-specific WIOA information. The website continues to be a critical component of both the SETC's and LWD's websites. Individuals were encouraged to submit comments on WIOA implementation to a WIOA Blueprint email address: WIOABlueprint@dol.state.nj.us.
- ***Workgroup Webinars:*** Each Workgroup hosted informational, interactive webinars to provide an overview of WIOA provisions and to provide an additional opportunity for feedback to be received about the various opportunities and challenges stakeholders felt WIOA presented.
- ***Pathways and Partnerships Two-Day Conference:*** In spring 2015, SETC and LWD jointly hosted the "Pathways and Partnerships: Building New Jersey's Blueprint for Workforce Innovation and Opportunity" Conference. The conference included more than 300 stakeholders from across the state representing all the key stakeholders and partners in workforce development.

Breakout sessions were held on each Workgroup topic, offering opportunities for smaller group discussion and participation. The conference featured:

- Overview presentations from national experts about WIOA and critical trends in workforce development.
- Extensive breakout sessions were held on each of the six Workgroup topics, offering the participants an opportunity for smaller group discussions and comments on key questions and issues relating to WIOA implementation.
- Panel of national experts from the National Governors Association, the National Association of State Workforce Agencies, the National Skills Coalition and the Council of Administrators of Vocational Rehabilitation.
- Panel of promising employer-driven partnerships in New Jersey.

- ***Stakeholder Feedback Session:*** In December 2015, the SETC and LWD jointly hosted a two-day policy discussion and feedback session with key stakeholders in the workforce system. Key policies and program initiatives related to Board Governance, Performance & ETPL, Career Pathways and One-Stop Operations were shared with more than 100 representatives from the state board, local workforce boards, state and local partner agencies, community colleges, literacy program providers, and state and local workforce program staff. In addition to the verbal feedback received during these two days, participants were able to submit written comments through an online portal on the LWD website.

Throughout the planning process, workgroups met with SETC standing committees covering governance, adult literacy, youth, and performance to further enhance connection with the SETC. Key policies were adopted as resolutions by the SETC on the recommendation of these standing committees.

Public Comment Process: A public comment period will precede final approval of the Combined State Plan by the SETC in March 2016. The draft plan will be posted on the SETC and LWD websites for a public comment period and comments received will be summarized and included with the final submission of the plan to USDOL.

V. Common Assurances

#	Statement of Assurance
1.	The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member rep- resents, and procedures to resolve such conflicts;
2.	The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;
3.	The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;
4. (a)	4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required One-Stop partners, and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, the general public, and that the Unified or Combined State Plan is available and accessible to the general public;
4. (b)	The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;
5.	The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for core programs to carry out workforce development activities;
6.	The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);

7.	The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;
8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;
10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);
11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and
12.	Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

TITLE I-B: ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES

(a) General Requirements

(1) Regions and Local Workforce Development Areas.

(A) Identify the regions and the local workforce development areas designated in the State.

New Jersey Workforce Regions:

The state-led WIOA Governance and Planning Workgroup, comprised of Local Workforce Development Board (LWDB) directors and State Employment and Training Commission (SETC) members, examined the requirements of WIOA, the labor market areas and regional economic development areas, and resources in the State, and considered the potential opportunities and challenges involved in creating regional partnerships.

The SETC adopted three regional designation options as part of *New Jersey's Blueprint for Talent Development* in June 2015. Presentations of these three regional designation options were subsequently provided to the New Jersey Association of Counties, to LWDB Chairpersons and Directors, and One- Stop Operators, and Local Chief Elected Officials at regional meetings held throughout the state. In addition, the regional designations presentation was made available for written public comment. The SETC Governance Committee reviewed the workgroup recommendations, the feedback provided through the regional workforce meetings, and public comment received. The committee proposed and SETC subsequently resolved that three (3) workforce planning regions be designated in New Jersey: North Region, Central Region, and South Region.

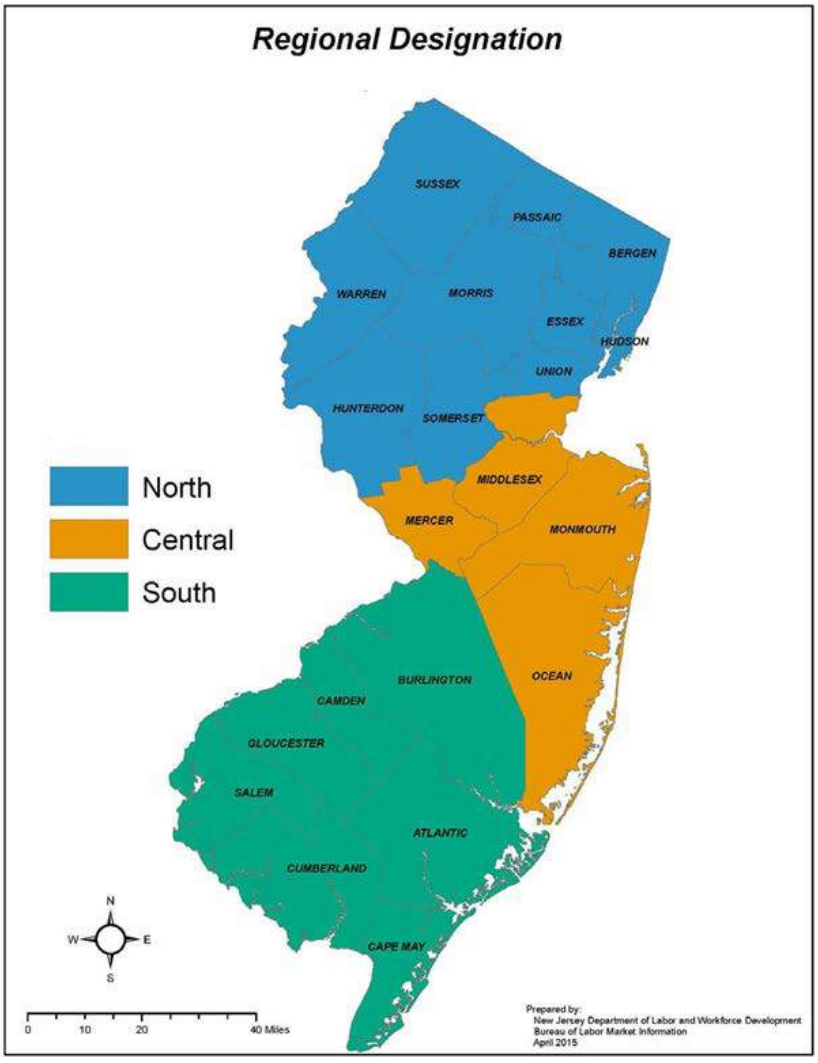


Figure 36

New Jersey Local Workforce Development Areas:

The 18 Local Workforce Development Areas (LWDAs) in New Jersey have been designated after reviewing county areas, population size, and the factors and process for initial local area designation described below in Section VI(a)(1)B) of this plan.

North	Central	South
Bergen County	Mercer County	Atlantic-Cape May Counties
Essex County	Middlesex County	Burlington County
Hudson County	Monmouth County	Camden County
Jersey City	Ocean County	Gloucester County
City of Newark		Cumberland-Salem Counties
Passaic County		
Union County		
Greater Raritan (Somerset-Hunterdon Counties)		
Morris-Sussex-Warren Counties		

Figure 37

(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for "performed successfully" and "sustained fiscal integrity" in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

As required under the Workforce Innovation and Opportunity Act (WIOA) of 2014, the State Employment and Training Commission designated local areas for a period of initial designation from July 1, 2015 through June 30, 2017. At such time, the SETC policy for subsequent designations of local areas will take effect.

Designation Process: The SETC provided local areas with an Initial Designation Request letter Template for local board signature and approval by Local Elected Officials in October 2015. Local areas submitted signed request letter with local elected official approval to SETC on or before December 28, 2015.

After receiving Initial Designation Request letters, SETC and LWD verified local area performance and fiscal integrity for PY 2012 and PY 2013 and approved or denied the requests in March 2016. Local areas will be notified of their approval/denial of initial designation in April 2016.

Performance Success: An area was determined to have performed successfully, for the purposes of initial designation, if:

a) the local area has met or exceeded all common measures under WIA in the two preceding years, Program Years 2012 and 2013. To meet the measure, the local area must have achieved at least 80% of the performance target
OR
b) the local area did not meet one or more of the common measures in either/both of these program years and subsequently created a performance improvement plan or corrective action plan, which was approved by the SETC. The area must have followed through on the planned improvements and subsequently met or exceeded that measure in the following program year.

Fiscal Integrity: An area was determined to have sustained fiscal integrity if the Secretary of the United States Department of Labor has not made a formal determination, during either of the last 2 consecutive years preceding the determination regarding such integrity, that either the grant recipient or the administrative entity of the area misexpended funds provided under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter 1, Part B, of WIOA) (or, if applicable, title I of the Workforce Investment Act of 1998 as in effect prior to the effective date of such part B of this subchapter) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

(C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.

Any unit of general local government (including a combination of such units) or grant recipient that requests but is not granted designation of an area as a local area may appeal that determination pursuant to the procedure set forth at N.J.A.C. 12:42-3.11 (Appeals).

(D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

SETC and LWD are working with the local workforce development boards on an infrastructure funding policy. The finalized policy will detail an appeal process in compliance with WIOA requirements.

(2) Statewide Activities.

(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

SETC and LWD maintain a comprehensive listing of statewide policies and guidance issued to local areas and partners for the use of State funds from workforce investment activities. State policies can be accessed online at the SETC and LWD websites. With the implementation of WIOA, SETC and LWD have been working to and will continue to update existing policies and/or establish new policies to be in compliance with the Workforce Innovation and Opportunity Act as needed.

Early in the implementation of WIOA, New Jersey launched a NJ WIOA website. The website (http://lwd.state.nj.us/labor/wioa) was launched in January 2015 to provide a place where stakeholders could receive up-to-date national and New Jersey-specific WIOA information. The website continues to be a critical component of both the SETC's and LWD's websites.

As new or revised State policies or guidance are established, they are shared with local areas through the following methods:

Policies adopted by the SETC are posted on the SETC website and notice of their availability is provided to local areas via e-mail. Information on new policies is also provided at regular meetings held jointly by LWD and SETC with local area WDB Directors, One-Stop managers, and One-Stop partner staff.

LWD has established the Office of WIOA Technical Assistance and Capacity Building within the Division of Workforce Development Field Services. This office is responsible for ensuring that all new and revised state polices, as established by LWD and/or the SETC (as well as federal policies), are shared with local workforce development areas. These polices are issued through guidance documents called New Jersey Workforce Innovation Notices; they are distributed to WDB Directors, One-Stop Operators and Employment Service Managers and are archived on the WIOA Technical Assistance webpage which is accessed through the WIOA Blueprint website.

(B) Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

Governor's Set Aside

New Jersey intends to utilize the statewide set aside funding to support special projects and initiatives aligned to the strategic intents of *New Jersey's Blueprint for Talent Development*. In particular, these funds will be targeted toward efforts such as, but not limited to:

1) Expansion of the Career Connections Initiative: This broad partnership of One-Stop Career Centers, community colleges, libraries, educational institutions and community and faith-based organizations is designed to strengthen career navigation services for all New Jersey residents.
2) Expansion of high-quality- employer-driven partnerships: The state's seven industry-focused Talent Networks are working with employers, local Workforce Development Boards, community colleges and other key stakeholders to develop Targeted Industry Partnerships across the state. The statewide set aside may be used to fund the implementation of career pathways programs resulting in an industry-valued credential developed through this and related efforts.
3) Investment in Technology Tools and Integrated Data Systems: New Jersey is developing the Career Connections website to deliver career navigation content and tools to jobseekers and employers. The state may use the statewide set aside to fund the development of new tools and the expansion of existing tools. New Jersey may also use the statewide set aside to support the implementation of case management systems and integrated data and reporting systems to support workforce development activities.

The State also intends to utilize set-aside funding to test pay-for-performance contracting strategies to increase the effectiveness and efficiency of limited formula funds to improve outcomes for WIOA participants, particularly for individuals with barriers to employment. The State will offer technical assistance to local workforce areas on how to implement pay-for performance with local formula funds and expects to enhance overall outcome-based strategies by utilizing existing performance-based contracting in combination with new WIOA pay-for-performance for the achievement of high bar outcomes as outlined in Title I of the NPRM (20 CFR 683.520).

Rapid Response Funds

LWD's Rapid Response Team provides on-site assistance to employers who either request such services, through the Federal WARN Act, or are mandated to use these services through the New Jersey WARN Act. The Rapid Response Team provides appropriate information, referrals and counseling to workers who are subject to plant closings or mass layoffs.

The Rapid Response Team, when applicable, will have an initial meeting with employers who are planning a layoff event. Response Team Specialists will meet with management and/or union personnel (if appropriate) to develop a plan to serve the company's workforce. This initial meeting identifies the services to be offered and the service delivery dates. The Rapid Response Team will present information to the affected workforce that explains Unemployment Insurance, Re-employment Services, Training Assistance, and additional services and resources available.

Unemployment Insurance:

- Explanation of benefit calculations and eligibility requirements
- Assistance in how to file an online or telephone claim
- Review information on dependency benefits, partial claims, direct deposit and taxes.
- Explain how payments would or would not affect claim including severance, PTO, 401k, pension.

Re-Employment Services:

- One-Stop Career Center Registration
- Labor Market Information
- Referrals to available jobs
- Introduction to *Jobs4Jersey.com*
- Referral to Jersey Job Clubs
- Resume Review and Development

Training Assistance**:**

- Introduction to state and federal retraining programs including assistance available through New Jersey Community Colleges, WIOA/WDP grant programs and On-the-Job Training

Additional Customized Services can be provided in the following areas:

- Job Search Workshops
- Resume Workshops
- Help with job solicitation campaigns
- Targeted Job Fair assistance
- Registration Forms Completion
- Help in deciphering federal/state plant closing requirements

LWD's goal is to respond to layoff events in a timely manner and relay meaningful information to the affected workers. LWD also focuses on layoff aversion and how assistance can be provided to

companies contemplating a layoff, through the Layoff Aversion Program. Layoff aversion is about keeping companies in business by providing strategic alternatives to keep workers in their present jobs or quickly move them into comparable new jobs.

The Rapid Response Team partners with LWD Business Services Representatives (BSRs) who develop customized solution strategies using private and public sector resources. The following are examples of the private and public sector organizations the BSRs work with to implement layoff aversion strategies:

- Chambers of Commerce
- Industry Trade Associations
- NJ Business and Industry Association
- NJ County College Consortium
- Small Business Development Centers
- State and Local Economic Development Agencies
- Trade Unions

With the hiring of a Trade Act Coordinator and four additional staff members, the State will further support the coordination between Rapid Response efforts and trade-affected layoffs. A Trade Act Representative will participate in every Rapid Response activity until it is determined that the employer is not eligible to file for a Trade Petition.

The Rapid Response team will use various partnerships to assist with further explanation or direction for the affected workforce. Talent Networks have been created in New Jersey, whose goal within Rapid Response is to help skilled workers from companies of seven targeted industry sectors. The Talent Networks, who work solely with industries within these targeted sectors, provide opportunities with growing companies who need access to an available pool of skilled workers.

(C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

In the event of a natural disaster, the state will provide Rapid Response services to impacted businesses and their employees. In the case of significant natural disasters that require FEMA involvement, New Jersey convenes a State Response Team under the direction of the Office of Emergency Management in the Division of State Police, Department of Law and Public Safety. This team provides a forum for collaboration between state agencies, FEMA and other federal agencies. LWD's representative on the State Response Team will be responsible for ensuring strong communication and collaboration between the department's Rapid Response efforts and the work of FEMA. In the aftermath of Superstorm Sandy, LWD worked closely with FEMA in the delivery of a wide variety of employment related assistance to impacted workers, including the provision of Disaster Unemployment Insurance benefits and the implementation of a National Emergency Grant (NEG). The policies and protocols developed through this collaboration will be used in the event of any additional significant natural disasters.

(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Through New Jersey WARN Act, before the first termination of employment occurs, an employer must provide no less than 60 days advance notice in writing to the following entities:

- Commissioner of LWD
- The chief elected official of the municipality where the establishment is located
- Each employee whose employment is to be terminated
- Any collective bargaining unit of employees at the establishment

LWD receives WARN Act notices, New Jersey WARN Act notices, layoff information provided through communication with other state agencies, including the New Jersey Business Action Center, and other partners, including the New Jersey Business and Industry Association, the New Jersey Chamber of Commerce, local Chambers of Commerce, and local economic development agencies. The New Jersey Business Action Center is housed in the Secretary of State's office and serves as New Jersey's economic development office.

The Rapid Response team coordinator contacts the company immediately upon receiving the notice of a planned layoff. The coordinator makes every effort to schedule a meeting between the management of the company and the Rapid Response team specialists. These meetings are scheduled with the convenience of the employer in mind and are sometimes held before their regularly scheduled work day, or after their workers have left for the day.

The Rapid Response Team, when applicable, will have an initial meeting with employers who are planning a layoff event. Response Team Specialists will meet with management and/or union personnel (if appropriate) to develop a plan to serve the company's workforce. This initial meeting identifies the services to be offered and the service delivery dates. The Rapid Response Team will present information to the affected workforce that explains Unemployment Insurance, Re-employment Services, Training Assistance, and additional services and resources available.

(b) Adult and Dislocated Worker Program Requirements

(1) Work-based Training Models. If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

New Jersey utilizes a number of Work-based Training Models ranging from On-the-Job training, to customized training and incumbent worker training with the goal of providing high quality training that meets the needs of both employers and program participants.

LWD Business Services Representatives (BSRs), Talent Network agents, and Business Action Center staff are well positioned to identify the businesses interested in utilizing the On-the-Job Training (OJT) or customized training programs. During their daily interactions with businesses, these individuals will identify the opportunities for expanded business relationships and create the connection to the appropriate OJT or Customized Training staff who will then finalize the transaction and ensure customer compliance and satisfaction.

BSRs from both LWD and the Business Action Center work closely with the Talent Networks to partner with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies. The customized training program partners with employer associations, Industry Talent Networks, and the state college / community college system to develop unique customized training strategies through the use of consortium grants. This allows both small and large employers to participate in beneficial trainings.

In addition to on-the-job training and customized training under Title I, New Jersey also provides OJT to businesses utilizing state Workforce Development Program funds and on-the-job training funds available through the New Jersey WorkFirst (TANF) program. When possible and appropriate, these tools for OJT are utilized in complement with one another to maximize the benefit for businesses and individuals.

(2) Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.

Registered Apprenticeship initiatives have been and will remain a continued strategy for New Jersey. This model, by design, incorporates both the theory and experiential learning components that business and industry often request, and simultaneously creates career pathways for participants. The RA model leads to nationally recognized industry credentials that are both portable and stackable. Strategies to incorporate Registered Apprenticeships are project-specific, allowing LWD and its partners to build specific solutions to identified needs and incorporate promising practices gleaned from previous projects. Historically, local areas in New Jersey have not used WIOA funds to support apprenticeship models, but LWD will do more to encourage Business Services staff at local One-Stops to establish or refer WIOA customers to Registered Apprenticeship programs that meet business, industry, and educational/training requirements.
Prior initiatives have included:

Community Health Worker Pilot: LWD worked collaboratively with Rutgers School of Management and Labor Relations through the Health Care Talent Network to launch a pilot Community Health Worker (CHW) apprenticeship training program. The CHW apprenticeship training was funded through the Bergen County College Trade Adjustment Assistance Community College and Career Training grant program. CHWs receive employment experience, placement and a nationally recognized apprenticeship certificate and credentialing. The pilot program recruited 20

participants from various counties to serve in advocacy and outreach capacities for the community and help individuals to access appropriate health resources. CHWs complete 160 hours of mandatory in-class training, offered at Rutgers University in New Brunswick, followed by 2,100 hours of on-the job training and finally employment placement. Rutgers anticipates expanding this apprenticeship opportunity throughout New Jersey to other low income and dislocated workers over the next few years and has set an enrollment target of 1,500 participants.

The SETC and the Council on Gender Parity in Labor and Education will continue to work with partners, to identify registered apprenticeship and pre-apprenticeship opportunities within demand industries. In addition, efforts to strengthen or create linkages between these programs and WIOA and One-Stop services for eligible candidates will become a priority as part of their mission to advocate for equitable gender, labor practices and pay in educational programs and workforce training. Some efforts already underway, with support of the GPC are:

Sisters in the Brotherhood (SIB)
A recruitment and retention effort imparted upon the New Jersey Locals of the Northeast Regional Council of Carpenters (NRCC) by the United Brotherhood of Carpenters (International). The initiative focuses on ensuring that a minimum of 10 percent of all registered apprentices within the trade are women by year 2018, and maintaining that percentage moving forward. The lessons learned have influenced positive modifications to the recruitment, support, education and training programs within the NRCC. During 2015, the NRCC SIB effort engaged more than 34 partners which included educational institutions, employers, correctional facilities, community and faith based organizations, local and state government, which includes the One-Stop Career Centers, and more.

Women in Sustainable Employment (WISE) Pathways
A career-exploration course designed for women to explore nontraditional, in-demand jobs in the construction, gas, water, electric and energy industries, with some occupations being registered apprenticeship programs. This forty-hour program was created to educate women about the career paths in these industries, and provide strategies in conflict management, team building, and workplace expectations. Additional focus is placed on resume writing, practice online applications and interviewing; and participants can be connected with recruiters from participating companies. This program was designed and implemented through a quality partnership between employers, organized labor and higher education, to design and implement this career exploration program. The goal is to expand the initiative into other counties, post-secondary educational institutions and employers in the future.

(3) Training Provider Eligibility Procedure. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

The Eligible Training Provider List (ETPL), as envisioned by state and federal law, is critical to ensure that the highest level of training services is available to the citizens of New Jersey. Additionally, the New Jersey Consumer Report Card (CRC), which contains provider and program performance

data, is an essential tool not only to the workforce system but to all New Jerseyans making an informed customer choice about available training opportunities.

New Jersey State Law (C:34:15C-10.2) requires the creation of the ETPL and states that "[n]o training provider who is not an approved training provider included on the [ETPL] shall receive any federal job training funds or State job training funds." Federal job training funds include, but are not limited to: Workforce Innovation and Opportunity Act (WIOA) titles I, II and IV; WorkFirst; Temporary Assistance for Needy Families; and SNAP Employment and Training. State job training funds include, but are not limited to: the Workforce Development Partnership Fund and the Supplemental Workforce Fund for Basic Skills. Job training is defined as occupational training, remedial instruction or occupational safety and health training. New Jersey State law (C:34:1A-86) also mandates the collection and display of specific provider and program performance data on a publically available Consumer Report Card.

WIOA provides that participants in need of training services to enhance their job readiness or career pathway may access career training through a list of state-approved training providers and their state-approved training programs, known as the ETPL. WIOA requires each state to maintain an ETPL which must be accompanied by relevant performance and cost information, known as the Consumer Report Card, and must be made publically available in an easy to understand format in order to maximize informed customer choice and serve all significant population groups. WIOA requires the Governor to establish eligibility procedures for the ETPL. WIOA allows the Governor to designate a state agency to administer all aspects of the ETPL. The Center for Occupational Employment Information (COEI) within the New Jersey Department of Labor & Workforce Development shall administer New Jersey's ETPL and Consumer Report Card, which are located online at www.njtopps.com.

ETPL Eligibility:

All training providers seeking ETPL placement must first obtain approval from a qualified government agency in order to offer training programs. Only after this approval is obtained can a training provider apply for ETPL placement. A qualified government agency is an agency authorized by law or regulation to approve a training program. A list of agencies that are currently qualified to approve providers and training programs for schools located in New Jersey is available online at http://njtopps.com/VendorFaqs.aspx.

All training providers seeking placement on the ETPL under WIOA or State law are required to submit a formal application to COEI. An application will not be considered complete unless the provider has submitted up to date student record data or provided a certification that no such data exits (applicable only for new providers). New providers will be added to the ETPL on a continuing basis as they are determined eligible. ETPL eligibility is valid for one year from the date of approval. All providers are required to submit a renewal application to maintain ETPL listing past the initial year.

Registered Apprenticeship programs are not subject to the same application requirements as all other training providers. Registered Apprenticeship program sponsors that request to be listed on

the ETPL are automatically included on the list and will remain as long as the program is registered or until the program sponsor notifies the State that it no longer wants to be included on the list. Registered Apprenticeship programs are subject to all other requirements of the ETPL including the submission of student record data.

Pursuant to State law (C:34:15D-5), "[a]n employer who directly provides training and employment services to his own employees shall not be regarded as a service provider and shall not be subject to any requirement to obtain approval by the State as a service provider, including the requirements of section 13 of P.L.2005, c.354 (C.34:15C-10.1) to be approved as a qualifying school or the requirements of section 14 of P.L.2005, c.354 (C.34:15C-10.2) to be included on the State Eligible Training Provider List." Training providers that are contracted by employers to provide customized training services funded by state or federal sources must be listed on the ETPL.

A training provider and/or its program(s) may be deemed ineligible for ETPL placement, or removed from the ETPL for the following reasons:

a. A training provider does not possess; fails to submit; or loses its certificate/letter of approval from a qualified government agency;
b. The initial and/or renewal application was not completed, was not completed by the established due date, or failed to contain all the required information;
c. A training provider failed to submit timely and accurate student record data;
d. A training provider failed to meet required performance outcomes (if established).
e. A training provider intentionally supplied inaccurate or false information, including student records; or
f. A training provider substantially violated a provision of title I of WIOA or its implementation regulations.

If a provider is removed from the ETPL pursuant to items a-d above, the provider may be reinstated upon COEI's receipt of all required information. If a provider is removed from the ETPL pursuant to items e-f above, the provider shall be removed for a period of not less than 2 years. Providers are liable to repay all adult and dislocated worker funds received during the period of non-compliance.

Performance Standards:

All training providers listed on the ETPL are required to submit data annually for all students enrolled in the programs listed on the ETPL regardless of funding source (private pay and funded students). Failure to submit the required data in a timely manner will result in the provider's removal from the ETPL. Student social security numbers submitted by training providers are matched with wage records collected from employers covered by the Unemployment Compensation Law in New Jersey and other states in order to produce performance metrics that are displayed on the Consumer Report Card.

Metrics that are currently calculated are:

- Number of individuals exiting;

- Percentage of program participants in unsubsidized employment 6 months, 1 year and 2 years after exit;
- Average quarterly earnings of program participants in unsubsidized employment 6 months, 1 year and 2 years after exit; and
- Estimated annual earnings of program participants in unsubsidized employment at 6 months, 1 year and 2 years after exit.

Statewide minimum performance standards will not be set during the implementation year as eligibility criteria for training programs to be placed on the ETPL. In subsequent years, COEI will report to the State Employment and Training Commission on the status of the performance data available and submit a recommendation regarding whether statewide minimum performance standards should be set for ETPL eligibility. However, the local areas may establish additional criteria for program eligibility within a local area, including the establishment of minimum required levels of performance as criteria for training providers to become or remain eligible to provide services in that particular local area. Training providers should be aware that programs may be approved for some local areas and denied for others based on local criteria and the approved local areas for each training provider will be listed as part of the ETPL.

All performance information for each provider and program will be posted on the Consumer Report Card to help New Jerseyans make an informed decision regarding available training opportunities.

Consumer Report Card:

The Consumer Report Card as currently structured displays the following performance information for training providers and their individual programs:

- Number of individuals exiting;
- Percentage of program participants in unsubsidized employment 6 months, 1 year and 2 years after exit;
- Average quarterly earnings of program participants in unsubsidized employment 6 months, 1 year and 2 years after exit; and
- Estimated annual earnings of program participants in unsubsidized employment at 6 months, 1 year and 2 years after exit.

COEI is currently working to upgrade the ETPL and Consumer Report Card system in order to display additional performance data.

ETPL and Industry-Valued Credentials List:

As described previously in this plan, LWD is in the process of developing an Industry-Valued Credential List to guide training investments across federal and state workforce programs. Once developed, the Industry-Valued Credential List will be cross-walked with the ETPL to understand the eligible providers in the state that offer Industry-Valued Credentials. Within the ETPL, training programs that result in a credential found on the Industry-Valued Credential list will be indicated so users can easily access the information.

This effort is currently underway and a draft Industry-Valued Credentials list was released for public comment in March 2016. The final list for 2016-2017 will be released in May 2016 and will go into effect on July 1, 2016.

(4) Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

As part of its One-Stop Certification process, New Jersey will require local workforce areas to identify the process for implementing and monitoring the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E). Furthermore, New Jersey will reinforce these efforts through its policy on Additional Performance Measures for WIOA Title I, Title II, and WorkFirst New Jersey which include the percentage of program participants served with barriers to employment such as disability, ex=offender status, lack of a high school diploma, and homeless status.

(5) Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

New Jersey is in the process of gathering input and feedback from local workforce development boards, local elected officials, and service providers regarding the local area transfer of funds between adult and dislocated worker programs. A policy will be developed and disseminated to these partners identifying the criteria for transfer of funds between the two programs.

(c) Youth Program Requirements. With respect to youth workforce investment activities authorized in section 129 of WIOA,—

(1) Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.

New Jersey lists 10 criteria established by the State Employment and Training Commission (SETC). These criteria, which must be incorporated into the evaluation of youth service programs during procurement, are listed below:

1. The program will have a record of demonstrated effectiveness.
2. The program will not discriminate in any way and will be in full compliance with the Americans with Disabilities Act.
3. The provider must have the capacity to identify issues that are hindering youth from succeeding in the program and recommend the appropriate support services.

4. The provider must be able to detail how linkages between communities, academic, occupational learning, and work experience will be used to enhance the youth development and employability. They should also demonstrate the involvement of the business/employer community.
5. The program will maintain a close working relationship with the local One-Stop Career Center.
6. Programs with industry-valued credentials as a goal will make arrangements for participants to test for and obtain the credential.
7. Any program offering summer employment opportunities must be linked to academic and occupational learning as a complement to overall year-round program goals. Summer employment opportunities operated as a stand-alone Summer Youth Program are specifically prohibited.
8. The provider must establish specific timeframes for evaluation of participant performance, attendance and progress, including level of academic performance, vocational abilities/skills, aptitudes, and interests.
9. The provider must identify process and strategies to be used to ensure that participants receive planned services and reach planned goals and what corrective actions will be available for participants who are not meeting the requirement of each activity or goals. The provider must detail the internal systems that will be used to report and monitor programmatic and fiscal activities.
10. The provider must permit federal, state, and local area staff and designated agents to conduct regular monitoring activities, including communication with customers and contractor staff at instructional sites.

Therefore, while the framework services can be provided by the grant recipient, all 14 program elements, with the exception of follow-up services, must be procured competitively. Local boards must ensure that they are able to conduct competitive procurement of youth services that will be provided in Program Year 2016. This is a required function of each local board. While a fiscal agent designated by the local chief elected official may be designated to conduct procurement, the One-Stop Operator should not participate in procurement due to conflict of interest.

Program Elements

In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, the programs described in paragraph (1) shall provide elements consisting of—

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have as a component academic and occupational education, which may include—

   i. Summer employment opportunities and other employment opportunities available throughout the school year;
   ii. Pre-apprenticeship programs;
   iii. Internships and job shadowing; and
   iv. On-The-job training opportunities;
4. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to postsecondary education and training.

USDOL has indicated that there is no expectation that any one provider should be responsible for the delivery of all program elements in an area [*WIOA Sec. 129(c)(5)*]. Local boards should identify the existing providers of program elements in their area and procure as necessary where there are gaps in services.

Leveraging Available Resources

20 CFR 681.470 states that non-WIOA funds can be used to provide WIOA youth program elements under certain conditions:

The Department does not require local programs to use WIOA youth funds for each of the program elements. Local programs may leverage partner resources to provide some of the readily available program elements. However, the local area must ensure that if a program element is not funded with WIOA Title I youth funds, the local program has an agreement in place with a partner organization to ensure that the program element will be offered. The Local Board must ensure that the program element is closely connected and coordinated with the WIOA youth program.

For example, YouthBuild is a required one-stop system partner that provides work experience (a program element). A local area could enter into an agreement with a YouthBuild entity, and refer appropriate WIOA-enrolled youth to YouthBuild to receive a WIOA program element with non-WIOA funds. This does not preclude an agency from also responding to an RFP and serving additional WIOA enrolled youth with WIOA funds.

Leveraging of youth funds will expand local program capacity and demonstrate greater fiscal responsibility with the limited funds available. Local areas must demonstrate efforts to identify and enter into agreements with agencies which are already providing program elements. The New Jersey Department of Labor and Workforce Development and the State Employment and Training Commission will provide technical assistance in these efforts.

Individual Training Accounts
Under WIOA, youth age 18 or older may be provided the occupational training program element through an Individual Training Account (ITA). *(20 CFR 681.550).* This is not a waiver, and there is no need to utilize the waiver log in America's One-Stop Operating System when serving youth with an ITA using WIOA funds.

Program vs. Service
WIOA Youth Program - All the WIOA youth services (program elements) that are made available throughout a local area.

WIOA Youth Service **-** An individual WIOA program element. WIOA requires these fourteen elements to be made available by the local area, though they do not have to be provided to every youth. Individual RFPs should be designed to procure particular service(s) (not all).

Program Design
Before issuing requests for proposal, each local area, with the participation of the youth standing committee, should take the following steps:

1. Conduct an environmental scan to identify partner agencies that are providing program elements in the area/region. The local board can then enter into agreements for these program elements to be provided using non-WIOA funds.
2. Consider the WIOA priorities:
   75 percent of funds must be spent on out-of-school youth (not counting administrative funds; must be services to this population only)
   20 percent of all youth funds must be spent on work experience
3. Review records to estimate the total funds that will spent on ITAs in the program year.
4. Consider other relevant factors such as the local labor market.

After taking these steps, the local area can identify the particular services that needs to be procured for which groups of youth (in-school/out-of-school) and at what funding and service levels.

Note on Work Experience Expenditure Requirement: Training and Employment Guidance Letter 8-15 states that allowable expenditures for the work experience expenditure requirement beyond wages include staff time spent on the following: identifying potential work experience opportunities; working with employers to develop the work experience; working with employers to ensure a successful work experience; evaluating the work experience; conducting work experience orientation sessions; classroom training or the required academic education component directly related to the work experience; orientation for employers.

(2) Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

Out-of-School Youth will be served through New Jersey's Youth programs described in detail in the immediately prior section C(1) "State developed criteria" and New Jersey commits to deliver the 14 Youth Program Elements in keeping with the WIOA requirements as outlined in section C(3). In the request for proposals from Youth WIOA sub-grantees, New Jersey has required that 75% of WIOA Youth funds must be spent to serve Out-of-School Youth.

New Jersey operates the New Jersey Youth Corps program, which is one of the largest youth service and conservation corps in the United States. Youth Corps is a year-round, voluntary program which engages young adults (ages 16-25) in full-time community service, training, and educational activities. Guided by staff who serve as mentors and role models, teams of youth called "crews" carry out a wide range of service projects. Corps members receive a stipend while enrolled in Youth Corps. Additionally, in return for their efforts to restore and strengthen communities, Corps members also receive:

- Education development in basic skills and preparation to obtain a GED or locally issued Adult High School Diploma;
- Life skills and employability skills instruction;
- Personal and career counseling to build self-esteem, clarify values, and develop leadership skills while they are developing their career portfolio;
- Transition services and continuing support services as they transition to college, training, employment or other national and domestic service opportunities; and
- Community service opportunities which develop positive employability skills while addressing unmet community needs.

Out-of-School Youth over age 18 are also able to participate in the full menu of services available at New Jersey's One-Stop Career Centers, including all of the job search, job preparation, career planning, and training services. These Youth may access Individual Training Account (ITA) training in the same ways that Adult and Dislocated Worker participants may, through the opportunities listed on the Eligible Training Provider List (ETPL).

Youth services collaborate with other WIOA system partners including: Wagner-Peyser in cases where Youth have been employed and are subsequently laid off from their employment; Division of Vocational Rehabilitation Services (DVRS) and Commission for the Blind and Visually Impaired (CBVI) for Youth with disabilities; and WorkFirst New Jersey through coordinated efforts for families and services for young adult TANF or SNAP recipients. In all these cases coordination is substantially the same as the other methods of coordination outlined in Section III on Operational Planning Elements, subsection on State Strategy Implementation, and subsections on Coordination with WIOA Partner programs.

(3) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.

New Jersey has developed a comprehensive strategy that will connect secondary education, community organizations, workforce development programs and other stakeholders to assist youth to successfully navigate the labor market and to obtain the skills they need for employment. New Jersey's Shared Vision for Youth includes strategies to focus on career awareness, pilot innovative programs, such as pre-apprenticeship programs that create pathways to employment.

The goals for the New Jersey's Shared Youth Vision Council are aligned with the New Jersey Combined State Plan. The strategies of the Council are also aligned with the identified key industries in New Jersey and rooted in the Combined State Plan's core values. The Council's mission is to empower the State's youth to become productive members of their communities through workforce readiness preparation, leadership development and community engagement. Furthermore, the Council focuses on outreach and retention efforts, youth leadership development, youth system capacity building, and employer-led inclusionary workforce programs.

New Jersey is creating an integrated, coherent system of workforce development programs and services that will effectively prepare youth for career-path employment that meets the labor market needs.

Youth services and activities to be used as the strategy for development include:

- Creating a unified policy and interlocking system of supports that recognizes the unique needs of young people and appropriately prepares them for lifelong learning and employment success through the State to local partnerships
- Engaging in ongoing dialogue with all stakeholders, businesses; schools; youth providers; parents and youth themselves, to identify local needs, gaps in service and to map available resources
- 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 communicates 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 lifelong 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 for youth who face significant barriers to future success

Local WDBs are responsible for developing local program models and delivering the program within the parameters set by federal and state guidelines. They are required to ensure that the WIOA youth program elements are available and included in local proposal designs. The WDB is responsible for creating and maintaining an active Youth Investment Council that effectively leads the development of the local youth workforce investment system. Its mission is to actively engage business, community and educational stakeholders around local needs and priorities for youth services.

Through the work of the Youth Investment Council (YIC), the WDB provides strategic direction and coordination with other programs and initiatives in their communities to make the best use of limited resources. The SETC, the state board, issued guidelines for the development of local plans. LWD provides the monitoring arm of the State to ensure compliance.

The YIC is responsible for developing a comprehensive, integrated and coordinated system of youth services that effectively prepares young people for higher education and future employment by implementing the elements noted below:

- Paid and unpaid work experience, internships, summer employment
- Adult mentoring
- Leadership development
- Occupational skills training
- Alternative secondary school services
- Comprehensive guidance and counseling
- Support services
- Tutoring, study skills training/dropout prevention strategies
- Follow-up services

Successful models that are used nationally are researched and often customized to meet the needs of NJ employers or are designed to meet NJ needs and then shared nationally. Job training programs for youth, YTTW models, YouthBuild and others are piloted and expanded or enhanced as funds become available. Experiential education models that incorporate academics with hands-on job readiness, such as the nationally recognized NJ Youth Corps become the basis for the development of alternative in-school and out-of-school education models as well.

(4) Provide the language contained in the State policy for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for "requiring

additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).

As stated in the New Jersey Department of Labor and Workforce Development policy document, "Workforce Innovation and Opportunity Act, Title I: Youth Eligibility Determination and Documentation Guidelines for Local Workforce Development Areas" issued in June 2015, the following is the State's definition of **Requires Additional Assistance:**

Any local area utilizing the criterion "An individual who requires additional assistance to complete an educational program, or to secure and hold employment" must document their policy for defining and documenting the criteria in their local plan. A hard copy of the document(s) used to verify this criterion (see the WIOA Eligibility Desk Aid) **must** be provided and kept in the participant's folder. This criterion is recorded in AOSOS by selecting "Yes" from the drop-down list on the **Employment** tab in the **Comprehensive Assessment** window. The assistance needed and justification must be documented in the fields below "Job Behavior and Skills." The two types of justifications are: (1) to complete an educational program, and (2) to secure and hold employment. The specific issue **must** be recorded.

(5) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define "not attending school" or "attending school," indicate that is the case.

"Attending school" and "not attending school" are not defined in New Jersey state law or regulation.

(6) If not utilizing the portion of the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.

Not Applicable. New Jersey is using the definition under WIOA Section 3(5)(A).

(d) Single-area State requirements. In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)).

States with a single workforce area must also include:

(1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

(2) The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

(3) The type and availability of WIOA title I Youth activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).)

This section is not applicable to New Jersey. New Jersey is not a single-area state.

(e) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

(4) Describes how the waiver will align with the Department's policy priorities, such as:

(A) supporting employer engagement;

(B) connecting education and training strategies;

(C) supporting work-based learning;

(D) improving job and career results, and

(E) other guidance issued by the Department.

(5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

(B) Provide notice to any local board affected by the waiver;

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.

(7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

New Jersey is not requesting a waiver at this time.

TITLE I-B ASSURANCES

#	Statement of Assurance
1.	The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients or basic skills deficient;
2.	The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3.	The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;
4.	The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);
5.	Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;
6.	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;
7.	The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
8.	The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;
9.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
10.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.

11.	The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);

Wagner-Peyser Act

(a) Employment Service Professional Staff Development.

(1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

Employment Service staff, as well as other program areas, will participate in professional development that is provided directly by, or coordinated by, the WIOA Office of Technical Assistance and Capacity Building. This professional development will take several forms, including online, in-person training and webinars. Additionally, professional development resources will be made available to all One-Stop Career Center staff through the WIOA Technical Assistance webpage. LWD also will incorporate training opportunities for One-Stop staff relating the provision of services to individuals with disabilities, in coordination with DVRS and CBVI.

(2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program and the training provided for Employment Services and WIOA staff on identification of Unemployment Insurance (UI) eligibility issues and referral to UI staff for adjudication

The Office of WIOA Technical Assistance and Capacity Building will provide cross-training to Employment Service and WIOA staff members regarding the services available through the core partner programs (WIOA, Wagner-Peyser, DVRS, and Adult Education) as well as UI and TANF. Cross-training in UI will include eligibility and filing procedures to ensure that all One-Stop Career Centers are able to provide customers with meaningful assistance in filing UI claims. The WIOA Technical Assistance webpage will provide staff with cross-training resources.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

New Jersey operates 29 comprehensive One-Stop Career Centers. UI staff has been gradually transforming its service delivery model from in-person services at all sites to a focus on concentrating staff at three regional Reemployment Call Centers. While UI will continue to offer in-person services at nine or ten One-Stops, UI customers will be directed to courtesy telephones and online resources at the majority of One-Stops. Wagner-Peyser staff are trained to resolve common and simple non-monetary issues for UI customers, to assist UI customers with access to online resources and the courtesy phones, to maintain accessibility for customers with disabilities, and to provide translation services to non-English speaking claimants.

(c) Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

Unemployment insurance claimants receive a worker profiling score upon filing for benefits. The score measures the probability of the claimant exhausting benefits before finding new employment. Those claimants determined most likely to exhaust benefits before finding

employment are placed into a pool for participation in the Project Reemployment Orientation System (PROS) program for mandatory services designed to assist these claimants with better structuring their job search. The PROS program consists of an orientation followed by a series of workshops covering self-assessment skills, resume writing, interviewing skills, job search and résumé marketing. Integration of the required PROS workshops with Jersey Job Club offerings will transform PROS into a more robust reemployment program as the two programs become strongly aligned over the next two years.

For those least likely to exhaust benefits, as determined by the worker profiling model, claimants are identified for mandatory Re-employment and Eligibility Assessment (REA) participation during the third week of their claim and generally scheduled around the fifth week of their claim for a ½ day workshop. The REA workshop offers claimants One-Stop Career Center and career assessment information, labor market information, an individualized work search plan, and a review of their eligibility for unemployment insurance benefits. New Jersey will conduct about 20,000 REAs in the current program year, but hopes to dramatically increase the number moving forward due to the proven value of this effective reemployment tool.

Consistent with the goal of targeting services more strategically and moving away from the one-size fits all model employed in the past, PROS and an expanded REA program are hallmarks of LWD's efforts to ensure that services are value-added for jobseeker customers and that mandatory participation services are not perceived as punitive from the perspective of those required to attend.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

(1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

(2) Registration of UI claimants with the State's employment service if required by State law;

(3) Administration of the work test work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

(4) Provision of referrals to and application assistance for training and education programs and resources.

Specifically, New Jersey will utilize Wagner-Peyser funds to support UI claimants in the following ways:

- The State automatically pre-registers reemployment service-eligible UI claimants into the One-Stop case management system, America's One-Stop Operating System (AOSOS), which feeds the OnRamp tool at *Jobs4Jersey.com*. This pre-registration is accomplished through a daily electronic batch data transfer from the UI mainframe system to New Jersey's AOSOS database. Almost all UI claimants are pre-registered in AOSOS; only those claimants who are coded as temporarily laid off and those who are attached to a union

hiring hall are exempt from this pre-registration. This electronic data transfer enables all One-Stop partners to access identifying information on UI claimants in order to offer reemployment services.

- Strategic targeting of new UI claimants for services based on their likelihood of exhausting UI benefits has gradually replaced in person reemployment orientations that gave claimants an equal chance of selection, but due to capacity limitations only served a small fraction of new claimants. Fine-tuning of the UI claimant profiling model and targeting claimants for services by veteran status, industry or occupational affiliation, and duration of unemployment will increase in frequency over the next two years. This will result in One-Stop Career Center staff more effectively serving jobseeker customers translating into better employment outcomes.
- Federal legislation requires all states to provide reemployment assistance to those claimants who are permanently laid off and are identified as most likely to benefit from One-Stop services. Selected claimants are required to participate in this mandatory program of reemployment services. Unemployment claimants who are identified and referred to reemployment services through the profiling system, Project Reemployment Opportunities System (PROS), must participate in reemployment services as a condition of continued UI benefit eligibility. The profiling system also targets individuals with the best chances of quick reemployment by requiring them to attend REA workshops. The goal is to keep jobseekers focused on the search for new employment and to ensure that those no longer looking for work do not continue to receive UI benefits.
- New Jersey Unemployment Compensation law requires that a claimant for UI benefits be able to work, be available for work and be actively seeking work. Generally, the Division of Unemployment Insurance considers a minimum of three employer contacts each week a reasonable search for work. Telephone, in-person contacts, and applying for job openings or sending resumes electronically using the Onramp tool at Jobs4Jersey.com or directly at employer websites, are all acceptable work search methods.
- UI claimants calling LWD for assistance or information may be placed on hold while waiting for the next available customer service representative. Information on One-Stop Career Center reemployment services are shared with claimants as they wait including virtual services available at *Jobs4Jersey.com*.

Data regarding reemployment rates for UI claimants is captured and reported quarterly. The comparison of the reemployment rate for those receiving One-Stop Career Center services is compared to a control group of claimants not receiving services in order to determine effectiveness of service delivery.

Claimants filing online are directed to the One-Stop Orientation video (http://wotcnj.dol.state.nj.us/rborient/index.jsp?sid=nj4jobs) after completing their application for unemployment benefits. The online orientation provide information on re-employment services including labor exchange, basic and occupational skills training, career exploration, and staff-assisted services such as Jersey Job Club workshops, employment counseling, and program eligibility/assessment services available at Jobs4Jersey.com and at the One-Stop Career Centers. Upon filing, claimant information automatically populates the One-Stop case management system

(currently AOSOS) to facilitate service delivery and minimize duplicate data entry. Claimants required to attend mandatory workshops (REA/PROS/RESEA) receive eligibility reviews, group workshops, one-on-one LMI and re-employment planning, and referral to re-employment services such as basic and occupational skills training, Jersey Job Club workshops, and the Jobs4Jersey.com resume builder and job search engine. In order to provide more proactive services to UI claimants, the balance of UI claimants not selected for REA/PROS/RESEA will be required to attend a mandatory re-employment orientation with four weeks of first payment starting in early CY 2016. Claimants not reporting to any mandatory session are referred to UI adjudication staff for a non-monetary review. Claimants and UI applicants visiting a One-Stop Career Center for filing or resolving claims issues are directed by Wagner-Peyser staff to resource room PCs and provided technical assistance on filing or directed to the UI phone back for priority connection to a UI call center. While Wagner-Peyser staff are not UI issues experts, they can assist with technology tools, resolve simple and common UI issues, and encourage claimants to engage in re-employment services. Technology improvements in CY 2016 include the launch of a single sign on web/smart phone application for UI claimants that will provide claimants with a convenient and common vehicle for UI and re-employment services. And, since UI claimants will be required to use the single sign on to certify the continuation of benefits on a weekly basis, engagement with re-employment services will happen on a more frequent basis.

(e) Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—

(1) Assessment of Need. Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

(A) An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

Despite New Jersey's densely populated northeastern and southwestern regions close to New York and Philadelphia, farming continues to be a significant economic force in the state's rural areas. Approximately 730,000 acres or 15.6% of the state's area is used for farming. In order of sales, Cumberland, Atlantic, Monmouth, Gloucester, and Burlington lead New Jersey's 21 counties, accounting for about 60% of agricultural production statewide.

New Jersey had 10,300 operating farms in 2010 (latest available data) producing and selling about one billion dollars in crops (including nursery and greenhouse). However, the MSFW outreach program and H-2A activities of the New Jersey Department of Labor & Workforce Development

are limited to a sampling of the roughly 1,300 farms that use Migrant Seasonal Farm Workers (MSFWs).

New Jersey's agricultural employers hire more foreign workers than local workers. Although some high school and college students in the region fill summer jobs, these positions are mostly in retail/farm store or packing jobs rather than in planting and harvesting in the field. Most farm employers are able to attract and retain a well-established workforce each year. However, large employers are more likely to experience worker shortages – some become H2-A employers as a result.

In 2010, New Jersey's **top-selling** agricultural commodities included greenhouse/nursery products (43.3% of agricultural sale), blueberries (6.0%), tomatoes (3.1%) and peaches (3.0%). New Jersey ranked 40th overall among the states in agricultural production in 2010, but ranked significantly higher in selected categories such as cranberries and blueberries:

- New Jersey ranked third in the nation that year in total production of cranberries (562,000 barrels, up 1 percent from the 2009 crop of 555,000 barrels). Harvested cranberry acreage remained unchanged from the 2009 growing season at 3,100 acres.
- The state ranked fourth in the production of cultivated blueberries, with a total value of $62.5 million. Harvested acres and yield were down 3% and 5% respectively from 2009-2010, but prices were up 4%.

In 2015, New Jersey's top five **most labor-intensive** agricultural commodities were:

1) Blueberries (*Peak month*: July)
2) Cranberries (*Peak*: October)
3) Orchards (Peaches, Apples) (*Peak*: Peaches—August; Apples—September)
4) Vegetables (*Peak*: Asparagus-May; Tomatoes-July; Mixed Vegetables-August; Sweet Potatoes-October)
5) Nurseries (*Peak*: March)

These crops were concentrated in the following New Jersey counties:

Blueberries (Atlantic County)
Cranberries (Burlington County)
Orchards (Gloucester, Salem and Cumberland Counties)
Vegetables (Gloucester, Salem and Cumberland Counties)
Nurseries (Gloucester, Salem and Cumberland)

Beyond workforce issues, New Jersey farm employers believe the state's agriculture industry is also impacted by price hikes in fuel and chemicals -- and by wage rate increases due to hiring competition from other sectors.

(B) An assessment of the unique needs of farmworkers means summarizing MSFW characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must

take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

There is no officially published count of the number of farm workers in the state during the growing season. Estimates are complicated due to the mobility of migrant and seasonal farm workers as they move from crop to crop.

However, a statewide estimate of 12,000 – 14,000 workers during New Jersey's 2014 growing season is based on past estimates, wage and crop surveys and input from partners such as WIA Section 167 grantee PathStone. In addition, data from the New Jersey Department of Agriculture, USDA, and New Jersey Farm Bureau was used to further inform and support statistics used in the State's agricultural plan.

The makeup of New Jersey's farm labor workforce is:

- *Seasonal farmworkers* – who during the prior 12 months worked at least 25 full or partial days performing farm work, earned at least half of their income from farm work, and did not do farm work year-round for the same employer.
- *Migrant farmworkers* – who travel to perform farm work and who are unable to return to their permanent residence the same day. The migrant farmworker labor force in NJ consists of intrastate and interstate as well as H-2A farmworkers. The department places particular emphasis in providing services to migrant farmworkers as it recognizes that these workers may be less aware of local area resources and support services.
- *Intrastate migrant farmworkers* – individuals who followed migrant streams within the state. These farmworkers usually migrate throughout MSFW areas within the state.
- *Interstate migrant farmworkers* – individuals who follow migrant streams from state to state. Most interstate migrant farmworkers in NJ migrate through Georgia, North Carolina, South Carolina, Florida, New York and Pennsylvania.
- *H-2A foreign labor certified farmworkers* – individuals with temporary visas authorizing them to work in the United States on a seasonal basis for a predetermined employer under specific terms and conditions.

Spanish and French are common languages spoken by foreign workers in New Jersey, whose three largest countries of origin are Mexico, Haiti and Puerto Rico. The numerous migrant workers always have a need for employer-provided housing. Other leading needs of farm workers include on-site assistance accessing employment services, benefits and worker protections as well as help with unemployment insurance claims.

Farmworkers are especially likely to be disadvantaged in terms of access to information about new or changing labor market conditions or job opportunities. They are also disproportionately poor, and their economic status may limit their physical access to public labor market information and assistance resources.

The physical distances and relative social isolation typical of many rural environments slows the transmission of information by word-of-mouth. Even though seasonal migrant workers may move great distances from one crop area to another over the course of planting, tending and harvesting seasons, their knowledge is often limited to a familiar circuit of employment opportunities, and they often lack rapid access to information that would enable them to alter routine migration patterns to take advantage of new opportunities. The low educational attainment of farmworkers is a major barrier to efficient access and rapid response to changing labor market conditions.

Workers in agricultural labor or services often perform work in remote locations for short periods of time and therefore may have little or no access to community or government resources, decreasing their ability to obtain information about alternative employment opportunities that could enable them to bargain more effectively.

Past and Projected Agricultural and Farmworker Activity
Outreach Service activities for the period of July 2014 through June 2015 were as follows:

Vineland Office:
Number of MSFWs Personally Contacted - 5,129
Approximate Staff Days Performing Outreach - 103
Number of Applications for Job Orders Taken - 19
Number of One-Stop Career Center Complaints Taken from MSFWs - 6
Number of Apparent Violations Referred to Enforcement Agencies - 0

Hammonton Office (Will be covered by Pleasantville NJ Office 2015-16)
Number of MSFWs Personally Contacted - 6,998
Approximate Staff Days Performing Outreach - 99
Number of Applications for Job Orders Taken - 40
Number of One-Stop Career Center Complaints Taken from MSFWs - 1
Number of Apparent Violations Referred to Enforcement Agencies - 1

The projected activity for July 2015 through June 2016 is that number of MSFW contacts and job orders in the two locations will be comparable to – or slightly higher than– the 2014-15 results.

Available Resources for Outreach
By PY 2015, two Outreach Workers, who formerly were Temporary Employment Service (TES) staff, became permanent year-round bilingual Interviewers – one each stationed in the One-Stop Career Centers in Hammonton, NJ and Vineland, NJ. State vehicles will soon be provided to the Outreach Workers year-round. During 2015, MSFW services in Vineland, NJ moved to the new One-Stop Career Center office on the Vineland campus of Cumberland County College, sharing space with the school's Center for Workforce and Economic Development. The Hammonton, NJ office was closed as part of a statewide consolidation of One-Stop Career Centers, but services continued to be offered through Atlantic County's other OSCC in Pleasantville.

The Outreach Workers are trained in Complaint System procedures and are prepared to take on-site complaints as needed. In addition, apparent violations observed by the Outreach Workers will be referred to the appropriate enforcement agencies. Outreach Workers will be required to maintain a daily Outreach Log.

Depending on local circumstances (such as MSFW and employer preferences), outreach contacts may occur in agricultural fields during the workday. However, many MSFWs prefer to continue working rather than stopping to talk with an Outreach Worker. In that situation, the Outreach Workers may need to meet MSFWs during lunch or after MSFWs finish their work (usually returning to their living quarters or gathering areas).

Employer Services has plenty of funding currently available. Based upon LWD's analysis of resources available to support outreach and an assessment, there is an adequate and sufficient amount of resources available.

2) Outreach Activities. The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

(A) Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

(B) Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

(C) Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

(D) Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

(E) Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

In Program Year 2015, the designation of Significant and Bilingual Migrant and Seasonal Farm Workers (MSFWs) offices will be two One-Stop Career Centers in South Jersey:

- One-Stop Career Center-Vineland: 3322 College Drive, PO Box 1500, Vineland, NJ 08362-1500
- One-Stop Career Center: Pleasantville 2 South Main Street Pleasantville, New Jersey 08232

Vineland covers over 300 farm employers and handles nine H-2A applications in its outreach service area. It is strategically located with access to the most farming intensive counties of the State and it is a Farm Labor Contractors registration site.

Pleasantville covers over 130 farm employers and handles two H-2A and one ARS applications in its outreach service area. It is strategically located with access to South Central and Central New Jersey outreach service areas. It is a Farm Labor Contractors registration site and is located in a town with a crop of national interest which attracts over 8,000 farmworkers during the peak season.

Outreach

Outreach staff will contact 40 MSFWs per day on average with a goal of reaching a total of 8,160 through the Pleasantville and Vineland local offices during the growing season.

Local Office	# of MSFWs to be Contacted during PY 16	Staff Days Conducting Outreach	# of Days per Week	# of Farms, Campsites or Gathering Places per Day	# of MSFW Contact per Day
Vineland	4,080	102	4	5	40
Pleasantville	4,080	102	4	5	40

Figure 38

Significant MSFW office management, outreach workers and other appropriate personnel will be provided with the computer-based training on services to farmworkers and farm employers.
LWD has assigned the necessary personnel to provide effective outreach services to MSFWs. Two permanent Outreach Workers work from the two designated significant MSFW offices to make sufficient visitations into the farmworker community so that a large number of MSFWs are made aware of the full range of Department services, benefits and protections.
Outreach activities are consistent with 20 CFR Part 653.107 and will serve to implement strategies aimed to identify, document and track MSFWs as they access core, intensive, and training services within the state's One-Stop Career Centers (OSCCs) . The outreach program will focus on locating and contacting farmworkers not reached through normal intake activities conducted by local OSCCs. LWD will explore and implement processes intended to meet and exceed DOLETA compliance requirements in providing qualitatively equivalent and quantitatively proportionate service delivery to MSFWs.

Outreach visits will be made to the agricultural community between March and November to locate and contact MSFWs at their working, living and /or gathering areas to inform them of current America's JobBank (AJB), PathStone Inc., and other Community-Based Organization services which may be of interest.

Outreach Strategies

LWD program modifications, performance and compliance are consistent with DOLETA strategies for developing an improved and integrated AJB/OSCC system that enhances opportunities for agricultural employers, limited-English proficient individuals, and farmworker adults and youth.

Strategies will include:

- Retaining the permanent status of Outreach Workers.
- Increasing the number of MSFW participating in labor exchange activities.
- Increasing the number of agricultural employers utilizing labor exchange services.
- Promoting the use of the Agricultural (Intrastate and Interstate Clearance) Recruitment System (ARS).
- Encouraging participation of MSFWs seeking to transition to higher-wage jobs and permanent non-agricultural employment. • Enhancing collaboration with MSFW service provider organizations.
- Integrating MSFWs and organizations providing service to MSFWs in One-Stop Career Centers (OSCCs).

Outreach Workers will provide MSFWs with information in Spanish and other languages spoken by farm workers about OSCC services and how to access them. The requirements to provide reasonable language assistance services are covered by Title VI of the Civil Rights Act of 1964, 29 CFR Part 37 and subsequent guidance on serving limited English proficient persons issued by the USDOL.

Reasonable language assistance will allow all partners to better serve the MSFW client base. As a result, customer service and satisfaction should remain high for MSFW in the One-Stop environment.

Self-assessments of OSCC offices will include reviews of MSFW daily outreach logs and plans, Complaint System logs, MSFW program performance and compliance reports. Field office reports to the State Monitor Advocate (SMA) will include information compiled through internal and external customer contacts, customer satisfaction surveys, system-generated reports, and input provided by stakeholders.

The SMA will conduct on-site performance and compliance assurance reviews of the MSFW significant offices, and may include other non-significant offices where an agricultural presence is established. Reviews will monitor provision of equitable level and quality of services, and program operations conducive to the attainment of service delivery goals.

The SMA will also support the network of service delivery by providing technical support and training and will be available, in an advisory capacity, to LWD to maintain program integrity and compliance with federal program mandates. MSFW applications and the application-taking process shall be reviewed by the SMA, who shall check overall accuracy and quality – and offer technical advice on corrections or improvements.

Outreach program staff will consider the feasibility of meetings and program-related events in agricultural areas throughout the state. Offices in MSFW significant areas will host events that will include, but may not be limited to, meetings coordinated with federal, state, and local entities to

ensure maximum coverage and representation. Outreach activities will include, but may not be limited to the following:

- Contact with OSCC Labor Exchange System partners and affiliated offices, and with non-significant offices to share information, plan and coordinate service delivery.
- Assistance, technical support, and materials to increase, participation of agricultural employers, limited-English proficient individuals; and MSFWs and levels of services provided to them through the state Labor Exchange System.
- Developing and distributing fact sheets in Spanish and English outlining employment and supportive services available to farmworkers.
- Sharing labor market information that includes current and future employment opportunities as well as special recruitment events.
- Informing limited-English proficient individuals and farm workers of employment opportunities with employers participating in local, intrastate, interstate recruitment.
- Conducting follow-up contacts with employers and workers as necessary and appropriate to ensure desired program outcomes.
- Remaining alert to working and living conditions of MSFWs and, upon observation or receipt of information regarding a suspected violation of employment-related law, documenting and referring the information to program management, local office manager and State Monitor Advocate for appropriate action.
- Maintaining daily outreach log activities in accordance with local office instructions.
- Maintain records describing the circumstances and names of employers who refused to allow outreach workers to have access to farmworkers.
- Developing cooperative agreements with partner agencies to coordinate outreach and to share data.
- Coordinating with One-Stop Career Center offices to keep them updated on farm worker issues.
- Conducting field checks in accordance to CFR 653.503 and outreach visits to MSFW, working, living, gathering areas and housing facilities pertaining to outreach program activities.

New Jersey's One-Stop Career Centers, in collaboration with strategic partners and affiliated sites, will coordinate service delivery including, but not limited to:

- Providing a full range of employment services, benefits, and protections on a basis that is qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs.
- Accessing and using job order information effectively.
- Facilitating activities in accessing self-assisted services via electronic technologies.
- Referring individuals to agricultural and non-agricultural jobs, training, and supportive services as well as available testing, counseling, and other job development services.
- Referring individuals and family members to supportive services for which they may be eligible.

- Conducting follow-up contacts as necessary and appropriate to ensure desired outcomes.
- Marketing services available in the local office and providing location information for the nearest AJB center or affiliated partner offices.
- Assisting in posting résumés on-line and conducting on-line job searches through the NJ Department of Labor & Workforce Development's Jobs4Jersey.com website.
- Assisting in communicating between limited English proficient individuals referred to jobs and employers.

(3) Services provided to farmworkers and agricultural employers through the one-stop delivery system. Describe the State agency's proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;

ii. How the State serves agricultural employers and how it intends to improve such services.

Agricultural employers are provided with a single point of contact, a Business Representative at the Business Resource Center who will provide them with information regarding the One-Stop Career Center services, such as how to file job orders through Jobs4Jersey.com, and utilize the New Jersey Automated Call-in System and the Internet. Business Representatives will also be trained in the H-2A program, while Agricultural survey staff members explain the H-2A program and distribute the H-2A Employer Handbook during their field-survey visits. Services and assistance for agricultural employers also include:

- Personalized employer services.
- Information on how to register and use OnRamp at Jobs4Jersey.com for talent needs.
- Current information on applicant availability and labor market information.
- Suggestions and assistance to improve workforce utilization and personnel practices.
- Use of OSCC Labor Exchange System sites for interviewing prospective employees.
- Assistance in obtaining bonding.
- Assistance in writing effective job orders.
- Solicitation and acceptance of job orders, as well as related jobseeker referral and placement services.
- Assistance with pre-occupancy housing inspections for employers requesting approval for participation in intrastate and/or interstate recruitment through the Agricultural Recruitment System, and/or H-2A foreign labor certification.
- Assistance with special and mass recruitments, including best practices to identify and locate intended farm labor pools through appropriate use of media modes and service delivery partnership networks.

- Assistance with processing and obtaining initial and renewed farm labor contractor and/or farm labor contractor employer certifications.
- Assistance with workshops tailored to agricultural employer needs.
- Assistance with internet website linkages.
- Assistance with information on employment and training programs, tax incentives, and subsidized employment.
- Assistance utilizing Work Opportunity Tax Credits, subsidized employment resources, and other employer incentives to promote employment and job upgrades for MSFWs.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

Both farm workers and farm worker advocacy groups are provided with information throughout the year on how to utilize the Employment Service complaint system whenever Migrant Seasonal Farm Worker customers do not receive the same level of service as non-MSFWs at any of the state's One-Stop Career Centers.

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

H2-A agricultural survey staff members and Outreach Workers disseminate on-site information on the ARS to agricultural employers as part of any field visits. Offering more information online and expanding farm employer partnerships are being explored as a way to reach additional employers.

(4) Other Requirements.

(A) Collaboration. Describe any collaborative agreements the SWA has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

New Jersey's One-Stop Career Centers, in collaboration with strategic partners and affiliated sites, will coordinate service delivery including marketing services available in the local office and providing location information for the nearest One-Stop Career Center or affiliated partner offices. In PY 2013, a renewed Memorandum of Understanding signed between LWD and PathStone Inc., continued to facilitate the exchange of data pertaining to services provided to MSFWs.

To expand beyond the central partnership with Pathstone Inc, the SWA and staff host monthly meetings with a wide range of local, regional and state organizations engaged in MSFW support services which is known as the Helping Hands Coalition. Appropriate LWD personnel will also participate in the USDOL Region I annual Pre-Harvest conference and other Post Harvest meetings. Additionally, agricultural services staff will participate in other local meetings (as well as other

important events) conducted by farm-related agencies and organizations (as well as other important events) to promote the use of LWD services.

(B) Review and Public Comment. In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

i. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The New Jersey Department of Labor and Workforce Development has routinely shared draft Migrant Seasonal Farm Worker policies and procedures via email with a number of South Jersey community based organizations interested in farm worker issues, including: PathStone, Inc.; Legal Services of New Jersey/Farmworkers Project; Comité de Apoyo a Trabajadores Agrícolas (CATA); and the New Jersey Farm Bureau. These groups are also solicited for comments whenever an updated AOP is released for public comment, and respond with input.

(C) Data Assessment. Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

With guidance from the Regional Monitor Advocate, New Jersey is moving toward a two-year cycle of on-site reviews that will reach all 25 One-Stop Career Centers – particularly those that are "non-significant" offices far from the main agricultural areas – to ensure that MSFW services are on par with non-MSFW customers.

(D) Assessment of progress. The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The projection below represents job order activity in the following sectors of agriculture: Vegetable and Melon Farming, Non-Citrus Fruit, Berries, Greenhouse, Nursery, Trees and Floriculture Production. This analysis takes into consideration that New Jersey is a non-significant, low MSFW activity State. In addition, New Jersey is not a State of traditional or expected labor supply.

	PY 2014	PY 2015
Agricultural Job Orders Received	40	38
Number of Job Orders Filled	10	0
% Filled	25%	0%
% Yet to be Filled	75%	0%
Interstate Clearance Orders Initiated	150	38

Figure 39

The State Monitor Advocate reports that virtually all the Job Orders received in New Jersey are H-2A related Job Orders. Some of these orders are filed under the 50% rule exception (the employer requests -- and is granted -- this exception under CFR 655.135). Under this rule, the recruitment of domestic workers period ends 3 days before the employer's start date. As a result, some of these orders become inactive early -- before the work starts.

(E) State Monitor Advocate. The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate has been afforded the opportunity to review and approve this AOP.

Wagner-Peyser Act Assurances

#	Statement of Assurance
1.	The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3));
2.	The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers;
3.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4.	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

Adult Education and Literacy

(a) Aligning of Content Standards. Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The State of New Jersey has moved to the College and Career Readiness Standards as the adult literacy content standards for its WIOA Adult Education and Literacy programs. New Jersey has adopted these standards for the adult literacy systems, in order to meet the new requirements under WIOA. The College and Career Readiness Standards for Adult Literacy not only meet the requirements of WIOA, the standards measure proficiencies up to a 12th grade level and beyond. WIOA promotes the better coordination between local area Title II providers, One-Stop Career Center programs and services, and the various workforce development partners. Better collaboration of one-stop partners, implementation of proven EFF concepts and resources and alignment of college and career readiness standards, presents New Jersey's adult literacy system with the opportunity to improve. The opportunities for improving New Jersey's adult literacy system includes; service delivery, leveraging of available resources, professional development activities and the establishment of curriculum content criteria.

(b) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

Adult education;

Literacy;

Workplace adult education and literacy activities;

Family literacy activities;

English language acquisition activities;

Integrated English literacy and civics education;

Workforce preparation activities; or

Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and

2. Is for the purpose of educational and career advancement.

Adult Education and Family Literacy Act services in New Jersey are delivered through "Programs of Instruction" that receive AEFLA funds via a competitive grant process. Because of disparate

demographics and economic climates within the State, the resultant variety of student needs, and the dissimilar nature of the institutions and organizations through which ABE is delivered, Programs of Instruction are encouraged to deliver services in the way that most effectively meets the needs in their communities.

Instruction is delivered through classes, small group instruction, and tutoring. In general:

- Instruction is delivered at community colleges, schools, community-based organizations, businesses, community buildings, prisons, jails and honor camps, faith-based organizations, or anywhere students can be accommodated
- Instruction is year-round, from July 1 through June 30 (fiscal year)
- Instruction is offered during daytime, evening and weekend hours to enable certain working adults to participate and effectively utilize available resources

The following types of programs are provided:

- *Adult Basic Education (ABE):* These are classes below the high school level where the primary objective is teaching basic literacy skills. Each course of study describes the focus population; the functioning level of the learners served; the basic literacy and life skills taught; and how these skills will be integrated into a competency-based adult education program. Adult education in elementary basic skills focus on native English speakers whose inability to effectively use these basic skills constitutes a substantial impairment to either obtain or retain employment or to function in society.
- *English as a Second Language (ESL):* This program of instruction is designed to help individuals of limited English proficiency achieve competence in the English language. The inability to understand, speak, read, or write the English language may constitute a substantial impairment to obtain or retain employment commensurate with their abilities, and interfere with functioning successfully in society.
- *Vocational Literacy (VESL or VABE):* These programs are designed to increase the productivity of the workforce through improved workplace English literacy skills. The curriculum focuses on pre-employment and workplace competencies as well as general English language and communication skills. The curriculum also provides students with the necessary basic skills, cognitive skills, and personal and interpersonal qualities important to obtain and retain employment.
- *Adult Secondary Education (ASE or GED):* Adult secondary subjects consist of courses in mathematics, reading, history, science, government, language arts, and other courses leading to a high school diploma. The NJDOE has approved three high school equivalency exams; the TASC developed by Data Recognition Corporation (DRC), the HiSET developed by Educational Testing Service (ETS), and the GED developed by Pearson Vue. Both the TASC and HiSET are composed of five sub-tests covering the areas of mathematics, writing, reading, science, social studies and are currently offered in online and paper formats. The GED is composed of four sub-tests covering the areas of reasoning through language arts, mathematical reasoning, science, social studies and is only offered in an online format.
- *Family Literacy (ABE or ESL):* Family Literacy programs provide services of sufficient intensity and duration to promote sustainable changes in a family, and integrate all of the

following activities: (1) interactive literacy activities between parents and their children; (2) training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences.

- *EL Civics* - Citizenship Preparation Education: This program's focus is on literacy skills and uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS tests. The program also includes outreach services, skills assessment, curriculum development and instruction, naturalization preparation and assistance.
- *EL Civics* - Civic Participation: This program supports the design, creation, implementation, and delivery of instructional activities that either integrate civics education content with existing ESL programs or are stand-alone civic participation programs. Civic Education is an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help learners acquire the skills and knowledge to become active and informed parents, workers, and community members.

Currently, New Jersey's Consolidated Adult Basic Skills (ABS) and Integrated English Literacy and Civics Education (IELCE) Grant Program is the mechanism for funding local adult education and literacy activities under the Workforce Innovation and Opportunity Act (WIOA) of 2014 (P.L. 113-128), Title II, the Adult Education and Family Literacy Act (AEFLA). These grant programs are awarded through a consortium model with a designated Lead Agency and additional local partners/consortium members.

The lead agency is expected to act on behalf of its partners in both a programmatic and fiscal capacity by providing management and leadership for the conduct and implementation of the adult education and literacy program across the consortium of partners. In the event of other entities receiving WIOA Title II funding and providing WIOA Title II services in the respective WDB regions, the lead agency of the consortium is required to include those service providers' National Reporting System (NRS) data into the consortium database. The lead agency is also required to provide the necessary fiscal information to the state for reporting purposes both to the state and the federal government. Quarterly meetings during the contract period are hosted by the lead agency and attended by all consortium partners. These meetings include county and regional One-Stop Career Center representation and the state Technical Assistant Representative from the LWD, Division of Workforce Development and Economic Opportunity, Literacy Services.

Partner/consortium agencies are expected to adhere to programmatic, data and fiscal requests as deemed necessary and appropriate by the lead agency and to respond to all requests for such data in a timely and comprehensive manner. The One-Stop Operator or designee participates as an ex-officio partner in each of the funded consortia.

In Fiscal Year 2016, the total amount of federal funds available for this grant program is $14,569,560 and New Jersey awarded continuation awards to eligible applicants ranging from $308,200 to $1,637,560. Historically, LWD has offered a one-year continuation, competitive grant

program open to eligible providers to provide adult education and literacy services. In accordance with Federal requirements WIOA, Title II (Sec. 203, (5) (A)-(J)) eligible providers include:

- A local educational agency;
- A community or faith-based organization of demonstrated effectiveness;
- A volunteer literacy organization of demonstrated effectiveness;
- An institution of higher education;
- A public or private nonprofit agency;
- A library;
- A public housing authority;
- A nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries or authorities described in any of subparagraphs (A) through (H); or
- A partnership between an employer and an entity described in any of subparagraphs (A) through (I).

The awarding of continuation grants to eligible applicants has been based upon educational attainment level for each local area and the following 13 elements:

- The degree to which the eligible provider is responsive to:
    - Regional needs as identified in the local plan under section 108; and
    - Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities.
- The ability of the eligible provider to serve eligible individuals with disabilities; including eligible individuals with learning disabilities;
- The past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
- The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;
- Whether the eligible provider's program –
    - is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
    - uses instructional practices that include the essential components of reading instruction;
- Whether activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

- Whether activities effectively use technology, services, and delivery systems to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
- Whether activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
- Whether activities are delivered by well-trained instructors, counselors, and administrators who have access to high quality professional development;
- Whether activities are coordinate with other available education, training, and social service resources in the community for the development of career pathways;
- Whether activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
- Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

In developing their proposals, local adult education and literacy providers are required to consult with the local Workforce Development Board to determine priorities and gaps in service and identify opportunities for collaboration as well as the overall fit of the proposed program with the Workforce Development Board's local area plan.

While many of the Consolidated Adult Basic Skills (ABS) and Integrated English Literacy and Civics Education (IELCE) Grant Program requirements will remain the same for eligible providers in the future, New Jersey is interested in exploring approaches that encourage regionalism and further system alignment among adult education and literacy and other workforce programs available in the One-Stop Career Centers. In the next grant cycle (FY 2017), LWD will consider releasing funding at the regional level rather than to sub-regional consortia as well as requiring eligible applicants to demonstrate how they will:

- Work toward co-location at the One-Stop Career Centers at least on a part-time basis;
- Integrate occupational skills into program activities and/or contextualize learning; and
- Leverage adult education and literacy as a tool to make career pathways available for individuals from all educational backgrounds.

In doing so, LWD will ensure regions and local providers are provided with the training and support to make these changes. For example, LWD would offer planning grants for local areas to work in tandem with their One-Stop Career System and regional partners, if necessary.

In addition, New Jersey is streamlining the Adult Education and Literacy programs delivery system and leveraging other funding streams to support those populations that are most in need, including TANF, GA, and SNAP participants. New Jersey will work with its partners and Title II providers to facilitate provision of services to a greater number of these customers, as funding allows.

Adult Literacy and Community Library Pilot Program:

Beginning in early 2016, LWD will launch the Adult Literacy and Community Library Partnership (ALCLP) pilot program to create direct partnerships between local libraries and New Jersey's Federal WIOA Title II adult literacy instructional service providers. New Jersey libraries are an essential partner in providing adult literacy services within their communities. LWD views the services provided by New Jersey libraries as complimentary to the WIOA Title II system and as such wants to create new and/or expand existing partnerships between the two groups. The expected outcome is that New Jersey residents will see expanded service opportunities that includes additional locations and time availabilities that meet their needs. This pilot program funding is designed to improve access and instructional opportunities for New Jersey residents to increase their Adult Basic Education and/or English Language proficiency skills through the state's library system. WIOA Title II providers are envisioned to best provide traditional classroom instruction and the libraries to provide the delivery setting and wrap around support services to achieve success.

The Department sets a priority on awarding grants that demonstrate clear and meaningful outcomes. The key outcomes established by LWD for this pilot training grant program are one or more of the following:

1. Functional grade level advancement based on WIOA Title II metrics;
2. Increase in the student's Workplace, Financial, or Health Literacy Skills; or
3. Connection and enrollment to a credential bearing career pathway opportunity.

All funded training efforts must contribute towards greater employability opportunities and/or career advancement for New Jersey residents in need of jobs as well as those in low-wage, lower-skilled occupations.

(c) Corrections Education and other Education of Institutionalized Individuals. Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

Adult education and literacy activities;

Special education, as determined by the eligible agency;

Secondary school credit;

Integrated education and training;

Career pathways;

Concurrent enrollment;

Peer tutoring; and

Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program…

The LWD Adult Education and Family Literacy Act (AEFLA) program ensures that not more than 10 percent of 82.5 percent of the funding for the cost of educational programs is allocated for programs for criminal offenders in the correctional facilities as well as for other institutional individuals. Emphasis is on programs that promote: 1) adult basic education; 2) programs for individuals with disabilities as well as other special needs; 3) English literacy programs; 4) secondary school credit programs; 5) transitional support to prepare students to make a successful transition to the community; and 6) life skills and employability skill development to prepare students to gain employment.

LWD will use the same grant announcement and application process to provide funds to serve individuals in correctional facilities and other institutions that is being used for all other eligible providers.

Providers that receive funds to provide programs and services to correctional facilities and other institutions will be required to describe in their grant application, in addition to all other program requirements, how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

As noted previously, the SETC also works with the Department of Corrections and the Juvenile Justice Commission to align educational and training opportunities for incarcerated individuals.

(d) Integrated English Literacy and Civics Education Program. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

See section (b) above. New Jersey implements Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Grant Programs.

(e) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

Required Activities:

As the state pursues a more regional approach to adult education and literacy, LWD will offer planning grants to consortia to prepare for more system integration and alignment of programs. These planning grants will allow regions time to develop transition strategies to align adult education and literacy activities with other core programs and One-Stop Career Center partners to implement career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

Furthermore, the state will develop, and fund, a comprehensive, ongoing professional development system that enables adult literacy staff to meet new WIOA requirements. Key to this professional development system will be the requirement that Workforce Development Boards conduct joint planning and training for One-Stop, adult literacy and WDB staff directed toward establishing partnerships, resource sharing and appropriate and necessary student referrals.

Professional development will utilize multiple delivery modes to reach part-time and other hard to reach staff. This includes a mix of in-person meetings, synchronous online events and resources made available online.

To reinforce the professional development strategies, technical assistance will be provided to eligible providers of adult education and literacy on programmatic and instructional practices that take into account the educational needs of all learners, including access to career pathways, and strategies to tailor curriculum to each student's level. Monitoring visits will be conducted to ensure compliance with any and all regulatory requirements. Upon review of the findings from the monitoring visits if corrective action is necessary proof of completion would be required.

Technical assistance will also include practices aimed at leveraging eligible providers' position as a one-stop partner to facilitate access to employment, training, and supportive services necessary for progress through career pathways.

(f) Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

LWD provides Technical Assistance to all program providers through monitoring and corrective action, Report Cards detailing program performance year to date as it pertains to their goals, monthly data quality review, and targeted trainings to review data for accuracy and to find missing details. LWD also provides funding to each consortium to provide professional development specific to the needs of their partner agencies along with Statewide Professional Development opportunities to meet a broader need for the program.

Adult Education and Literacy Certifications and Assurances

CERTIFICATIONS

#	Statement of Certification
1.	The plan is submitted by the State agency that is eligible to submit the plan;
2.	The State agency has authority under State law to perform the functions of the State under the program;
3.	The State legally may carry out each provision of the plan;
4.	All provisions of the plan are consistent with State law;
5.	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
8.	The plan is the basis for State operation and administration of the program.

ASSURANCES

#	Statement of Assurance
1.	The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions);
2.	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;
3.	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; and
4.	The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities;
5.	The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and
6.	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

Vocational Rehabilitation

The Division of Vocational Rehabilitation Services (DVRS) is the primary agency responsible for delivering high-quality services to consumers with disabilities other than blindness, vision-impairment, and deaf-blindness. Consistent with the requirements of WIOA, DVRS is committed through its array of programming to helping its consumers to secure integrated, competitive employment. In pursuit of this general objective, DVRS administers services ranging from counseling and guidance, vocational assessment and training, supported employment, to specific supports based on individual vocational rehabilitation need.

DVRS subscribes to the Employment First principles adopted by Governor Christie, and the agency believes that these principles should be accomplished in the context of long-term career pathway development.

DVRS is committed to working with all WIOA partners, and is currently co-located in 16 of the 18 offices throughout the State of New Jersey.

(a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

(1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The New Jersey State Rehabilitation Council (SRC) provides oversight and advises the Division of Vocational Rehabilitation Services (DVRS), the designated state unit (DSU) within the New Jersey Department of Labor and Workforce Development (LWD). LWD is the designated state agency (DSA). The SRC is a partnership of people with disabilities, advocates, and other interested persons who are committed to ensuring through policy development, implementation, and advocacy that New Jersey has a rehabilitation program that is not only comprehensive and consumer-responsive but also effective, efficient, and significantly funded. The SRC is dedicated to ensuring that people with disabilities receive rehabilitation services that result in gainful employment. Representing the myriad of diversity that is New Jersey, council members believe that individuals with disabilities are the "untapped resource" to the business community and assert that disability is a natural part of the human experience that in no way diminishes a person's right to fully participate in all aspects of American life. Members of the SRC in New Jersey believe in a public system of vocational rehabilitation that is responsible and accountable to those it serves and to those who fund it; they believe that competitive jobs generate tax revenue and enable all individuals, including individuals with disabilities, to spend discretionary income which contributes to the state's economy.

The Commission for the Blind and Visually Impaired (CBVI) and its SRC continue to maintain a strong relationship and partnership on behalf of individuals who are blind, deaf-blind, and vision impaired.

The functions of the SRC are to:

- Review, analyze, and advise CBVI regarding performance of its responsibilities of the agency as per the Rehabilitation Act amendments of 2014;
- Assist CBVI with the development of State goals and priorities, and to evaluate the effectiveness of the Vocational Rehabilitation program;
- Advise and assist CBVI with the preparation of the State Plan and amendments to the plan, applications, reports, needs assessments, and evaluations required under the Rehabilitation Act amendments of 2014;
- Conduct a review and analysis of the effectiveness of, and consumer satisfaction with, Vocational Rehabilitation services;
- Prepare and submit an annual report to the Governor and the Commissioner of the Rehabilitation Services Administration (RSA) on the status of Vocational Rehabilitation programs operated within the State, and to make the report available to the public;
- Coordinate with other councils within the State, including the Statewide Independent Living Council (SILC);
- Establish successful working relationships between CBVI, the Statewide Independent Living Council, and Centers for Independent Living within the State; and
- Perform other functions consistent with the purpose of this title, as the SRC determines to be appropriate.

SRC Recommendations for DVRS:

- The SRC understands that the job of the counselor is unique and requires knowledge of vocational rehabilitation specific to individuals with disabilities. The SRC recommends continued requirement of the New Jersey DVRS counselor position to include a master's degree in vocational rehabilitation or a closely related field as per current civil service description.
- The SRC recommends that the DVRS continue to educate the community and policy makers as to the services, successes and outcomes of the state public vocational rehabilitation program, including the return on investment from using vocational rehabilitation services.
- The SRC recognizes that the DVRS program is affected by state funding cuts. The SRC recommends that the DVRS identifies and advocates strategies to ensure that state matching funds will be consistently available for future fiscal years and that there is funding for maintenance of effort.
- The SRC recognizes that jobseekers with disabilities sometimes require innovative approaches to enhance their chance to garner gainful integrated employment. The SRC recommends that the DVRS pursue strategies such as using paid internships for DVRS consumers and increase the use of on-the-job training (OJT) opportunities for qualified DVRS jobseekers as appropriate.
- The SRC further recommends that the DVRS develop strategies that will enhance opportunities for individuals with the most significant disabilities currently participating in segregated employment programs who, through informed choice, identify the desire to move into integrated employment.

- The SRC recognizes that public satisfaction for DVRS services is critical and recommends that DVRS establish yearly public forums throughout the state that focus on specific topics based on the goals established by the comprehensive statewide needs assessment.

SRC Recommendations for CBVI

- The combined state plan must be relevant for all Workforce partners. The state plan needs to detail points of congruence and differences, with the goal of achieving the outcome of competitive, integrated employment.
- The Disability subcommittee of the WIOA Blueprint Team developed an accessibility checklist and training protocols for the One-Stop Career Centers. The SRCs should be given the opportunity to review those documents and make recommendations for improvement. In the absence of this opportunity, the accessibility checklist should be relied upon strongly in helping these facilities provide an accessible service environment.
- Training related to better serving individuals with disabilities in the workforce system should also include subject matter experts that are part of a Technical Assistance Unit who can provide coaching to front line staff on disability specific issues, including blindness and vision impairment. Training must be linked with ongoing coaching.
- As do all workforce programs, CBVI and DVRS shall target jobs that are above minimum wage. While continuing to operate programs that provide a supported work environment for those who require such assistance, in keeping with the requirements of Section 511 of WIOA, New Jersey's goal is for people to transition to integrated settings where people earn at or above a minimum wage.
- Emphasize the blindness specific issues, such as computer and print access issues at One-Stop Career Centers. Develop capacity to understand specific needs of various communities that will be using the One-Stop Career Centers or other aspects of the Workforce Development system.
- Points of alignment with the broader workforce development system through inter-agency cooperative agreements to define relationships. This should also include the involvement of local school districts that should be involved in the transition to adult outcomes, including post-secondary education and employment.
- Evaluation for training providers via the consumer report card, the SRC would like to review the document and align the training evaluation at the VR agency.
- The SRC would like to emphasize that the Commission is uniquely situated to provide high-quality VR services to blind and vision-impaired consumers, and the Commission has data that verifies that VR agencies that focus on blind and vision-impaired customers enjoy quantifiable measures that prove that these consumers achieve significantly better outcomes in terms of job placement, wages, length of employment, training competencies, and the like.

SRC Input and Recommendations Regarding FFY 2015 State Plan Goals and Priorities

- Administrative staff presented to the SRC membership the proposed goals and priorities, state strategies, and Town Hall comments for the FFY 2015 State Plans for review and comment. The SRC supported the agencies initiatives and priorities.
- One of the continuing initiatives is for the SRC and CBVI to expand outreach efforts to further educate agencies and the general public about blindness and vision impairment. The SRC membership also recommended that the agency perform additional public awareness forums to educate New Jerseyans about Commission services.
- Based on comments from the public forums, the SRC will form an ad-hoc committee to assist the Commission with the State Plan connected to assistive technology training.
- The SRC also praised CBVI for maintaining communication with consumers, understanding their needs, developing initiatives to address their needs and open up employment opportunities.

(2) the Designated State unit's response to the Council's input and recommendations; and

(3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.

- DVRS accepts the recommendation to maintain the requirement of a VR counselor to include a master's degree in vocational rehabilitation or a closely related field as per current civil service description.
- DVRS accepts the recommendation to educate the community and policy makers as to the services, successes and outcomes of the public VR program and will implement marketing strategies to educate the public about its services.
- DVRS accepts the recommendation to identify new sources of state match in order to be able to draw down the total federal allotment and ensure maintenance of effort is funded.
- DVRS accepts the recommendation to develop processes that will encourage the use of paid internships for DVRS consumers and increase the use of on-the-job training opportunities for qualified DVRS jobseekers.
- DVRS accepts the recommendation to enhance opportunities for individuals with the most significant disabilities currently participating in segregated employment programs to move into integrated employment.
- DVRS accepts the recommendation to establish yearly public forums throughout the state that will focus on specific topics based on the goals established by the comprehensive statewide needs assessment and looks forward to further suggestions from the SRC for any additional topic areas.

DVRS approves of all recommendations from the SRC.

- CBVI accepts the recommendation and makes its top priority to seek competitive, integrated employment outcomes for all consumers its serves. The agency will continue to work collaboratively with all core partners in the Workforce Development system and other partners to achieve this goal.

- CBVI accepts this recommendation and will facilitate for the SRC membership to review and provide feedback on improving the accessibility checklist and training protocols for One-Stop Career Centers
- CBVI accepts this recommendation and will assist in developing the capacity of a Technical Assistance Unit within the Workforce Development system to train and coach front line staff on disability specific issues, including blindness and vision impairment.
- CBVI accepts this recommendation to target jobs for consumers with disabilities that are above minimum wage and to assist consumers in supported work environments to transition to integrated settings with competitive wages.
- CBVI accepts this recommendation and will assist One-Stop Career Centers with issues related to improving computer and print access for individuals with vision impairments and to develop the capacity of staff in the One-Stop Career Centers to understand the specific needs of the blind, vision impaired, and deaf-blind communities.
- CBVI accepts this recommendation and will seek to develop new inter-agency cooperative agreements to support transition for youth to adult outcomes, including an emphasis on post-secondary education and employment.
- CBVI accepts this recommendation and will work with the SRC membership to develop protocols for evaluating CBVI training vendors that are in alignment with State Law and the provisions of the Combined State Plan.
- CBVI accepts this recommendation and will continue to provide high-quality VR services to blind, vision-impaired, and deaf-blind consumers to promote positive employment outcomes for the consumers its serves.

CBVI approves of all recommendations of the SRC

(b) Request for Waiver of Statewideness. When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

(1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

(2) the designated State unit will approve each proposed service before it is put into effect; and

(3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

DVRS requests a waiver of statewideness in order to develop third-party cooperative agreements with local education agencies (LEAs), public higher education agencies, and county human services agencies. These agreements between DVRS and local public agencies are designed to increase the availability and quality of VR services leading to employment outcomes. In geographic areas where a cooperative agreement is not available, individuals can apply for VR services at any local DVRS office.

Cooperative agreements will include the following required federal assurances:

- Local funds used as match are certified as non-federal monies. The non-federal share of funds are made available by the local public agencies to DVRS and are either paid through a cash match contribution or reported as certified expenditures of redirected agency staff time to provide a unique pattern of VR services exclusively to DVRS applicants/consumers. Each cooperative agreement identifies the type and amount of match to be provided by the local public agency.
- The types of VR services provided to DVRS applicants/consumers by the local public agency or associated vendor are identified by the VR counselor.
- Prior written approval is issued by DVRS to the local public agency or associated CRP, which designates the specific type of VR services to be provided to DVRS applicants/ consumers.
- The VR services provided are only for DVRS applicants/consumers and are new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus; and, that are not customary services the local public agency is legally mandated to provide. The services included in each cooperative agreement are based on the local needs of DVRS applicants/consumers and the local public agency.
- Program expenses for cooperative agreement services are under the administrative supervision of DVRS through the cooperative agreement.
- Each cooperative program and DVRS District establishes a mutual referral system for individuals to apply for VR services.
- All State Plan requirements will apply to all services provided to DVRS applicants/consumers under the cooperative agreement.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

(1) Federal, State, and local agencies and programs;

(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

(4) Noneducational agencies serving out-of-school youth; and

(5) State use contracting programs.

The New Jersey Department of Labor and Workforce Development (LWD) Division of Vocational Rehabilitation Services (DVRS) believes that collaboration with stakeholders is essential to assisting people with disabilities to successfully become employed. Such an ongoing effort maximizes resources and addresses the quality of life issues that can impact the ability of a person with a disability to obtain and maintain employment.

The DVRS is part of Workforce Development within LWD and is a strong partner with the One-Stop Career Center Workforce Investment System throughout the state. The agency also enjoys a cooperative relationship with state and community-based agencies to collaborate on programs that will promote the empowerment and economic independence of individuals with disabilities in an effort to encourage employment. The agency arranges memoranda of understanding (MOUs) for the purpose of carrying out activities that require a formalized response or protocol in the delivery of services. Since the Governor has declared through Executive Order, that New Jersey become the 14th Employment First state, the DVRS is reexamining all of the current MOUs in order to ensure policy aligns with the intent of Employment First.

Employment First: What Will Be Different?

2013  **2016**

(2013)

- Many individuals with significant developmental disabilities (DD) don't come through the doors of the Division of Vocational Rehabilitation Services (DVRS.)
- There are low expectations of employment for Individuals with significant developmental disabilities (DD)
- Transition students with DD and adults in sheltered workshops do not have a clear path to DVRS, state partners & employment
- DD individuals have limited opportunities in the workforce to make commensurate wages
- Individuals with DD have a high rate of unemployment as well as being underemployed
- DVRS currently provides services to approximately 2,500 individuals with developmental disabilities

(2016)

- More individuals with significant developmental disabilities (DD) will have greater access to become DVRS consumers
- DVRS staff, vendors, and state partners will have the expectation that employment is the first and preferred option for adult activity for those with DD
- DD consumers including transition students and persons in workshops will have increased opportunities for a smooth transition into employment via a defined process established by DVRS and state partners
- DD consumers will be provided with programs and services that offer job targeted skill development, education and training
- DD individuals will have increased opportunities to become DVRS consumers, obtain job skills, and obtain competitive employment that matches their interests, skills & capabilities
- Through a leverage of services with DDD, DVRS will serve an increased amount of DD individuals

Figure 40

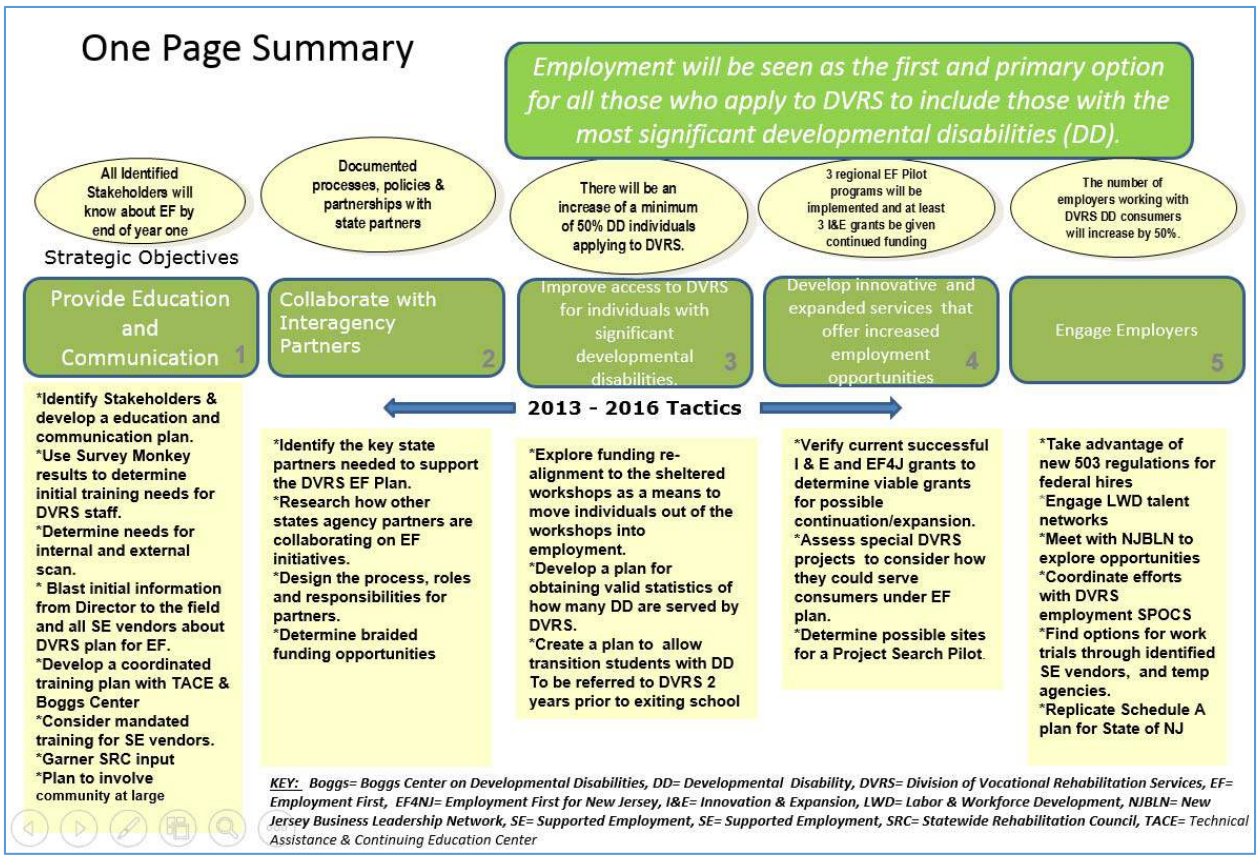


Figure 41

MOUs that have been revised include the following:

- The Division of Developmental Disabilities (DDD) – DVRS and CBVI entered into a formal MOU with DDD in FFY 2015. The MOU outlines the process for DDD consumers who are interested in competitive integrated employment to access VR services.

MOUs that will be revised/developed include the following:

- Office of Special Education Programs (OSEP) – DVRS and CBVI will develop an MOU with OSEP to coordinate efforts for students with disabilities to ensure that all students in transition have the opportunity to receive pre-employment transition services.
- Department of Children and Families (DCF) – DVRS and CBVI will reach out to DCF to develop an MOU relating to students with disabilities that are under their system of care. This includes students with intellectual and developmental disabilities under the age of 21 as well as students with disabilities with significant and pervasive psychiatric and behavioral health needs who are being served by DCF.
- Medical Assistance and Health Services (DMAHS), DHS – DVRS and CBVI will establish an MOU with DMAHS, the lead agency administering Medicaid Waivers.

The Commission for the Blind and Visually Impaired (CBVI)

The Commission for the Blind and Visually Impaired (CBVI or Commission) is the primary agency responsible for delivering high-quality services to consumers who are blind, vision-impaired, and deaf-blind. Consistent with the requirements of WIOA, CBVI is committed through its array of programming to helping its consumers to secure integrated, competitive employment. In pursuit of this general objective, CBVI administers both a comprehensive, residential training program and itinerant programs that focus on blindness-specific pre-employment training, including development of communications skills, orientation and mobility, nonvisual independent living techniques, and adjustment to blindness training.

CBVI subscribes to the Employment First principles adopted by Governor Christie, and believes that these principles should be accomplished in the context of long-term career development. CBVI is committed to working with all WIOA partners, including One-Stop Career Centers, to provide technical assistance that will help guarantee that general employment focused services are provided in accessible forms to consumers who are blind, vision-impaired, and deaf-blind.

CBVI has developed a Strategic Plan that will govern the agency's forward momentum during the next three to five years. This Strategic Plan focuses on six distinct areas for improvement or change. The five relevant focus areas of the Strategic Plan as they relate to the Combined State Plan include:

1. Development of an agency-wide service delivery redesign;
2. Adoption of significant blindness education program reforms that will lead ultimately to helping consumers achieve integrated, competitive employment;
3. Promotion of new and innovative VR and Employment programs that will strengthen core VR functions;
4. Cultivation of improved internal and external communications among agency staff and among the broader blindness, vision-impaired, and deaf-blind communities; and,
5. Facilitation of improved external partnerships and resources to assist the agency in achieving its goals and objectives.

The size of the population served by the New Jersey Commission for the Blind and Visually Impaired as well as the complexity of services required by consumers who are blind, deaf-blind, or vision impaired necessitates that the agency develops cooperative relationships with organizations and service providers that facilitate and enhance the ability to deliver targeted, high quality services. The Commission does not carry out programs by the Under Secretary for Rural Development of the United States Department of Agriculture. In addition, the Commission does not utilize any State Use programs. The Commission has cooperative agreements and/or strong working relationships with the following agencies and organizations which are not required partners of the Statewide Workforce Investment System:

- Cooperative agreements/partnerships with other divisions within the Designated State Agency (DSA):
    - Division of Aging Services: services to support senior citizens in the community.

- Division of Deaf and Hard-of-Hearing: equipment distribution program for individuals who are deaf and hard-of-hearing; sign language interpreter referral program; field services to connect with community services.
- Division of Developmental Disabilities: Supported Employment services coordination including Extended Services and a full range of support services to assist individuals with developmental disabilities integrate into their communities, including assistance with supported, community-based housing.
- Division of Disability Services: Personal assistance/care services to individuals who are disabled, and information and referral services on a wide range of services. In FFY 2012, the Commission partnered with this agency to provide fiscal intermediary services through a contract with a community provider for consumers of the Support Service Provider-New Jersey program.
- Division of Mental Health and Addiction Services - Full range of mental health and addiction recovery services offered in the community and training on these services to staff at the agency.

- Cooperative agreements/partnerships with other departments within the State of New Jersey:
  - Department of Education, Office of Special Education: Technical assistance with implementation of education and transition services under IDEA, and contact system to provide itinerant education services to children who are blind, vision impaired, and deaf-blind via the Local Educational Agencies in New Jersey. CBVI provides comprehensive educational services to children that are blind, vision impaired, and deaf-blind.
  - Department of Children and Families: protection services for vulnerable children and families.
  - Department of Health: coordination of early intervention services and the Diabetic Eye Disease Detection Program.
  - New Jersey Transit-Accessible Transportation Services: training on accessible transportation resources.
  - Division of Vocational Rehabilitation Services: General agency serving individual with disabilities except those who are blind, visually impaired or deaf-blind)
  - Talking Book and Braille Center: Computer/Closed Circuit Television loaner program

- Additional cooperative agreement:
  - The College of New Jersey: partnerships to offer the Work Skills Prep program, a two week residential summer assessment and training program for youth 16 – 21 with multiple disabilities; the Bonner College Prep program which is a four week residential summer program in cooperation with the Bonner Institute for Civic and Community Engagement to prepare high school students with vision loss for college; the Support Service Providers programs, developed a network of trained service providers to provide communication and travel supports to adults who are deaf-blind, and the NJ Deaf-Blind Equipment Distribution Program to distribute

telecommunication and internet access equipment to individuals who are deaf-blind and meet FCC eligibility requirements.

CBVI will focus significantly on developing Pre-Employment Transition Services for transition-aged youth. Because CBVI provides, in addition to standard VR services, a program of Blindness Education for blind, vision-impaired, and deaf-blind residents of New Jersey, the Commission is well equipped to deliver high-quality transition programs. The existing transition programs that will be further developed and refined during the next Combined State Plan cycle include the following:

- Student Hands-on Alternatives Re-Enforcement Project (SHARP), a four-week summer program for blind, vision-impaired, and deaf-blind learners in grades 1-8, focusing on delivering of blindness-specific skills of independence that cannot or do not get provided during the conventional academic year;
- Employment, Development, Guidance, and Engagement (EDGE), a year-round program targeted to high school-aged blind, vision-impaired, and deaf-blind consumers that focuses on development of blindness-specific skills of independence, mentorship from blind and vision-impaired role models, and an employment or internship opportunity in a competitive, integrated setting;
- Life 101, a two-week summer program for Freshman and Sophomores in high school to focus on acquisition of core blindness-specific skills of independence, provided in a residential environment at the Commission's Joseph Kohn Training Center;
- The Bonner Scholar college Prep Program, dedicated to providing students likely to seek post-secondary education with the necessary skills to function successfully as blind or vision-impaired students;
- Work Skills Prep, a two-week summer program for blind, vision-impaired, and deaf-blind students, possessing additional complex disabilities, that delivers employment-focused soft skills and employment opportunities.

CBVI will continue to provide professional staff with developmental instruction that will enhance the delivery of VR services. Specifically, CBVI has and will continue to provide its staff with instruction in Customized Employment practices, the use of labor market information in career planning, leadership development programs, and other VR-specific opportunities and courses, as they are made available.

CBVI is the designated State Licensing Agency to administer the Federal Randolph-Sheppard program, an entrepreneurial program for qualified, legally blind candidates, who are interested in operating and managing businesses on Federal, State, and municipal properties.

CBVI is developing a Business Relations Unit to strengthen the relationships with employers as a secondary customer of the VR program. The members of the unit will work with employers throughout the state to assist in addressing their need for qualified candidates to fill critical vacancies in their workforce and provide education on disability-related topics.

CBVI administers a comprehensive Assistive Technology program to help blind, vision-impaired, and deaf-blind consumers secure employment and to simply live independently in a twenty-first century world. These services are provided to consumers of all ages, from educational students through a program specifically targeting the Older Blind population, defined in Federal law as fifty-five and older. These services may be provided on an individual basis or in classroom-type settings.

CBVI administers an Independent Living and Independent Living—Older Blind program for blind, vision-impaired, and deaf-blind consumers, age fifty-five and over, who are not interested in, or able to, engage in work, where instruction in blindness skills are delivered via its itinerant teaching staff, lessons in assistive technology are provided both individually and in a classroom environment in cooperating public libraries throughout the state of New Jersey, and a new, state-wide peer support group network dedicated to assisting this constituency with adjustment to blindness, styled the Assistive Support Program for Individual Renewal, and Education (ASPIRE) has recently been established.

Federal VR Grant Split

In order to provide the most appropriate, effective and cost/beneficial services to individuals with disabilities in New Jersey, the Executive Director of the Commission for the Blind and Visually Impaired, Department of Human Services, and the Director of the Division of Vocational Rehabilitation Services, Department of Labor, pledge the cooperation of their staffs to the development of working relationships which will ensure open channels of communication and thus will serve the best interests of the individual client, and individuals or groups of persons in need of vocational rehabilitation and/or Independent Living Services.

This cooperation between agencies led to a MOU that outlines the documented agreement, indicating an 80/20 split of the Federal VR grant between the Commission for the Blind and Visually Impaired (CBVI) and the Department of Vocational Rehabilitation Services. The breakdown of the ratio was determined with the idea in mind that delivering high-quality vocational rehabilitation services to blind, vision-impaired, and deaf-blind consumers is more expensive on average than delivering similar services to persons with other disabilities. Further rationale for the ratio is as follows:

- CBVI administers a year-round, residential program to provide blind, vision-impaired, and deaf-blind consumers with training in pre-employment blindness skills, e.g. Orientation and Mobility; Braille or other low-vision communication strategies; assistive technology instruction; skills of independent living (techniques for independently managing in the home, including cooking, dressing, cleaning, money management, etc.); and classes on Adjusting to Blindness or Vision Loss.
- Similarly, these same services are offered to some consumers in their homes, where they are unable or unwilling to invest an extended period, on average approximately twenty-four weeks, in CBVI's intensive residential program.
- Additionally, some consumers are sent out-of-state for blindness-specific, pre-employment training, where CBVI does not offer the particular instruction needed for a given consumer's employment objective.

- Due to the nature of the disability, a disproportionate number of blind, vision-impaired, and deaf-blind consumers require substantial amounts of post-secondary education in order to qualify for the types of jobs where blind, vision impaired, and deaf-blind consumers have traditionally been most successful and accepted within the labor market.
- The cost of assistive technology that enables blind, vision-impaired, and deaf-blind consumers to function effectively remains disproportionately high, as compared to unmodified technology used by non-disabled or non-blind consumers of vocational rehabilitation.

The Division of Developmental Disabilities (DDD)

The DDD serves individuals with intellectual and developmental disabilities, who meet the functional criteria of having a developmental disability, are eligible for and maintain Medicaid eligibility, and are at least 18 years of age at the time of application and 21 years of age to receive services. Conditions generally considered developmental disabilities include intellectual disability, cerebral palsy, epilepsy, spina bifida, and autism. Part of DDD's implementation of the Employment First Initiative includes an annual discussion with individuals served, family members, and Support Coordinators providing care management services to identify each individual's current employment status and identify how to assist the individual in reaching his/her employment outcomes. In addition, an employment-related outcome is required within the Individualized Service Plan (ISP) of every individual served through DDD. When an individual is not pursuing employment, a statement explaining why the individual is not pursuing employment at that time is included in the ISP. When an individual is in need of employment services to assist him/her in obtaining and/or maintaining employment, he/she must seek those services through DVRS initially. DDD provides other needed services while the eligibility determination is being made with DVRS or in addition to the employment services provided through DVRS. Once an eligibility determination is made with DVRS, DDD is able to provide employment services not available through DVRS, as well as the other services that are available through DDD. Because the DDD has transferred all of their children services to the New Jersey Department of Children and Families (DCF), the DVRS will be reaching out to the DCF to develop an MOU for the purpose of supporting students in transition who will need DVRS services in order to access employment.

The Office of the Secretary of Higher Education

In order to define the most appropriate resource to cover expenses such as interpreter services, personal care attendants and other accessibility areas while an individual with a disability participates in a school program, the division has agreements with all four-year state colleges and all county colleges in New Jersey. These MOUs have been in place for many years and will be updated in program year 2016.

The Division of Wage and Hour Compliance

In conjunction with community-based rehabilitation programs, the DVRS maintains an MOU with the CBVI, the DDD, and the Division of Wage and Hour, which outlines the criteria for an employment relationship under New Jersey Wage and Hour Law in such a way that vocational rehabilitation activities may take place in community settings without undue restriction.

Consequently, situational assessments and similar "on-the-job" work experience may take place without violating employment law.

Agrability

The southern part of New Jersey works with Agrability to ensure that farmers who have become disabled have the opportunity for rehabilitation services. There is currently no formal agreement with the US Department of Agriculture.

Coordination with Statewide Independent Living Council (SILC) and Centers for Independent Living

In New Jersey, the DVRS has a positive relationship with the SILC and has supported its growth throughout the years. The DVRS uses Title I innovation and expansion funds to support the operation of the SILC and includes them in all agency activities. A SILC member has a seat on the SRC and the DVRS supports the SILC through its active participation at their meetings and in the preparation of the state plan for independent living (SPIL) and the RSA Section 704 Report.

The state currently has eight federally-funded centers for independent living (CILs). The DVRS expanded the network through the RSA Part B grant and a line item in the state budget to add five CILs to the group. The DVRS has dedicated a program specialist to offer the CILs consultation and technical assistance. The DVRS feels that these centers offer a dynamic that is necessary for individuals with disabilities before, during, and after their employment experience.

The reauthorization of WIOA transferred the Independent Living program to the Administration for Community Living (ACL) from the U.S. Department of Education. The Statewide Independent Living Councils (SILC), along with the IL directors in each state were given the authority to choose the designated state entity (DSE) to administer the state program. The New Jersey SILC required interested agencies to apply. DVRS was chosen to remain the DSE and will continue to administer the IL programs in New Jersey.

The DVRS continues to value the partnership that exists between the DVRS and is working with them to establish a viable pre-employment transition services strategy that will help DVRS provide this service to all students with disabilities.

(d) Coordination with Education Officials. Describe:

(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

(2) Information on the formal interagency agreement with the State educational agency with respect to:

(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

(B) transition planning by personnel of the designated State agency and educational agency for students with disabilities that facilitates the development and implementation of their individualized education programs under Section 614(d) of the Individuals with Disabilities Education Act;

(C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

(D) procedures for outreach to students with disabilities as early as possible during the transition planning process and identification of students with disabilities who need transition services.

The New Jersey Department of Labor and Workforce Development Division of Vocational Rehabilitation Services (DVRS) understands the critical relationship that exists among education and employment that in turn affects independence and quality of life. Transition from school to adult life for youth with disabilities is a top priority for the DVRS. The Division has had a long-standing formal interagency agreement for transition from school to adult life for youth with disabilities. This agreement is with the DVRS, the Office of Special Education Programs and the Office of Career and Technical Education in the New Jersey Department of Education, and the CBVI in the New Jersey Department of Human Services. Since the Governor has declared through Executive Order, that New Jersey become the 14th Employment First state, it is critical that the DVRS reexamine this agreement to ensure policy aligns with the intent of Employment First. The DVRS will identify policy alignment with the SEA to ensure that employment is the first and presumed outcome for students with disabilities.

The DVRS does not have formal agreements with local school districts. The 605 school districts in the state of New Jersey are autonomous. Accordingly, districts provide special education to students with disabilities in unique ways. Some rely on the DVRS counselors to provide consultation when students turn 14; others ensure that students are connected with the DVRS within two years of a student graduating from public education entitlement. However, there remain a number of districts that identify credit requirements for graduation rather than transition services; these districts make no effort to comply with the IDEA requirements to link students prior to graduation. Consequently, it is virtually impossible to pursue LEA agreements with every district. There are 21 counties in New Jersey; the New Jersey Department of Education employs a county superintendent to supervise the LEAs in each county. Upon reauthorization the DVRS will pursue county-based MOUs with each county superintendent for the purposes of clarifying the DVRS role in the transition process for students with disabilities.

The reauthorization of WIOA established new services requirements for the public VR program. Pre-employment transition services (PETS) must be offered to all students with disabilities. This includes students in school who are under the entitlement to special education under the

Individuals with Disabilities Education Act (IDEA), or who receive accommodations under Section 504 of the Rehabilitation Act. In New Jersey, transition begins in the school year in which a student turns 14 and ends with graduation. DVRS has identified a program development specialist who will take the lead for PETS planning. Goals will be developed to ensure appropriate services are offered. In order to meet this new requirement DVRS will propose establishing a PETS unit. This unit will coordinate required activities and ensure consistent delivery of PETS services throughout the state.

The DVRS does not have formal agreements with local school districts. The 605 school districts in the state of New Jersey are autonomous. Accordingly, districts provide special education to students with disabilities in unique ways. The new PETS requirement requires DVRS to provide five specific activities to all students with disabilities; at the same time the law is not meant to supplant entitled transition services through IDEA. Procedures will be developed to make sure there is a coordinated strategy with defined roles and responsibilities between LEAs and DVRS. DVRS and CBVI will pursue an MOU with the SEA to identify these roles and responsibilities.

The DVRS counselors are assigned to work directly with individual schools. In addition, all offices have a "lead transition counselor" who serves as the liaison to the DVRS central office on transitioning issues and provides guidance and consultation to the DVRS counselors in their respective offices.

DVRS participates in annual student conferences sponsored by the Office of Special Education Programs. The DVRS transition coordinator and other designated DVRS personnel also participate in inter-agency county-based transition committees and forums as a means to increase awareness of the DVRS services and provide information about the agency.
DVRS will update the "Director's Letter" to describe PETS services. Information about the DVRS guidelines, policies and services in relation to transition and PETS services will be updated in the following:

- Guidelines for School Personnel
- Guidelines for students in transition
- What is Pre-employment Transition Services?
- DVRS Myths & Facts

In addition to DVRS, coordination with education officials also exists with CBVI. CBVI, since its inception, has assisted school districts in providing education programs that address the unique needs of children with vision impairments, blindness, and deaf-blindness. In 1993 this partnership was formalized with local school districts through provider service agreements. The agreements identify the specific level of services that the Commission will provide for each child in the school district. These services are tiered according to individual student needs and are provided by Commission staff within the Education Service Unit. When students reach the age of fourteen, the Commission's Teachers for the Blind and Visually Impaired refer all these students to one of the six transition counselors who work in the Vocational Rehabilitation Unit, i.e., four transition counselors assigned to the agency's service centers and two Deaf-Blind Specialists. In addition, Commission staff participate in transition fairs developed by Local Educational Agencies (LEA) and

Life After 21 seminars hosted by the Division of Developmental Disabilities as an outreach effort to reach families who may be unfamiliar with CBVI services.

The transition counselors provide information and referral services to the students and their parents/guardians to assist in the transition process from secondary education to adult outcomes. In addition, assessment activities occur to assist in the process to determining eligibility for vocational rehabilitation services. When the student is determined to be eligible for vocational rehabilitation services, the transition counselor will begin a process of comprehensive assessment to determine services needs that will inform the development of the Individualized Plan for Employment (IPE) around the specific needs of the student as well as specialized techniques and training in career awareness, college admission procedures, jobseeking activities, etc.

The Commission maintains, in conjunction with the DVRS, an Interagency Agreement for Transition from School to Adult Life with the appropriate SEA (Office of Special Education Programs - OSEP). This agreement complies with the provisions of 34 CFR 361.22(b). Under the agreement, the agency provides technical consultations to transition-aged youth and/or their parents/guardians and other members of the IEP team in the form of telephone consultations, face-to-face meetings, and/or attendance at IEP meetings. The IEP shall designate the individuals and agencies responsible for the provision of transition services to be implemented while the student is in school.

Throughout the transition process, contact with the Local Educational Agency (LEA) and the Teacher of the Blind and Visually Impaired at the agency remains constant. The need for specialized training, specific programs and assistive technology are addressed as part of the IEP and are also developed more fully in the Transition IPE. Technical consultation begun in the earlier grades with the Teacher of the Blind and Visually Impaired is continued through the transition process, and the transition counselor actively seeks participation in the development of IEPs. The transition counselors also begin evaluative activities at age fourteen that ultimately lead to development of the IPE and continue to play an organizational role with technical consultations and through their active participation in school-to-work activities, task force memberships, career fairs, etc. At various points during the transition process students are evaluated and presented with opportunities to participate in specific programs funded by the Commission, such as:

- Employment, Development, Guidance, and Engagement (EDGE), a year-round program targeted to high school-aged blind, vision-impaired, and deaf-blind consumers that focuses on development of blindness-specific skills of independence, mentorship from blind and vision-impaired role models, and an employment or internship opportunity in a competitive, integrated setting;
- Life 101, a two-week summer program for Freshman and Sophomores in high school to focus on acquisition of core blindness-specific skills of independence, provided in a residential environment at the Commission's Joseph Kohn Training Center;
- The Bonner Scholar college Prep Program, dedicated to providing students likely to seek post-secondary education with the necessary skills to function successfully as blind or vision-impaired students;

- Work Skills Prep, a two-week summer program for blind, vision-impaired, and deaf-blind students, possessing additional complex disabilities, that delivers employment-focused soft skills and employment opportunities.

(e) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Cooperative agreements (in the broadest sense of the term) with private nonprofit vocational rehabilitation service providers are established and maintained in a variety of ways including Notice of Grant Opportunities (NGOs) contracts, program approvals, MOUs, technical assistance workshops and ongoing monitoring.

When funding becomes available for new vocational rehabilitation projects and services, the availability of these funds are posted as an NGO on the Department website and also communicated to providers statewide. The NGO will describe the purpose of the funding, the providers that are eligible to apply for the funding, the necessary programmatic requirements, expected outcomes and time frame for the service provision. A technical assistance workshop is held thereafter to explain and clarify the intent of the NGO. Applications are then reviewed for adherence to the NGO specifications and the funds are awarded accordingly. The awards, in turn, are transitioned into contracts. Each provider is assigned a program planning and development specialist (PPDS) to monitor the expenditures and programmatic results of the contract.

Providers may also have their contract (or cooperative agreement) renewed on an annual basis, depending upon the type of service, when the service was established, or when the service last underwent the NGO process. As the contract's end date comes to a close, the previous year's results are reviewed and the contractual relationship is re-established. The contract specifications are reiterated and any changes or modifications to the contract are incorporated therein.

The DVRS also receives requests from new providers to vend an existing service and enter into a cooperative agreement by which the DVRS purchases services from them. Existing providers may also request to expand their services or the counties that they serve, and thereby modify their cooperative agreement.

Most frequently, the DVRS is approached by a new provider to vend supported employment services. It is important to note that most of the services that a private, nonprofit organization would provide to the DVRS are subject to New Jersey Administrative Code 12:51, "Rules and Regulations Governing Community-Based Rehabilitation Organizations." The purpose of this code is to "define the criteria for operation of a program which is eligible to vend specific service to the Division of Vocational Rehabilitation Services and to ensure the provision of quality services to persons with disabilities." This code was last updated in 2007 and is consistent with good practice and applicable federal regulation. Consequently, the DVRS has a process in place to vet new vendors and enter into cooperative agreements or not based on providers' adherence to the N.J.A.C. 12:51. Providers are required to have standard business documentation and structure,

and the credentials, experience, training and organizational capacity necessary to provide the service they wish to vend. They are also required to maintain national accreditation in order to vendor services with the DVRS. Once providers are approved to enter the cooperative relationship with the DVRS as a vendor of services, they receive further information and training from the DVRS' community rehabilitation programs unit, and receive ongoing monitoring and technical assistance from their assigned PPDS. Approved providers that request to vend new services or expand their services to additional counties undergo a similar vetting process, depending on the request, and must demonstrate that they have been providing quality services in the counties in which they are already operating. New Jersey Administrative Code 12:51, "Rules and Regulations Governing Community-Based Rehabilitation Organizations" must be updated to incorporate WIOA. Committees will be formed in 2016 to begin this effort.

There is an agreement with ACCSES New Jersey to have a representative appointed to chair the oversight and review of the state set-aside program to ensure that individuals with disabilities have the right opportunity for industrial competition. The centralized nonprofit agency (CNA) services in New Jersey works directly with the NJ Office of Management and Budget to develop no-bid contracts.

MOUs are another vehicle by which the DVRS enters into cooperative agreements with private non-profit service providers. Most often, these types of MOUs would be with affiliated agencies that provide support services to the DVRS' clients or interface with the DVRS, but are not vendor/providers. For example, a substance abuse treatment center and the DVRS may wish to provide the relationship with additional structure, and delineate the referral process and the various roles and responsibilities when working together. Oftentimes, private nonprofits will request MOUs with the DVRS to fulfill their own accreditation requirements. This type of MOU is distinct from the type of MOU that the DVRS may have with a large public agency.

As for cooperative agreements between private nonprofit organizations and CBVI, the New Jersey CBVI is structured in a manner that facilitates the provision of a full range of services to all age groups, from early childhood to senior populations. The Commission's organizational structure contains distinct units that provide the aforementioned services. Consequently, the Commission has not found it to be necessary to outsource many of its vocational rehabilitation services to private, non-profit providers, as most services are provided within the organizational structure of the Commission. The Commission has several contractual and/or cooperative agreements with vocational rehabilitation service providers and with providers of services that contribute, in some form, to the vocational rehabilitation process. In addition to the providers listed below, the Commission maintains close relationships with many of the Centers for Independent Living.

The agency maintains performance based contracts with the following private, non-profit providers. These contracts are reviewed annually and performance standards are tracked by administrative staff at the agency:

- Community Health Law Project (Advocacy/Legal)
- Pathways to Independence, Crafters Guild (Recreation/Micro-Enterprises)
- Advancing Opportunities (Assistive Technology Evaluation and Training)

- Family Resource Network (Transition program for students with disabilities)
- Center for Vocational Rehabilitation (Community-based work experiences as part of training at the Joseph Kohn Training Center)
- Cumberland County Office on Aging and Disabled (Social/Recreation, Peer Support)
- Family Services of Morris County (Volunteer matching)
- Puerto Rican Association for Human Development (Eye Health Service and Treatment)

The agency also works collaboratively with the following organizations:

- National Federation of the Blind and state affiliates
- American Council of the Blind and state affiliates
- American Association of the Deaf-Blind
- Statewide Parent Advocacy Network (Parent Information and Training Center in New Jersey)
- Vision Loss Alliance of New Jersey
- Council of State Administrators of Vocational Rehabilitation (CSAVR)
- National Employment Team (NET) - a sub-division within CSAVR
- National Council of State Agencies for the Blind (NCSAB)
- Deaf-Blind League of New Jersey

(f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services. Describe the efforts of the designated State agency to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Supported employment services, including extended services, are ubiquitous in New Jersey. The DVRS has cooperative agreements in the form of vendor/provider relationships with over 95 individual supported employment service providers. These providers are entirely community-based, or associated with community rehabilitation facilities such as workshops or cognitive rehabilitation programs. All programs receive funding based upon the fee-for-service, billable job coaching hour model.

DVRS is frequently approached by new providers to vend supported employment services and there is a vetting process in place to ensure that these potential new providers are qualified to provide this service. In New Jersey, approval to vend supported employment services requires strict compliance with N.J.A.C. 12:51, and CARF or equivalent accreditation within three years of initial approval. In addition, there must be an identified need for supported employment services in the county or counties in which the new vendor intends to operate. The manager of the local county field office takes part in the vetting process. At the present time, approximately three new providers are interested in vending supported employment services to the DVRS and are in the vetting process.

New Jersey is fortunate to have state-appropriated funding for post-employment services which is referred to as the long-term follow-along (LTFA) program. The LTFA funding of approximately $5.4 million went out under an NGO for the third time in FY 2015, and 71 supported employment programs were given contracts to provide extended services.

Since individual LTFA program budgets are limited, a "restabilization fund" was also approved to handle the service needs of clients in need of additional post-employment supports that exceed individual program budgets. Of course, clients may also apply for Title I post-employment services should their support needs exceed the intent of the restabilization fund.

When the individual in need of LTFA services is eligible for the Division of Developmental Disabilities (DDD), funding is provided through DDD as per the MOU between DVRS, CBVI, and DDD.

The DVRS encourages continuing education and training in regard to the provision of supported employment services. The DVRS works closely with the following supported employment training providers to train the DVRS and supported employment program staff 1) the Boggs Center for Developmental Disabilities and related training, and the 2) the integrated employment institute at the University of Medicine and Dentistry of New Jersey (UMDNJ) for supported employment training for staff that work with people diagnosed with psychiatric disabilities.

As for arrangements and cooperative agreements for the provision of supported employment services for CBVI, the New Jersey CBVI is committed to the needs of individuals who may require supported employment services. The Commission contracts for all core supported employment services through a fee-for-service arrangement and maintains a list of approved supported employment providers throughout the state. The Commission currently utilizes the same fee structure and approval process as that which is in place for the DVRS.

A MOU was developed in coordination with the DDD and the DVRS which outlines the protocols and procedures for the collaborative provision of supported employment services to Commission consumers. The MOU defines and delineates the procedures to be followed by the respective agencies in order to ensure maximum effectiveness and delivery of services. The MOU also outlines the roles and responsibilities of each agency as they apply to providing efficient and effective supported employment services.

Extended services are available to individuals who have been determined eligible for services by the DDD. The Commission also provides time-limited job coaching services to consumers needing those services using Title I funds.

(g) Coordination with Employers. Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

(1) VR services; and

The reauthorization of WIOA identified that businesses and employers that hire individuals with disabilities are a dual customer of the public VR program. In order to meet the needs of the business community in New Jersey, DVRS has gotten permission to develop a Business outreach unit (BOU). The BOU will consist of a field chief and six program development specialists who will be assigned regionally. Their major responsibilities will be as follows:

- Assist with onboarding activities for businesses interested in hiring qualified candidates with disabilities;
- Take the lead with DVRS-led targeted hiring events through its Schedule A initiative;
- Provide technical assistance/training on disability employment laws to businesses as requested;
- Assist DVRS counselors to pre-screen qualified candidates with disabilities as needed;
- Assist federal contractors in meeting their 503 requirements;
- Support New Jersey's industry sector strategies;
- Develop relationships with New Jersey talent networks;
- Utilize labor market information to increase DVRS counselors' knowledge of local business needs; and
- Coordinate activities with business services representatives in the one-stops;

These BOU will work with employers and the local DVRS offices to identify competitive integrated employment and career exploration opportunities that will facilitate the provision of VR services.

CBVI is also developing a Business Relations Unit to strengthen the relationships with employers as a secondary customer of the VR program and to coordinate efforts with the larger employment engagement developed for the Workforce Development system in New Jersey. The members of the unit will work with employers throughout the state to assist in addressing their need for qualified candidates to fill critical vacancies in their workforce and provide education on disability-related topics.

(2) transition services, including pre-employment transition services, for students and youth with disabilities.

The provision of transition is an entitled service under IDEA for students with disabilities. Pre-employment transition services is a new provision under WIOA and must be made available to all students with disabilities regardless of VR status. The DVRS will develop a PETS unit to ensure that services are made available to students with disabilities in New Jersey. Additionally, New Jersey is actively engaged in establishing Project SEARCH in four counties. The BOU will be working in these counties with the businesses to establish opportunities for career exploration for students participating in Project SEARCH.

New Jersey is also an Employment First state, and DVRS has identified goals to increase the number of individuals with significant ID/DD to avail themselves to DVRS services that result in an integrated competitive employment outcome.

CBVI has dedicated staff to provide pre-employment transition services to students and youth with disabilities. In addition, CBVI provides comprehensive programs to promote skill acquisition for students with the goal of facilitating movement to positive adult outcomes including obtaining and maintaining employment in competitive, integrated settings. At various points during the transition process students and youth with disabilities are evaluated and presented with opportunities to participate in specific programs funded by the Commission, such as:

- Employment, Development, Guidance, and Engagement (EDGE), a year-round program targeted to high school-aged blind, vision-impaired, and deaf-blind consumers that focuses on development of blindness-specific skills of independence, mentorship from blind and vision-impaired role models, and an employment or internship opportunity in a competitive, integrated setting;
- Life 101, a two-week summer program for Freshman and Sophomores in high school to focus on acquisition of core blindness-specific skills of independence, provided in a residential environment at the Commission's Joseph Kohn Training Center;
- The Bonner Scholar college Prep Program, dedicated to providing students likely to seek post-secondary education with the necessary skills to function successfully as blind or vision-impaired students;
- Work Skills Prep, a two-week summer program for blind, vision-impaired, and deaf-blind students, possessing additional complex disabilities, that delivers employment-focused soft skills and employment opportunities.

CBVI will work to develop all pre-employment transitions services across the five principle areas outlined and authorized under WIOA.

(h) Interagency Cooperation. Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

(1) the State Medicaid plan under title XIX of the Social Security Act;

(2) the State agency responsible for providing services for individuals with developmental disabilities; and

(3) the State agency responsible for providing mental health services.

DVRS and CBVI will establish an MOU with the Division of Medical Assistance and Health Services (DMAHS) within the New Jersey Department of Human Services, the lead agency administering Medicaid Waivers. DMAHS serves more than 1,000,000 people with a staff of over 500 people who work both in Trenton and in Medical Assistance Customer Centers (MACCs) throughout the state.

A revised 5 year MOU was executed on July 1, 2015 by DVRS, CBVI, and the Division of Developmental Disabilities within the New Jersey Department of Human Services with the objective to define the roles and responsibilities of State agencies primarily involved in assisting individuals with disabilities in finding and maintaining competitive integrated employment and

will assist the State agencies to operate in an efficient and successful manner to improve employment outcomes for individuals with developmental disabilities by operating consistently across agencies ensuring quality service provision. The agreement is in alignment with the New Jersey's Employment First initiative proclaimed by Governor Christie on April 19, 2012.

For the past three years the DVRS has had SE provided to DVRS consumers with significant psychiatric disabilities by 22 vendors through a contractual agreement with the Division of Mental Health and Addiction Services (DMHAS). This agreement formally ended October 1, 2014; vendors that were providing services through DMHAS were been notified and encouraged to apply to the DVRS to become SE vendors through the fee-for-service model.

(i) Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

(1) Data System on Personnel and Personnel Development

(A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

(i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

(ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

(iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

The DVRS maintains a Comprehensive System of Personnel Development (CSPD) that establishes and supports a highly qualified staff dedicated to offering vocational rehabilitation services to eligible individuals with disabilities.

In keeping with the mission of the agency the CSPD focuses on the following areas:

- Pre-service training;
- Recruitment of qualified personnel;
- Staff development and training needs of current employees;
- Continuing education and lifelong learning; and
- Retention of qualified DVRS personnel

Guidelines have been provided by the Workforce Investment Act, Title IV; the Rehabilitation Act of 1973, as amended; and the New Jersey Civil Service Commission (CSC) hiring policies and terms of employment. Further guidance is expected when the regulations to WIOA are promulgated.

The DVRS works in collaboration with the DSA's training unit to maintain files on the in-service training records and changes in the credentials of all agency employees. The agency's staff development and training coordinator also maintains records of training and offers the CRC credit approval for all of the training programs created and/or sponsored by the agency.

Qualified Personnel Needs:
The Department of Labor and Workforce Development (LWD) routinely publishes an employee roster, which is reviewed against budget information to determine the most up-to-date number of employees actively serving the agency. A recent analysis of the agency's HR needs and available budget has revealed that it can function with a total of 298 staff members which will ensure that there are 140 counselors and adequate supervisory, management and administrative support.

The agency currently serves approximately 33,000 individuals with an average caseload level of slightly more than 235. Caseloads that become "vacant" due to a staff member leaving are being maintained by a supervising rehabilitation counselor who is providing services to ensure case success. Presently, DVRS has 20 supervising rehabilitation counselors that maintain a "vacant" caseload of 150 on average. Some offices have multiple vacant caseloads, which the supervising rehabilitation counselor covers. The anticipated level set at 140 counselor positions would result in reduced caseload size.

Each DVRS counselor is evaluated annually and the achievement of the graduate credential is monitored. All DVRS counselors meet or are in an approved plan to meet the CSPD standards. Most DVRS counselors have a Master's Degree in Rehabilitation Counseling or a closely related field. All staff members are made aware of trainings, online degree programs and continuing education courses that will enable them to reach the CSPD standard. Counselors who do not have a Master's Degree are not eligible for promotion.

The agency has been experiencing a 4 percent increase in the number of people that come for services on an annual basis. The number of position allocations is not expected to rise at the same pace of people applying for services.

- Senior executive staff – 85 percent over 55
- Management/Supervision – 45 percent over 55
- Counseling staff – 27 percent over 55

Factoring the anticipated succession of the lower levels into higher positions leaves the DVRS with the task of replacing well over half the counseling staff within the next five years.

Job Title	Total positions	Current vacancies	Projected vacancies over the next 5 years

Director	1	0	1
Assistant Director	2	0	2
Chief	5	1	3
Manager	14	1	5
Administrative Analyst 1	1	0	0
Program Planning & Development Specialist 1	13	6	5
Supervising Rehabilitation Counselor	20	0	8
Administrative analyst 2	2	0	0
Counselors	140	0	0

Figure 42

As for CBVI, a member of the administrative staff overseeing the Vocational Rehabilitation Program at CBVI is responsible for collecting and analyzing on an annual basis data on the qualified personnel needs for the agency. The information is gathered in collaboration with the Human Resources, Fiscal, and Training units at the agency.

The following staff members are those that are 1.0 FTE, in the capacity of administration or provision of vocational rehabilitation services. The agency divides the state into two service regions, Northern and Southern and maintains four Service Centers which include locations in Newark, Freehold, Cherry Hill, and Hammonton serving all twenty-one counties in the state. The agency uses an itinerant model of service provision to meet the needs of the consumers it serves. A separate Deaf-Blind Services Unit also provides services from staff located in the Service Centers to consumers with dual sensory impairments. The Joseph Kohn Training Center (JKTC) is a residential training center also serving consumers statewide who wish to participate in an intensive course of training during a twenty week period. Referrals to JKTC are made by counselors from the Service Centers and/or the Deaf-Blind Services unit. The agency serves approximately 3,000 consumers seeking employment who are blind, vision impaired, or deaf-blind on an annual basis. The agency provides services throughout the lifespan, from birth to senior services, allowing for a seamless transition between service units. The agency serves approximately 9,000 New Jerseyans who are blind, vision impaired, or deaf-blind on an annual basis. In addition, the agency provides eye screening services to targeted populations that are traditionally underserved and provides that service to approximately 40,000 New Jerseyans annually.

Administrative Staff (Agency-wide)		
Job Title	**Individuals Served**	**Number Of Positions**
Chief of Program Administration	3,000	1

Supervising Community Program Specialists (Director of Joseph Kohn Training Center) (Manager of Business Enterprises New Jersey)	100 60	2
Assistant Supervisor of Educational Services (JKTC)	100	1
Principle Community Program Specialist (JKTC)	100	1
TOTAL: 5	---	---

Figure 43

Supervising Vocational Rehabilitation Counselor		
Job Title	**Individuals Served**	**Number Of Positions**
Northern Service Region	1,600	2
Southern Service Region	1,400	2
TOTAL: 4	---	---

Figure 44

Vocational Rehabilitation Counselors I & II		
Job Title	**Individuals Served**	**Number Of Positions**
Executive Unit	3,000	1
Northern Service Region	1,600	13
Southern Service Region	1,400	12
JKTC	100	1
Deaf-Blind Services	150	2
TOTAL: 29	---	---

Figure 45

NJ-CBVI provides vocational rehabilitation services to approximately 3,000 individuals annually, via four service centers, Deaf-Blind Services, and the Joseph Kohn Training Center. Approximately 90% of the individuals that NJ-CBVI serves are individuals with a significant disability.

NJ-CBVI will be developing a Business Relations Unit and also a Welcome and Evaluation Team which will require four additional Vocational Rehabilitation counselors to be hired. CBVI does not expect to need any additional personnel for each of the categories below beyond filling the projected vacancies listed.

Job Title	Total positions	Current vacancies	Projected vacancies over the next 5 years
Supervising Vocational Rehabilitation Counselors	4	1	2
Vocational Rehabilitation Counselors	29	2	5

Figure 46

(B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

(i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

(ii) the number of students enrolled at each of those institutions, broken down by type of program; and

(iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

DVRS and CBVI negotiated with administrators at the University of Medicine and Dentistry of New Jersey (UMDNJ) School of Health Related Professions to develop a means to assist in meeting the CSPD standards for the state. The results of the collaborative efforts were the development of a state standard in keeping with the national competency movement and federal mandates, and a masters-level program in Vocational Rehabilitation Counseling within the School for Health-Related Professions (SHRP). On July 1, 2013, as part of a restructuring program of state university in New Jersey, UMDNJ was merged into the Rutgers University higher education system. The program commenced in June of 1999 at two sites, which accommodates staff in Northern and Southern parts of the state (Scotch Plains, N.J. and Stratford, N.J.) This is the sole graduate program devoted to training rehabilitation counselors and in addition to being CORE approved it is also CACREP accredited. All of the Rutgers graduates are eligible for national certification upon graduation.

Guidelines have been provided by the Rehabilitation Act of 1973, as amended, and the New Jersey Civil Service Commission on hiring policies and terms of employment. Projections were made based on the current number of employees in regard to their age, length of service, education and availability of training resources.

A staff person from the administrative teams of both DVRS and CBVI are members of the advisory board for the Rehabilitation Counseling program. That staff person stays in contact with key university staff throughout the year to continue the collaborative working relationship. That staff person also monitors staff professional development in conjunction with the agency's training unit.

Rutgers University – FFY 2014-2015

Institutions	Students enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
Rutgers (Masters of Rehab Counseling)	95	6	23	14
Rutgers (Undergraduate degrees)	78	0	17	27
Rutgers (Post-Masters Cert - Rehab Counseling)	0	0	0	0

Figure 47

(2) Plan for Recruitment, Preparation and Retention of Qualified Personnel. Describe, updating on an annual basis, the development and implementation of a plan to address the current and projected needs for qualified personnel including, based on the data collection and analysis system described in paragraph (a) of this subsection and that provides for the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

DVRS continues to recruit highly qualified candidates with master's degrees in vocational rehabilitation counseling or closely related field for the counselor I position. DVRS is currently allowed to have 140 counselors statewide, and keeps an ongoing list of qualified candidates. DVRS only hires candidates with master's degrees for this position. The division supports its staff through a number of continuing education opportunities, and provides in-house training on a regular basis. The New Jersey Rehabilitation Association, the Garden State Employment and Training Association, and the Association for Persons Supporting Employment First each sponsor continuing education credits with their respective yearly conferences, and DVRS supports a significant number of counselors for these conferences yearly. DVRS predicts a need to hire staff specifically for the coordination of pre-employment transition services and plans to submit this request in 2016.

CBVI continues its coordination with post-secondary programs that offer graduate degrees in Rehabilitation Counseling as a source of qualified personnel. The program of study offered at Rutgers University is the only CORE accredited program in Rehabilitation Counseling in New Jersey and its staff actively recruits students from Pennsylvania, New Jersey and New York. Rutgers recruitment efforts benefit the agency by increasing the pool of qualified candidates who meet the CSPD standard. The agency will continue its cooperative efforts with Rutgers University, to use as a viable source for addressing future staffing needs. An agency administrative staff person is an active member of the Advisory Council. The agency has expanded its recruitment efforts by forwarding all open-competitive job postings for Vocational Rehabilitation Counselor positions to the seven (7) CORE accredited universities in Pennsylvania and New York with the goal of increasing the pool of qualified candidates for future job vacancies.

(3) Personnel Standards. Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are appropriately and adequately trained and prepared, including:

(A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or, in the absence of these requirements, other comparable requirements (including state personnel requirements) that apply to the profession or discipline in which such personnel are providing VR services; and

Each DVRS counselor is evaluated annually and the achievement of the graduate credential is monitored. In New Jersey, DVRS counselors are still required to meet the highest CSPD standards. Currently all but two DVRS counselors without the Master's Degree are participating in an approved training plan. The two counselors no longer perform the non-delegable functions of a rehabilitation counselor. Counselors who do not meet the CSPD standards are not eligible for promotion. The agency anticipates that those who are not presently in a program will be of retirement age by 2018. All counselors are made aware of trainings, online degree programs and continuing education courses.

CBVI continues to be committed to a Comprehensive System of Personnel Development (CSPD) to ensure that highly qualified individuals provide services to agency consumers. The CSPD standard for the agency is based upon the degree requirements of the national certification, CRC (Certified Rehabilitation Counselor). The standard requires a Vocational Rehabilitation Counselor to have graduated from an accredited college or university with a Master's degree in Vocational Rehabilitation Counseling; or have a current and valid CRC regardless of degree; or possess the education and experience as outlined in categories A through R promulgated by the Commission on Rehabilitation Counselor Certification (CRCC).

Components of the Comprehensive System of Personnel Development - National Certification:
The Rehabilitation Act of 1973, as amended, mandates that states develop and implement strategies for the hiring or retraining of personnel to meet standards or qualifications based on the highest requirements in the state for the counseling profession. The Commission for the Blind

and Visually Impaired and the Division of Vocational Rehabilitation Services, the general VR agency in New Jersey, negotiated with administrators at the University of Medicine and Dentistry of New Jersey (UMDNJ) School of Health Related Professions to develop a means to assist in meeting the CSPD standards. The results of the collaborative efforts were the development of a state standard in keeping with the national competency movement and federal mandates, and a masters-level program in Vocational Rehabilitation Counseling. As part of the curriculum, all students complete 60 credits of course work and Practicum and Internship experience to practice and integrate counseling skills learned during course work. The program commenced in June of 1999 at two sites (Scotch Plains and Stratford), which accommodate staff in the Northern and Southern parts of the state. Courses are also offered as well in Philadelphia, Pennsylvania for staff at the Office of Vocational Rehabilitation Services. The program has been accredited by CORE (Council on Rehabilitation Education) and CACREP (Council for Accreditation of Counseling and Related Educational Programs) meeting national standards for quality education in rehabilitation and counseling education and all graduates from the program qualify for credentialing as a Certified Rehabilitation Counselor (the national certification). On July 1, 2013, UMDNJ merged into Rutgers University. The School for Health-Related Professions and the Rehabilitation Counseling program remains intact. All degrees/certifications are issued by Rutgers University. Rutgers is the only institution of higher learning in the state to offer graduate degrees in Rehabilitation Counseling.

In FFY 2015, the agency completed a five year initiative funded by an In-service Training grant from the US Department of Education. The initiative was designed to increase the number of staff who are eligible for national certification, i.e., CRC credentials. CBVI offered an incentive for Vocational Rehabilitation personnel to obtain their Master's degree in Rehabilitation Counseling or a CRC credential by funding all phases of the educational or credentialing process. Counselors were responsible for completing the application, and the agency paid all associated fees. During project period of FFY 2011-2015, twelve staff at the agency obtained their Master's degree from Rutgers University and fourteen staff applied for CRCC testing and eligibility determination. 89% of all staff within Vocational Rehabilitation services at CBVI meet or in plan to meet the CSPD standard.

Master's Program in Vocational Rehabilitation Counseling:
CBVI will continue to financially support staff participating in the Master's Program in Vocational Rehabilitation Counseling at Rutgers University as a primary CSPD activity, as the agency is firmly committed to the priority of ensuring qualified staff are serving consumers with disabilities.
There are presently thirty-seven (37) full time vocational rehabilitation counseling staff members at the agency in a three title series, (Supervising Vocational Rehabilitation Counselor, Vocational Rehabilitation Counselor II, and Vocational Rehabilitation Counselor I). Currently, twenty-five (25) staff members meet the CSPD Standard, a sixty-eight percent (69%) rate of compliance. Eight (8) additional staff members are currently in plan to achieve compliance. Staff that meets the CSPD or is actively participating in a plan of professional development is 89% of total staff in the title series mentioned above. There are currently four (4) staff members that are currently not under plan to achieve compliance with CSPD standards. Those staff members will not be permitted to perform non-delegable work functions until they develop with administration a defined plan to obtain the necessary education and/or certification to be in compliance with CSPD standards for

the agency. The Commission will continue to annually review staff credentials to access the level of progress in procuring the education to meet the standards of the national certification, i.e., CRC.

> *(B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.*

The minimum qualification for a DVRS Counselor I position requires a Master's Degree in vocational rehabilitation or a closely related field as outlined by CSC. There are no exceptions or substitutions.

The DVRS has been trying to get a paid internship program in place for Master's level students interested in working at a DVRS office. To date, this has not happened but negotiations continue.

> *(4) Staff Development. Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:*
>
> *(A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, and*
>
> *(B) procedures for the acquisition and dissemination to of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.*

The DVRS continues to work closely with The CBVI and will continue joint training participation when feasible. Joint efforts will enable both agencies to provide the most effective and cost efficient training to staff through shared resources.

Enhance the knowledge, skills and abilities of the DVRS employees

The Rehabilitation Act recognizes the need for an ongoing and progressive in-service training program to upgrade the skills, increase the knowledge and maximize the performance of personnel employed by the DVRS who provide vocational rehabilitation services to individuals with disabilities.

The DVRS takes pride in the high quality of staff development at all levels that is maintained in the in-service training program. Each year the program unit performs a training needs assessment that reflects a number of areas, such as:

- Priorities outlined in the current state plan;
- Staff development issues culled from individual development plans as a part of the performance evaluation system;
- Polling managers and supervisors; and
- Scanning the environment for issues related to current legislation, trends and advances in the practice of vocational rehabilitation

The program unit staff members reach out to a number of areas to meet the needs for training programs that will be pertinent to the staff, useful to the practice of vocational rehabilitation and offer opportunities to enhance lifelong learning. The following entities are employed in the execution of the in-service training program:

- The New Jersey Civil Service Commission Human Resources Development Institute (HRDI);
- The LWD Office of Training and Staff Development (OTSD);
- The Association of Persons in Supported Employment (APSE);
- The National Rehabilitation Association (NRA);
- The Council of State Administrators in Vocational Rehabilitation (CSAVR);
- Rutgers University;
- The Garden State Employment and Training Association (GSETA); and
- The NJ Division of the Deaf and Hard of Hearing

Ensure that qualified rehabilitation personnel serve the individuals with disabilities who participate in the Public Vocational Rehabilitation Program

Action Steps:

- Continue to collaborate with the Rutgers University in support of the certificate of advanced graduate studies (CAGS) programs to enhance the ability for individuals with Master's Degrees in affiliated areas to become certified;
- Continue to supplement the funding of the tuition refund program;
- Continue the DVRS' involvement with a distance learning programs with schools throughout the country.
- Encourage involvement with Thomas Edison College under the LWD tuition refund program; and
- Maintain training offerings that grant continuing education units (CEUs)

The DVRS has upgraded the skills and education of the majority of the counseling staff. Of the current 140 positions that are filled, 97 percent of the counseling staff members have earned a Master's Degree. Four individuals who do not possess the desired educational credential are enrolled in programs through an RSA grant or LWD tuition refund. The remaining two employees have an improvement plan spelled out in their performance assessment review (PAR) as part of their individual development plan (IDP). Information regarding career development, continuing education and Master's Degree in VR programs is sent to management and staff throughout the year. Those that choose not to earn their Master's Degree are not afforded independent status and cases will be subject to supervisory review and approval.

Enable the DVRS counselors to obtain and maintain the CRC and/or the New Jersey License for Rehabilitation Counselor (LRC)

Action Steps:

- Continue to offer credits for all DVRS sponsored programs;
- Offer opportunities to attend approved programs;
- Offer a study guide for eligible candidates to take the CRC exam;
- Establish a match between CRC supervisors and candidates for mentoring; and

- Offer up-to-date information on application procedures for LRC.
    - Fifty percent of the agency's professional staff holds a CRC or state licensure while 90 percent are eligible.
- Expand outreach to individuals with disabilities who are from traditionally underserved minority backgrounds as identified in the Act by offering opportunities to employees of similar backgrounds;
- Expand promotional opportunities for paraprofessional and support staff;
- Emphasize career track in collaboration with the LWD career development counselor;
- Promote the tuition refund program in collaboration with Thomas Edison State College;
- Collaborate with appropriate agencies to increase awareness of cultural diversity;
- Recruit through an information program to clients attending college;
- Continue a relationship with the nation's network of historical Black colleges and universities (HBCUs) in order to expand the agency's recruitment efforts;
- Provide information on career opportunities to community college liaisons;
- Expand outreach efforts to target diverse community/faith-based organizations; and
- Provide information on the field of rehabilitation counseling as a career at the state's Hispanic/Latino outreach center.

Retention of Qualified VR Personnel

An analysis of the DVRS personnel records reveals that there are a significant number of employees with over 20 years' experience. In addition, these staff members are nearing an age where they will be considering retirement within the next five years. Therefore, plans must be made to maintain a management structure as well as the staffing patterns to operate a full service DVRS agency. In all likelihood, there will not be an expansion of the positions dedicated to the program so projections will be based on the current levels.

Prepare staff to assume new roles as a part of the succession plan

Action Steps:

- Continue to offer training opportunities for advanced degrees at all levels;
- Offer a mentoring program to groom new management and counseling staff; and,
- Expand support of the certified public management program.

Operating within the CSC guidelines, the LWD continues to develop staff to expand their knowledge base to assume increased responsibility on the job. The DVRS has partnered with the RSA and the TACE in an initiative to promote succession planning.

Evaluate the progress of these training efforts to ensure improved services to individuals with disabilities

Action Steps:

- Staff will meet established standards for qualified vocational rehabilitation personnel;
- Future SRC consumer satisfaction surveys will reflect improved level of counselor competency;
- Internal DVRS practices, such as the performance assessment review (PAR), will address educational achievement in the developmental plans; and

- A recognition program will be continued for those achieving the Master's Degree in rehabilitation counseling

In addition to the need to employ qualified personnel, the agency recognizes the need for service providers with whom it does business to employ qualified vocational rehabilitation personnel. Through collaborative efforts, New Jersey hope to assure that appropriate graduate-level training programs will be available within the state of New Jersey to community rehabilitation program personnel, as well as to the DVRS staff. The grant received by the Rutgers from the USDOE will enable the Rutgers to offer stipends to students from community rehabilitation programs.

An analysis of the collected evaluations reveals that all agency-sponsored training sessions were well received, averaging a rating of average or better. This indicates that the program selection and content met state agency needs and participant interest.

Tuition Reimbursement

In the past, the CBVI encouraged employees to participate in the tuition reimbursement program which provides a means for employees to pursue formal academic training to improve job skills and work performance and to further career development. Courses must be job related and are generally pursued on the employees' own time. The Commission reimbursed for up to six credits per semester, at the state college or university rate, whichever rate is higher. Due to budgetary constraints, tuition reimbursement has been suspended indefinitely.

In each of the regional offices professional staff that focus on development of skills of independence are assigned to serve exclusively in the VR unit, including personnel from the Visual Rehabilitation professions. These staff will promote greater competency for consumers in essential "blindness skills" through the provision of comprehensive services that promote independence, i.e., Orientation & Mobility Instructors, Home Instructors and Eye Health Nurses. The agency employs two staff to oversee training and professional development of all staff, including a Training Coordinator. The agency maintains policies and procedures for staff development activities and utilizes a variety of methods to ensure staff have opportunities for professional development. The agency utilizes the TACE- Region 2 at the State University of New York – Buffalo, the NJ Department of Personnel-Human Resource Development Institute (HRDI), and agency created trainings to provide professional development.

New Jersey Department of Personnel

The New Jersey Department of Personnel's Human Resource Development Institute (HRDI), offers courses on an ongoing basis to agency staff to assist them in achieving personal and organizational goals and needs. Employees are encouraged to attend courses pertinent to their job duties and responsibilities. Succession planning in the agency is limited by civil service rules and unionization of the workforce. Staff are encouraged and supported in pursuing career path skill development through HRDI's trainings in leadership, supervisory skills and managerial topics.

Agency Sponsored - In-Service Training

In-Service training provides staff the opportunity to upgrade professional knowledge and skills, and to keep current in changes in the field of vocational rehabilitation and the workforce environment. The Commission has developed in-house subject matter experts. These staff provide training and consultation to other agency staff in areas of their expertise, such as assistive technology, independent living skills, education issues, deaf-blindness, and medical aspects of blindness.

The Commission encourages staff to attend training, seminars, and workshops appropriate to their job duties and responsibilities. In addition, if limited staff is approved to attend a conference, the agency utilizes a train-the-trainer model so that staff in attendance can share information with their colleagues.

(5) Personnel to Address Individual Communication Needs. Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

The DVRS has been consistent with the Act in meeting the requirements of offering appropriate communication solutions to those individuals who are Deaf or hard of hearing. All of the current rehabilitation counselors for the Deaf are certified through a test known as the Sign Communication Proficiency Interview (SCPI). In the event that counselors wish to enhance or improve their skills in American Sign Language (ASL), the DVRS will utilize Title I funds to further classes in ASL. The agency also invites counselors and rehabilitation aides to participate in ASL training programs, which are typically offered at the community college level. Deaf Language specialists are available in every local office to meet the needs of individuals who use ASL.

The DVRS usually draws the bi-lingual counselor from a pool of individuals of Latino heritage who also possess the necessary credentials in addition to speaking fluent Spanish. Once again, DVRS encourages opportunities for other staff members to take courses that will facilitate their communication in conversational Spanish to expand the agency's ability to serve this population of people with disabilities. DVRS recently hired many counselors with multi language ability such as Slavic languages including Polish, Russian, and Ukrainian to be employed in an office where clients need this communication.

The DVRS makes every effort to serve individuals from underserved minority populations; the DVRS assessed the demographics of the state and deployed staff where there is the greatest need. Currently there are 26 different languages spoken within the 18 local offices. DVRS also accommodates a person's language by an informal interpreter or the AT&T Language Line and their coordinated community-based or faith-based organization that can best serve them.

The CBVI employs vocational rehabilitation staff members who are bilingual; utilizing several civil service titles with variants that require staff to have bilingual abilities in Spanish and English or American Sign Language and English (Deaf-Language Specialist and Deaf-Blind Specialist). Spanish has been identified as the most frequently used language in New Jersey, second only to English.

Many of the agency's staff also have bilingual abilities including staff in the Prevention Unit, Technological Support Services, and Independent Living Skills Unit. The State of New Jersey has a large influx of immigrants from all over the world and it is estimated that over 50 languages and dialects are spoken in the state. The agency utilizes interpreter services from various community based agencies on a fee-for-service basis to help increase language access. Each regional office maintains a list of agencies that provide translation services for a wide range of languages. If translation services are unavailable, then CBVI makes every reasonable effort to gain assistance from family members or other members of that community to facilitate effective communication. Collaborative relationships have also been developed with community agencies such as the Puerto Rican Association for Human Development to foster greater access to the Hispanic/Latino communities.

(6) Coordination of Personnel Development Under the Individuals with Disabilities Education Act. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Coordination with the Individuals with Disabilities Education Act (IDEA)
The DVRS maintains an ongoing relationship with the NJ Department of Education Office of Special Education Programs (OSEP) in an effort to share information and ensure that the staff of the DVRS is aware of the IDEA.

The staff development activities include:

- Four training sessions per year for the DVRS lead transition counselors. All of the DVRS counselors are responsible for maintaining a relationship to the school districts within their local area; however, these lead counselors are responsible for acting as a resource to school personnel. The approximately 600 public school districts are diverse throughout the state, so these training sessions are essential to maintain a roster of promising practices for the agency.
- The DVRS has a seat on the State Special Education Advisory Council (SSEAC) and OSEP has one on the State Rehabilitation Council (SRC). The information gathered at the meetings is shared when appropriate.
- In their ongoing relationship the DVRS relies on the independent living community to establish and maintain linkages with students in transition by helping them to seek strategies for self-advocacy and empowerment. The DVRS supports the Transition Times that is published by the SILC to promote IL as a part of the transition process.

The CBVI works collaboratively with the New Jersey Department of Education (NJDOE) to provide quality services to New Jersey's students with disabilities under the auspices of the Individuals with Disabilities Education Improvement Act (IDEIA). CBVI and NJDOE have an ongoing working relationship, as outlined in a state level cooperative agreement regarding transition from school to adult life for youth with disabilities and a Memorandum of Understanding. The goals of the agreements are to assure that cooperation and collaboration exists in implementing and maintaining a system of VR service delivery to eligible students with disabilities. The Commission

developed a new Memorandum of Understanding (MOU) in FFY 2009 with the general VR agency, Division of Vocational Rehabilitation Services, and the Division of Developmental Disabilities to promote improved service provision for individuals who are eligible for Supported Employment service. The partners in the inter-agency agreement and staff members of Community Rehabilitation Providers, have been providing training collaboratively on the provisions of the new MOU to their agency staff in joint sessions and to Transition personnel at local education agencies (LEA) throughout the state to improve transition from secondary education into adult services. The Commission worked collaboratively with the School of Education at The College of New Jersey to develop additional programs to assist consumers who are transition-aged (16-21 years old). CBVI staff worked with TCNJ administrators to develop a Teacher of the Blind/Visually Impaired program in the School of Education's Department of Special Education. Initially, the program offered courses as continuing education credits but has now been establish as a master's program that prepares teachers for NJ State Licensure as Teachers of the Visually Impaired. This is the only program in New Jersey to prepare teachers to work in this capacity. The Commission wants to prepare the next generation of teachers who will have an impact on transition-aged students served in vocational rehabilitation programs. In addition, CBVI and TCNJ work collaboratively in operating a summer work skills program for transition-aged youth (16-21) who have multiple disabilities. The two week Work Skills Prep program focuses on assessment and instruction of independent living skills that lead to successful employment outcomes.

(j) Statewide Assessment.

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

(A) with the most significant disabilities, including their need for supported employment services;

(B) who are minorities;

(C) who have been unserved or underserved by the VR program;

(D) who have been served through other components of the statewide workforce development system; and

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Identify the need to establish, develop, or improve community rehabilitation programs within the state.

In FFY 2014 the DVRS embarked on a Comprehensive Statewide Needs Assessment (CSNA) in partnership with the SRC.

Data was collected from the following:

- LWD Labor Market and Demographic Research;
- American Community Survey –
    - Work experience by disability status;

  - Employment status by disability status;
  - Median earnings by disability status;
  - Poverty status by disability status;
  - Receipt of food stamps/SNAP by disability status;
  - Sex by disability status;
  - Sex by age by cognitive difficulty;
  - Sex by hearing difficulty;
- Cornell University Disability Status Report for New Jersey;
- DVRS staff survey;
- DVRS consumer satisfaction survey;
- NJDOE Office of Special Education Programs graduation data;
- Public forums held March 5, March 12, March 19, and March 26;
- Stakeholder meeting with families in Special Olympics March 8;
- Stakeholder meetings with ACCSES NJ members held January 2014;
- Stakeholder meetings with APSE members held November 2013;
- Stakeholder meeting with the New Jersey designated parent training information center (Statewide Parent Advocacy Network) held April 1;
- Stakeholder meetings/listening tours of the One-Stop Career Center staff members in May 2014; and
- Stakeholder meetings with the Deaf community held September 28, 2013 and October 12, 2013.

Highlights of the survey results indicated a need to improve services/access to:

- Individuals with the most significant disabilities, in particular individuals with Autism Spectrum Disorder (ASD), aligning the New Jersey Employment First Initiative;
- Individuals with hearing loss; and
- Individuals currently being served in sheltered workshops who, through informed choice, would like to access competitive integrated employment.

Based on the CSNA the DVRS identified the following: Employment services will be easily obtainable for individuals with the most significant disabilities, individuals who are minorities or who are in unserved or underserved populations, and individuals who are served through other components of the statewide workforce investment system, and community rehabilitation programs will support competitive, integrated employment outcomes for individuals with the most significant disabilities.

The DVRS identified key issues pertaining to meeting the intent of Employment First:

- How should DCF (Division of Children & Families, DOE (Dept. of Education) and other state entities be aligned as partners in serving this consumer base?
- State partners may have their own vision of Employment First which may or not be in alignment with DVRS.
- Data Collection is difficult due to federal code restrictions and DVRS's current case management system (WORCS).

- Need for Stakeholder analysis to identify and utilize internal and external partners.
- Identify and engage "the Voice of the Customer."
- Strategic objectives to meet the DVRS Employment First initiative include the following:
- More individuals with significant developmental disabilities (DD) and ASD will have greater access to become DVRS consumers.
- DVRS staff members, vendors, and state partners will have the expectation that employment is the first and preferred option for adult activity for those with DD.
- DD consumers including transition students and persons in workshops will have increased opportunities for a smooth transition into employment via a defined process established by DVRS and state partners.
- DD consumers will be provided with programs and services that offer job targeted skill development, education and training.
- DD individuals will have increased opportunities to become DVRS consumers, obtain job skills, and obtain competitive employment that matches their interests, skills & capabilities.
- Through a leverage of services with DDD, DVRS will serve an increased amount of individuals with DD, including individuals with ASD.

Likewise, the DVRS identified key issues pertaining to improving services to individuals who are Deaf/Hard of Hearing:

- Role of DVRS vs. vendors-Who should do what in assuring highly qualified employment-related services to D/HH consumers. Currently, there is no defined or mutually agreed upon process.
- How should DD/HH (Division of the Deaf and Hard of Hearing), Interpreter programs at Community Colleges be involved in strategic planning.
- Ensuring knowledge of Deaf culture with counselors.
- Ensuring knowledge of issues for Hard of Hearing with counselors.
- Continue to engage "the Voice of the Customer."
- Role of DVRS Deaf Language Specialists.
- Role of Regional Deaf Centers.
- Need for Communication Specialists.
- Ensuring Video phones work in every local office.

Strategic objectives to improve DVRS access to consumers with hearing loss include the following:

- Every local DVRS office will have a Video Phone system that works well.
- DVRS staff will have the training in Deaf Culture, needs of HH, and cochlear implants and be able to appropriately provide services.
- D/HH consumers will have VR services, including Client Assistance Program, explained in ASL when appropriate.
- All job coaches will be vetted in ASL prior to working with D/HH consumers.
- D/HH individuals will have increased opportunities to become DVRS consumers, obtain job skills, and obtain competitive employment that matches their interests, skills & capabilities.

- Qualified interpreters will accompany D/HH consumers at job interviews rather than job coaches.

The DVRS identified key issues regarding the need to improve community rehabilitation programs within New Jersey:

- Ensuring that DVRS consumers in supported employment have access to qualified employment specialists.
- Defining the role of New Jersey's set-aside programs that employ individuals with DD.
- Transforming the current system of sheltered programs to a system that supports movement into competitive employment for individuals with DD/ASD.
- Fear of family members to allow family members with DD/ASD to become competitively employed.
- Families need information from qualified SSI/SSDI benefits counselors.
- Strategic objectives to improve community rehabilitation programs within the state include the following:
- Increased oversight from DVRS program development specialists will identify individuals currently in extended employment who should have DVRS cases opened;
- Supported employment training resulting in a nationally recognized credential will be required for employment specialists working with DVRS consumers.
- Benefits counseling will be provided to DVRS consumers and families.
- Increased collaboration with local education agencies will increase expectation of families that result in transition students identifying competitive integrated employment as an expectation within the individualized education program (IEP).

Measurable Goals derived from the CSNA are identified in section *"(I) State Goals and Priorities"* later in this section.

A comprehensive assessment of youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services – the DVRS is required to provide pre-employment transition services to all students with disabilities who will benefit from such services. This provision is a new obligation in WIOA and as such, warrants special attention to develop strategies that will meet this requirement. DVRS has identified a program development specialist who is the designated subject matter expert for pre-employment transition, and coordination with the OSEP is necessary to reach all students with disabilities.

DVRS will host public forums in 2016 specifically designed to engage families in the transition process, and will partner with the Statewide Parent Advocacy Network to make sure there is appropriate representation of families with diverse ethnic, racial, and geographic backgrounds.

The State Rehabilitation Council (SRC) that works specifically with CBVI (the DSU) was actively involved in the development of data collection instruments used in the assessment process and served as an active partner in conducting the assessment activities with the DSU. The assessment team also worked with staff of the Technical Assistance and Continuing Education Center for

Region 2 (TACE-Region 2) at the State University of New York at Buffalo, and in consultation with the State Liaison for New Jersey at the Rehabilitation Services Administration, to develop a comprehensive, multi-dimensional work plan for the needs assessment.

Needs assessment activities included the following:

- Data Collection from National Databases
- Stakeholder and Partner interviews
- Agency Staff Surveys
- Surveys of Community Rehabilitation Programs providing Supported Employment/Time Limited Job Coaching
- Focus Group results on Access Technology needs of individuals 55 and older
- A statewide Town Hall meeting, facilitated by members of the State Rehabilitation Council
- Survey of parents/guardians of transition-aged youth, linked with a focus group results of leadership of parents affiliated with stakeholder groups in New Jersey

Data Collection from National Databases

As part of the assessment process, the agency gathered data from sources connected to the United States Census Bureau, specifically data that was originally gathered via the American Community Survey (ACS). The three main data sources used and that were available during the assessment process were the 2011 Disability Status Report for New Jersey published by the Employment and Disability Institute at Cornell University (published 2012), 2013 Annual Disability Statistics Compendium published by the Rehabilitation Research and Training Center on Disability Statistics and Demographics (published November 2013), and the American Foundation for Blind - Prevalence Rates of Visual Loss (updated January 2014), which provided a further breakdown of data points obtained from ACS methodology.

Blindness & Vision Impairment (data sources: AFB Prevalence Rates of Visual Loss (1/2014) and 2011 Disability Status Report for New Jersey)

Recent survey data on overall prevalence rates of vision loss across all age groups was available at the American Foundation for the Blind, (updated January of 2014) and indicates that approximately 167,717 New Jersey residents are blind or vision impaired, a prevalence rate of 1.9% of the general population. This prevalence rate is slightly lower than the national rate of 2.2%. It was observed in the data review that the Black/African American population, regardless of ethnicity, living in New Jersey has a slightly higher rate of vision loss, at 2.9%, and accounts for 20% of the total population in New Jersey with vision impairments, (2011 Disability Status Report for New Jersey). Individuals who identified their ethnicity as Hispanic, all racial groups, had a prevalence rate of vision impairment at 2.6% of the general population, and accounts for up to 25% of the total population in New Jersey with vision impairments (2011 Disability Status Report for New Jersey). For ages 16-64, it is estimated that 86,334 New Jersey residents have vision impairments, a prevalence rate of 1.5% of the base population in the State.

All Disabilities (Data Source: 2013 Annual Disability Statistics Compendium)

The prevalence rate for all types of disabilities across all age groups was 12.3% nationally and 10.2% in New Jersey. Based on the prevalence rates for New Jersey of individuals with a wide range of disabilities, it is estimated that 895,912 New Jersey residents have some level of disability.

Of that population aged 18-64, 22.4% have income that is at or below the Federal poverty rate. In addition for those individuals aged 16-64 with disabilities that are engaged in full-time, year round employment is only 19% nationally and slightly higher in New Jersey at 20.8%.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

DVRS will continue to embed Employment First strategies in all of the goals established for the program. DVRS encourages community rehabilitation programs (CRPs) that provide supported employment services and has an established vetting process to ensure consistent application of quality services throughout the state. CRPs are encouraged to take advantage of training that provides continuing education to them to better meet the needs of DVRS consumers.

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

There are over 600 public school districts in New Jersey, and each district is autonomous. Some districts reach out to DVRS offices on a regular basis, while others provide little to no transition services to students under IDEA. The need for transition career services and pre-employment transition services is great. DVRS will continue to work with the SEA in order to establish a coordinated service delivery system in the state.

DVRS recently posted a notice of funding opportunity to provide PETS in the state, and will continually outreach to LEAs and local businesses to partner with DVRS for the delivery of these services.

(k) Annual Estimates. Describe:

(1) The number of individuals in the State who are eligible for services.

(2) The number of eligible individuals who will receive services under:

(A) The VR Program;

(B) The Supported Employment Program; and

(C) each priority category, if under an order of selection.

(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

(4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

The annual estimates are broken down into two separate sections, DVRS and CBVI. The following figures are based on DVRS estimates, which are then followed by additional estimates from CBVI.

Of the 5,789,239 individuals of working age (18-64) in New Jersey, 396,635 reported having a disability in 2012. It is estimated that approximately 35,740 individuals will be involved with the DVRS in Program Year 2015 based on a 2% increase. This number represents:

- New applications;
- Active cases in plan status from prior years;
- New cases in plan status; and
- Closures (successful outcomes and those that did not achieve employment).

Of these individuals, it is estimated that 29,236 will receive services provided under Part A of Title I of the Act and/or under Part B of Title VI of the Act. Estimates of the number of individuals to be served under each priority category within the order of selection for services are as follows:

Clients classified as individuals with a most significant disability who meet the following criteria:

- Have a significant physical or mental impairment or combination of impairments which seriously limit two or more functional capacities in terms of employment outcome; and
- Require multiple vocational rehabilitation services over an extended period of time.
- Program Year 2016
    - Service Goal Title I: 10,656
    - Outcome Goal Title I: 1,538
    - Service Goal Title VI: 5,993
    - Outcome Goal: Title VI: 870

Supported employment is reserved for those individuals with the most significant disabilities. Time-limited job coaching is available for those individuals in the other categories and priority areas. The DVRS utilizes Title I funding for supported employment services but has only identified 798 as specific to Title VI.

Clients classified as individuals with a significant disability who meet the following criteria:

- Have a significant physical or mental impairment or combination of impairments which seriously limit at least one functional capacity in terms of employment outcome; and
- Require multiple vocational rehabilitation services over an extended period of time.
- Program Year 2016
- Service Goal: 4,720
- Outcome Goal: 894

All other eligible clients who qualify for the DVRS meet the following criteria:

- Individuals with a disability who have a physical or mental impairment that substantially limits one or more major life activity;
- Those who have a record of such impairment, or
- Those who are regarded as having such impairment.
- Program Year 2016
- Service Goal: 3,479
- Outcome Goal: 120

In 2015, the DVRS paid the following amounts to 34,344 clients (some clients received multiple services):

- Diagnostic evaluation $6,161,520
- Higher education $5,534,544
- Job readiness $495,569
- Maintenance $56,430
- Other training $1,768,325
- Personal assistance $21,929
- Transportation $281,911
- Vocational training $1,901,615
- All other $3,413,386
- Total Paid: $19,635,229

The DVRS typically budgets $20 million for case services and has averaged between $18 million and $22 million over the past several years. The DVRS intends to review current fee schedule policies, upgrade its current case management system, and develop new innovation and expansion grant opportunities to reduce the reserve amount. In addition, DVRS plans on expending funds for pre-employment transition services in the amount of $7,000,000.

Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
MSD Title I Priority 1	Title I	$21,285,000	10,656	$1,997
MSD Title VI Priority 1	Title VI	$550,000	5,993	$92
SD Priority 2	Title I	$3,600,000	4,720	$762
All Other Eligible Clients Title 1 Priority 3	Title I	$1,200,000	3,479	$344
Totals		$26,635,000	24,848	$1,071

Figure 48

In addition to the DVRS figures above, CBVI estimates are as follows:

Annual Estimate of Individuals to be Served and Costs of Services

It is estimated that the State of New Jersey has approximately 86,000 individuals who are of working age (16-64) and have a visual disability (based on 2010 US Census data and 2011 Disability Status Report-NJ, Cornell University). It is estimated that CBVI will serve approximately up to 3,000 of these individuals during FFY 2016.

Of these 3,000 eligible individuals, it is estimated that all will receive services provided under Part B, Title I of the Act and 50 individuals under Part B, Title VI of the Act. Service costs are estimated to be $11,516,748.00 exclusive of amounts for Supported Employment under Title VI and state match under Title I. $128,570.00 is currently allocated for Title VI, Part B services.

The total amount of estimated funds from both Title 1 and Title VI is $11,645,318.00, serving an estimated total of 3,000, for an average cost of services at $3882.00.

(l) State Goals and Priorities. The designated State unit must:

(1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

(2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.

(3) Ensure that the goals and priorities are based on an analysis of the following areas:

(A) the most recent comprehensive statewide assessment, including any updates;

(B) the State's performance under the performance accountability measures of section 116 of WIOA; and

(C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

DVRS Goals and Priorities

The 2015 DVRS State Plan goals and priorities were jointly developed and agreed to by the DVRS and the New Jersey SRC. These goals and priorities are based on an analysis of the following:

- The FFY 2014 comprehensive statewide needs assessment;
- The public forums held in March 2014 and 2015;
- The performance of New Jersey DVRS standards and indicators; and
- Recommendations from the FY 2010 monitoring report on the vocational rehabilitation and independent living programs in the state of New Jersey.

DVRS is currently working on goals developed from its Comprehensive Statewide Needs Assessment (CSNA).

GOAL 1: By September 30, 2017, the number of individuals with DD, including ASD applying for DVRS services will increase by 50%. Strategic objectives to meet this goal include the following:

- Provide education and communication – All identified stakeholders will know about the DVRS Employment First (EF) initiative by the end of year one. Surveys will be used to determine initial training needs for DVRS staff members and CRPs.
- Collaborate with interagency partners – Identify key state partners and research how other states are collaborating on EF initiatives. Design the process, roles and responsibilities for partners.
- Improve DVRS access for individuals with significant disabilities – Work with sheltered workshops to support individuals who wish to move into integrated employment. Develop a plan for obtaining valid statistics of how many individuals with DD are served by the DVRS. Create a plan to prioritize students with DD to be linked to DVRS two years prior to exiting the school.

- Develop innovative and expanded services that offer increased employment opportunities – Verify successful Innovation and Expansion grantees for possible expansion. Determine possible sites for a Project SEARCH Pilot.
- Engage employers – Take advantage of the new 503 regulations. Engage LWD talent networks. Find options for work trials through internships. Replicate the *Schedule A* targeted hiring events throughout the state.

* *UPDATE*: DVRS has successfully engaged with Project SEARCH and will support up to four sites by September 2016.

GOAL 2: By September 30, 2017, there will be an increase in the number of Deaf/HH consumers seeking DVRS services and communication access and services for Deaf/HH will be consistent, reliable, and result in employment. Strategic objectives to meet this goal include the following:

- Provide education and communication – Identify stakeholders from the Deaf/HH community. Encourage participation from the Deaf/HH with the SRC. Develop marketing materials in ASL.
- Collaborate with interagency and community partners – Identify key state partners needed to support the DVRS D/HH goals. Design the process, roles and responsibilities for partners. Determine the skills needed for ASL SE staff. Identify interpreter vs. SE needs for D/HH consumers.
- Improve access to DVRS for D/HH consumers – Install video phones in every office. Develop a plan for obtaining valid statistics of the number of D/HH served by DVRS. Create a plan to allow D/HH transition students to be referred to the regional Deaf Centers two years prior to exiting school. Use the model state plan for the Deaf consistently throughout New Jersey.
- Develop innovative and expanded services that offer increased employment opportunities – Expand services of the regional Deaf Centers. Assess DVRS projects to consider how they could serve D/HH consumers. Determine required training for counselors working with D/HH.
- Engage employers – Take advantage of the new 503 regulations. Engage the LWD talent networks.

* *UPDATE*: Regional DLS are assigned to every local office to provide ASL to DVRS consumers. Training has been identified for counselors working with HH consumers.

GOAL 3: By September 30, 2015, the DVRS will provide training and technical assistance to counselors on SE and SE services, as follows:

- Provide training to staff related to the definition of SE and SE services to include appropriate identification of SE goals on the IPE, coding of SE services on the IPE and the case closure page in the case management system;
- Analyze the decline in the number of individuals who have SE goals on their IPEs and achieve SE to determine the reasons underlying the decline in these respective performance measures and develop strategies to address the reasons identified; and

- Review and analyze the case management settings utilized to identify SE goals and SE services on an IPE and the case closure page and develop a systematic process to ensure accurate coding and reporting.

** UPDATE: Goal 3 has been completed*

GOAL 4: By September 30, 2016, the DVRS will implement quality assurance (QA) processes and conduct the following:

- Training on existing and revised policies and procedures for all staff involved in their implementation;
- Review of service records by staff not functioning as VR counselor supervisors;
- Develop fiscal controls and evaluation methods to ensure that providers are not billing DVRS through multiple contracts;
- Review and refine instrumentation for conducting service record reviews;
- Conduct surveys of transition-age youths who exit the VR program after eligibility is determined, but before their IPEs are developed, to determine the reasons why these individuals are withdrawing from the program; and
- Develop mechanisms to collect and aggregate the results of the preview process and provide results to the training function to inform the design and evaluation of training.

GOAL 5: By September 30, 2015, the DVRS will partner with two additional NJ Talent Networks to identify strategies that will increase access for individuals with disabilities in the targeted industry sectors, increase wage levels for individuals served, and expand relationships with employers throughout the state.

** UPDATE: Goal 5 has been completed*

GOAL 6: By September 30, 2016, DVRS will hold public forums to report on specific topics related to its service delivery and integration with the WIOA system, such as how DVRS is performing at the Employment First goal, and how services are succeeding with the deaf and hard of hearing population.

DVRS is developing a Business Outreach Unit to strengthen the relationships with employers as a dual customer of the VR program. The members of the unit will work with businesses throughout the state to assist in addressing their need for qualified candidates, provide the lead for DVRS with targeted hiring events, help pre-screen candidates as warranted, liaison with other business services representatives throughout the workforce system, provide technical assistance regarding the ADA, and provide education on disability-related topics.
DVRS had identified Pre-Employment Transition Services as a new priority under the WIOA. The Division has partnered with the NJDOE, Office of Special Education Programs to develop strategies

that will ensure compliance with this new regulation. In order to reach all students with disabilities DVRS will fund initiatives that provide pre-employment transition services throughout the State.

CBVI Goals and Priorities

The following CBVI goals and priorities were developed based on the consultations with the SRC membership and based on data obtained from the Comprehensive Statewide Needs Assessment, including information from a Town Hall meeting, focus groups, stakeholder interviews, and targeted surveys.

The SRC has consistently provided the agency's administrative staff with valuable feedback on establishing goals and priorities that reflects the Council's commitment to promote quality employment outcomes for individuals with vision loss. SRC members took an active role in development and implementation of assessment activities performed during the needs assessment in FY 2014. In addition, the Council's Vice Chair, is a member of the Strategic Plan Design Team, as well as representation from the leadership of major constituency groups in New Jersey.

The Strategic Plan Design Team also consists of a diverse representation of staff across the organization that worked to develop strategic initiatives and work plans that form the core of the strategic plan. The agency has completed a multi-year strategic plan for the agency. The project began in February of 2013 and will be finalized by December, 2014. The plan is composed of strategic initiatives that will drive the transformation of the agency. It is anticipated that a final work plan be completed by the December, 2014 timeline. The following are the strategic initiatives connected with vocational rehabilitation services that will drive agency priorities:

GOAL 1: Service Delivery System Redesign:

- CBVI will develop a model of service delivery to ensure the agency's five major programmatic components (Education, Vocational Rehabilitation, Independent Living, Access Technology, and Eye-Health Services) function more collaboratively and seamlessly in the provision of comprehensive, life-long services to consumers.

GOAL 2: Development of Quality Career and Employment Programs:

- CBVI will develop innovative quality career and employment programs, in response to needs identified in the comprehensive needs assessment and connected to meeting performance indicators connected with quality employment outcomes.

GOAL 3: External Partnerships, Resources and Alliances:

- CBVI will focus on growing external partnerships, resources, and alliances to support consumer services and outcomes. This will include development of new community rehabilitation programs to meet the unmet needs of consumers.

GOAL 4: Communications, Public Information, and Community Outreach:

- CBVI will develop improved internal and external communications strategies, public information campaigns, and community outreach efforts to heighten the profile of the agency and to inform the general public about the diverse capabilities of blind and vision-impaired people.

GOAL 5: Human Resources Staff Development:

- CBVI will devote resources and energy to various issues related to human resource staff development.

(m) Order of Selection. Describe:

(1) The order to be followed in selecting eligible individuals to be provided VR services.

(2) The justification for the order.

(3) The service and outcome goals.

(4) The time within which these goals may be achieved for individuals in each priority category within the order.

(5) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

(6) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Justification for order of selection

The DVRS entered into an order of selection in 2001 but quickly recovered and was able to serve all categories within several months. Since that time the agency opted to remain in the order of selection in the event that budget constraints limited the ability to hire new staff. DVRS currently has a staffing target of 140 counselors. Due to recent changes in the DDD, every individual served by them is now required to have an employment goal in their support plan. Individuals who are served by DDD and are in need of employment services must come to the DVRS for services to determine eligibility prior to accessing employment services through DDD. The DDD currently serves approximately 25,000 individuals and estimates an additional 600-700 youth coming in yearly, and the local offices are starting to receive the influx of consumers with significant developmental disabilities.

As a result, the DVRS has determined that it is necessary to continue operating under an order of selection for the provision of vocational rehabilitation services under the Rehabilitation Act of 1973, as amended. With careful fiscal and case management, the agency has been able to provide services to every client found eligible for services in program year 2016. DVRS is concerned that an OOS will be necessary due to 15% allotment for pre-employment transition services. There is now less funding appropriate to consumers who are not students with disabilities.

CBVI is not implementing an Order of Selection.

Description of Priority categories

The DVRS is currently serving all categories in FFY 2014 but projects that an OS will be necessary in FFY 2015. Continuation of the OS is considered to be crucial to this human resource and fiscal management system, but even with diligent application of prudent and reasonable cost containment and intensive counselor recruitment measures, the DVRS may not be able to serve every new client meeting basic eligibility criteria in FFY 2054. The DVRS may again have to limit serving new consumers according to the OS for services, but proportionately serve more in priority one.

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

Priority of categories to receive VR services under the order

Order of Selection Categories

Priority 1: Clients classified as individuals with a most significant disability who meet the following criteria:

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

Program Year 2016

- Service Goal: 25,326 (Combined Titles I & VI)
- Outcome Goal: 2,860
- Timeframe: October 1, 2013 to November 30, 2015
- Average case life 26 months

Priority 2: Clients classified as individuals with a significant disability who meet the following criteria:

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

Program Year 2016

- Service Goal: 8,760
- Outcome Goal: 1,016
- Timeframe: October 1, 2015 to March 31, 2017
- Average case life 18 months

Priority 3: All other eligible individuals, who do not meet the criteria for Priority Category 1 or Priority Category 2.

- Has at least one limitation in terms of employment in any functional capacity area; and,
- Is not expected to require multiple VR services over an extended period of time.

Program Year 2016

- Service Goal: 1,752
- Outcome Goal: 182
- Timeframe: October 1, 2015 to September 30, 2016
- Average case life 12 months

The Order of Selection shall not preclude:

- Diagnostic services necessary to establish a client's eligibility;
- Post-employment services; and
- Information and referral services.

The DVRS will first serve in the order of selection Priority 1 followed by Priority 2 then Priority 3.

Service and outcome goals and the time within which the goals will be achieved

Program Year 2016 for Priority 1

- Service Goal: 25,326 (Combined Titles I & VI)
- Outcome Goal: 2,860
- Timeframe: October 1, 2014 to November 30, 2016
- Average case life 26 months

Program Year 2015 for Priority 2

- Service Goal: 8,760
- Outcome Goal: 1,016
- Timeframe: October 1, 2015 to March 31, 2017
- Average case life 18 months

Program Year 2015 for priority 3

- Service Goal: 1,752
- Outcome Goal: 182
- Timeframe: October 1, 2015 to September 30, 2016
- Average case life 12 months

Priority Category	Number of individuals to be served	Estimated # individuals who will exit with employment after receiving services	Estimated # individuals who will exit without employment after receiving services	Time within which goals are to be achieved	Cost of services
1	25,326	2,860	2,392	26 months	$19,200,000
2	8,760	1,016	560	18 Months	$3,600,000

3	1,752	182	35	12 Months	$1,200,000

Figure 49

(n) Goals and Plans for Distribution of title VI Funds.

(1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

Funds received under section 603 of the Rehabilitation Act will be used for the provision of services that lead to supported employment. The goal is to meet the needs of individuals with significant disabilities.

(2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

(A) the provision of extended services for a period not to exceed 4 years; and

(B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Funds received under section 603 of the Rehabilitation Act will be used for the provision of services that lead to supported employment. The goal is to meet the needs of individuals with the most significant disabilities to attain competitive, integrated employment. Priorities will be given to individuals with disabilities, including youth with disabilities, who demonstrate a need for intensive supported employment support in order to achieve substantial, gainful employment. These goals align with New Jersey's emphasis on Employment First.

Funds specifically designated for the provision of supported employment to youth with the most significant disabilities have been identified and are being tracked. Training will be conducted for all DVRS counselors that will emphasize that the provision of extended services for youth with the most significant disabilities, under appropriate circumstances, can be provided up to four years. It is critical that this training identifies the non-delegable nature of this new provision in WIOA.

DVRS and CBVI recently entered into a new MOU with DDD. The MOU identifies that resources to expand extended services and supported employment opportunities for youth with the most significant disabilities will be allocated for youth being served by DDD through individualized budget allocations specific for employment support in competitive, integrated settings. This agreement further supports New Jersey's emphasis on Employment First.

The DVRS has organized the provision of SE through the use of community rehabilitation programs on a fee-for-service basis generally requiring up to 100 hours of intensive job coaching. The DVRS is currently reviewing the provision of SE services to determine that it is being offered to those in the most need and that there is a true collaboration among the three parties; the consumer, the DVRS vocational rehabilitation counselor and the vendor.

In order to support the work that is being done in these cases, the agency has secured state funds to provide long-term follow-along (LTFA) to ensure job retention during any changes related to disability or environment. One reality to consider is that the number of people in LTFA increases every year as individuals secure employment in competitive settings. The DVRS state funds have not been able to keep up with the need. The DVRS updated its MOU with DDD to reflect DDD's commitment to provide the LTFA once a consumer has been rehabilitated through the DVRS. The division also plans to create an MOU with the Division of Mental Health and Addiction Services (DMHAS) to be able to transfer LTFA for individuals with serious psychiatric illness to them.

The New Jersey CBVI continues its commitment to the development of an effective, coordinated system of supported employment work opportunities for blind, deaf-blind, and vision impaired consumers throughout New Jersey, and has two distinct goals regarding the distribution of Title VI, Part B funds.

GOAL 1:
CBVI will provide supported employment services for up to fifty (50) individuals via community-based programs on a fee-for service basis on an annual basis to increase employment in competitive, integrated settings for individuals with the most significant disabilities. The agency seeks to increase the percentage of consumers who gain employment via supported employment services as compared to the total number of successful closures.

The agency maintains a list of approved supported employment providers in collaboration with the Division of Developmental Disabilities in the New Jersey Department of Human Services and the New Jersey Division of Vocational Rehabilitation Services via a MOU between the three agencies. Title I funds will be utilized if Title VI funds are not sufficient to meet the needs of the consumers for supported employment services.

GOAL 2:
All graduates of the agency's Work Skills Prep program, who are eligible to receive supported employment services and have those services included in their Individualized Plans for Employment, will be provided a job developer/job coach to assist in locating employment opportunities in competitive, integrated settings.

In partnership with The College of New Jersey, CBVI will fund job developers/job coaches to assist eligible graduates of the agency-sponsored Work Skills Prep (WSP) program who are interested in pursuing competitive, integrated employment after graduation from high school. WSP is collaborative project with the Center for Sensory and Complex Disabilities at The College of New Jersey. Students aged 16 – 21, who are still in a secondary school program and have complex disabilities, participate in a two week residential program. Work Skills Preparation is a vocational oriented program that focuses on activities that will the employment potential of youth in transition from school to adult life and provides a comprehensive assessment report on students' skills, abilities, and interests.

(o) State's Strategies. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

(1) The methods to be used to expand and improve services to individuals with disabilities.

- Establish appropriate management teams in all local offices; this will provide oversight to the day-to-day services provided to the DVRS customers;
- Determine staffing positions that reflect collaboration with businesses in New Jersey, in conjunction with the LWD Talent Networks.
- Ensure that all counselors have the opportunity for continuing education as appropriate;
- Send information about the DVRS services to the Statewide Parent Advocacy Network, New Jersey's parent training information center to be included in all transition workshops throughout New Jersey;
- Partner with other state agencies (i.e. the DDD, the CBVI) to make sure the DVRS services information is distributed as warranted;
- Identify and provide targeted hiring events throughout the state; and
- Analyze client data via dashboard approach for assessment purposes on a monthly basis.

In order to increase the number of DVRS consumers with DD/ASD, the DVRS will apply the following strategies:

- DVRS will identify stakeholders and develop an education and communication plan that promotes Employment First (EF);
- DVRS will research how other states' agency partners are collaborating on EF strategies;
- DVRS will develop a plan for obtaining valid statistics of how many individuals with DD/ASD are served by DVRS;
- DVRS will create a plan to allow transition students with DD/ASD to have open cases two years prior to exiting school; and
- DVRS will determine possible sites for a Project SEARCH pilot.

In addition to the strategies listed for DVRS, the CBVI will continue to expand the consultative role of the State Rehabilitation Council (SRC) regarding the review and comment on the development, implementation, and revision of agency policies and procedures of general applicability pertaining to the provision of vocational rehabilitation services. The SRC meets five times a year as a full council and also additional times in sub-committees to assist the agency in moving forward with developing new initiatives and to improve service provision. The SRC formed sub-committees to explore the expansion of specific service areas, including Information/Access Technology training for individuals 55 and older and improvement initiatives around Transition services. Previous public forums identified these populations as possibly needing additional services. In addition, assessment activities performed as part of the Comprehensive Statewide Needs Assessment provided data of unmet needs. In particular, individuals 55 and older may be an underserved population, especially as it relates to access to information technology which has been identified as a core blindness skill. The SRC will continue to evaluate the statewide needs and make

recommendations on developing community based programs to begin to address these needs. In addition the SRC Vice-Chair is part of the design team tasked with developing the agency's strategic plan.

The agency will maintain or expand professional/personnel development to ensure service delivery by qualified personnel. In FFY 2014, the agency reassigned a staff person to serve as the Training Coordinator for the agency. The Coordinator has developed protocols for training new counseling staff on the operations of the agency and a comprehensive new staff orientation. The agency will look to expand the training opportunities for all staff to better serve consumers and to ultimately improve and the quantity and quality of employment outcomes. There will also be continued funding, as necessary, of the Master's Program in Rehabilitation Counseling at Rutgers University to ensure that staff is qualified at the highest level as determined by the standards detailed in the Comprehensive System of Personnel Development (CSPD). The university has also added a post-masters certificate program to also assist staff with a master's degree in a related field, receive the proper education to be eligible for CRC certification. The agency will continue to maintain this relationship also to recruit qualified personnel for future job openings. The agency will remain committed to the comprehensive system of personnel development and is aligned with the precept that individuals with disabilities deserve to receive services from counselors and instructors who are highly skilled in their respective professions as indicated by their levels of education and certification, as well as their clinical performance.

The agency recognizes the importance of assisting wounded warriors to resume or begin a civilian career. To assist in that effort, the agency will continue to explore ways to expand the scope of the Memorandum of Understanding (MOU) with the Veteran's Administration in order to most effectively utilize the resources of the respective agencies. In cases of dual eligibility, it is anticipated that utilizing the resources of each agency will result in enhanced and expanded service delivery and more successful outcomes. It is hoped that collaborative efforts by Vocation Rehabilitation and Employment staff and the Commission will improve employment outcomes for wounded veterans.

In recognition of Executive Order 13548: Increasing Federal Employment of Individuals with Disabilities, the agency will continue to promote consumer access to Federal employment opportunities. The agency has worked collaboratively with the Division of Vocational Rehabilitation Services for the last three years to develop and participate in an annual Career Fair that focuses on agencies that can participate in Schedule A hiring. The agency will look for additional methods to expand consumer access to these types of jobs.

(2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

The DVRS posted a Notice of Grant Opportunity (NGO) July 15, 2012 for its funding from the RSA for Technology. Disability Rights NJ continues as the entity that manages these funds. Another NGO is projected for July 2015 in order to maintain transparency for these funds. A broad range

of assistive technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process using the following:

- Information and demonstration;
- Community outreach;
- Equipment recycling; and
- Technical consultation.

Assistive technology services and devices will be provided to individuals with disabilities on a statewide basis through a renewed and expanded contract with Advancing Opportunities using the following methods:

- Allowing the DVRS clients to try out equipment before purchase to determine best match for their specific needs;
- Continuing a pilot program with local offices to focus on organization and project management strategies among professional staff;
- Training staff in the latest equipment and technology;
- Partnering with all One-Stop Career Centers to offer technical assistance on current equipment and future purchases to ensure accessibility for individuals with disabilities;
- Equipping each local DVRS office with a counselor tool kit for assistive listening devices to encourage people who are deaf, hard of hearing, late deafened, and cochlear implanted to utilize necessary aides; and
- Ensuring that the three regional centers for the Deaf house state-of-the-art technology demonstration areas.

CBVI offers New Jersey residents who are blind, vision-impaired, and deaf-blind support to acquire assistive technology that is necessary to gain or retain employment. Assistive technology is defined as any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities. The agency's Technological Support Services department assists consumers to have direct access to computer equipment and other information technology. The goal of the unit is to minimize barriers to task performance by taking into account the consumers specific needs. Technological Services Specialists (TSS) is responsible for maintaining and staffing five comprehensive and up-to-date Regional Technology Assistance Centers (RTAC) located throughout New Jersey. Each RTAC is stocked with a variety of assistive technology devices and is open to the public by individual or group appointments. Three of these labs are located in CBVI's Service Centers (Newark, Freehold, and Cherry Hill); the fourth is operated in partnership with the NJ State Library Talking Book and Braille Center and is located in Trenton; the fifth is located at the Joseph Kohn Training Center in New Brunswick.

In addition, the regional TSS staff performs technology assessments and skill evaluations for consumers who are seeking employment and require equipment adaptations to assist in carrying out their work and/or tasks in an educational environment. The specialists make recommendations suitable for each consumer's unique situation, such that it would enable the individual to efficiently address his/her professional or academic responsibilities. Following the evaluation, both in the regional offices and at the JKTC, a comprehensive report is completed by

the TSS, which includes recommendations for equipment, software, integration and/or training. Recommended training is time limited and goals are specifically linked to tasks and learning objectives via vocational training or on the job. The report details the number of training hours anticipated for the consumer to reach proficiency in the needed skill sets. Training services are provided by a service provider under contract with the Commission serving the Northern, Central, and Southern regions of the State. Training is provided one-on-one with consumers in their home, at training locations or work-site. The contracted agency provides periodic progress reports and a final report when training is completed.

The TSS staff installs, sets up, and configures recommended equipment for consumers on-site and provides brief instruction on proper utilization of assistive technology. TSS works with outside agencies, businesses, and institutions to evaluate work environments with respect to accessibility for vision impaired employees. The specialists also suggest appropriate solutions to outside agencies that would make these workplaces and the software applications they use more compatible with assistive technology.

TSS staff members at the Joseph Kohn Training Center conduct an initial skills assessment to determine the appropriate assistive computer software and training goals suitable to the consumers' needs. Training is then provided to strengthen the necessary skills and technological proficiency that facilitates the opportunity to succeed in a work or educational environment. The TSS staff also provide technical support, evaluation, and training during CBVI summer pre-vocational programs for transition-age consumers, such as Life 101.

The Adaptive Technology Loan Program is a CBVI funded project, managed on a day to day basis by the Talking Book and Braille Center. The loaner program is intended to provide computer access for VR consumers receiving assistive technology training as they move toward job readiness. Equipment available for loan includes desktop PCs, laptops, adaptive software, printers, scanners, and CCTVs. There are also a small number of MacBook's and handheld digital magnifiers for loan on a limited basis. Laptops are only available for students enrolled in remedial college courses.

(3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities and individuals with disabilities who have been unserved or underserved by the VR program are as follows:

- Offering universal access for all agency services and programs;
- Maintaining a level of cultural competence among staff;
- Offering all publications in Spanish;
- Placing bi-lingual counseling staff at local offices demonstrating the most need;
- Utilizing the AT & T language line when needed;
- Providing Deaf language specialists that cover all local offices;

- Providing counselors who work with HH customers with additional training specific to this population;
- Partnering with community-based organizations, including faith-based entities, to facilitate communication with individuals who speak other languages;
- Developing information about DVRS in ASL; and
- Partnering with the NJDOE to include information about the DVRS in its Parents Rights in Special Education (PRISE) document that is published in 12 languages.

For a number of years, the CBVI has operated the Project Prevention program, which was recently rebranded to the name, Project BEST (Better Eye-Health Service and Treatment), which is an eye screening and eye health program that conducts eye screenings in regions of the state that have large populations of economically disadvantaged and minority populations. In addition, screenings are conducted in regions of the state that have significant migrant worker populations. The Commission has consistently received referrals from traditionally unserved and underserved populations for services as a result of these outreach initiatives. The agency also has an ongoing working relationship with the Puerto Rican Association for Human Development (PRAHD) to better reach the Spanish speaking population.

The agency entered into a MOU with the Division of Developmental Disabilities in the New Jersey Department of Human Services and the Division of Vocational Rehabilitation Services to improve the provision of supported employment services through the three agencies. Greater communication with the Division of Developmental Disabilities has helped to identify additional individuals with the most significant disabilities who may benefit from supported employment services to gain employment in integrated settings. The agency continues its collaborations with the Elizabeth M. Boggs Center on Developmental Disabilities to expand cross training opportunities with community rehabilitation providers who provide supported employment services and agency staff. The agency also participants annually in the New Jersey Association for Person in Supported Employment statewide conference to present on agency services as an outreach effort to additional communities that serve or advocate on behalf of individuals with the most significant disabilities and those that are unserved or underserved.

(4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

DVRS assigned a lead transition counselor to each office. Responsibilities include:

- Coordinate all the transition activities throughout the catchment area.
- Support transition fairs
- Provide training on a local county-wide basis

Additionally, each counselor is assigned to specific public high schools. They provide technical assistance to the schools in the following ways:

- Attend individualized education program (IEP) meetings

- Provide TA to the schools as warranted
- Meet with individual schools
- Confer with parents
- Referral to benefits counseling when appropriate

DVRS also supports the IL centers to provide transition services to students on a fee-for-service basis throughout the state.

CBVI, since its inception, has assisted school districts in providing appropriate education programs that address the unique needs of children who are blind, vision impaired, and deaf-blind. The agency employs over fifty Teachers of the Visually Impaired, to provide itinerant based services to children throughout the state. In 1993 this partnership was formalized with local school districts through provider service agreements. The agreements identify the specific services that the Commission will provide for each child in the school district. These services are tailored according to individual student needs and are provided by Commission staff within the Education Service Unit. When students reach the age of fourteen, the Commission's Teachers of the Visually Impaired refer all these students to one of the six transition counselors who work in the Vocational Rehabilitation Unit, i.e., four transition counselors assigned to the agency's service centers and two Deaf-Blind Specialists. In addition, Commission staff participate in transition fairs developed by Local Educational Agencies (LEA) and "Planning for Adult Life" seminars hosted by the Division of Developmental Disabilities within the New Jersey Department of Human Services as an outreach effort to reach families who may be unfamiliar with CBVI services.

Planning for Adult Life is a statewide project funded by the NJ Division of Developmental Disabilities (DDD) to assist young adults (between the ages of 16-21) with developmental disabilities and their families in charting a life course for adulthood (www.planningforadultlife.org). It offers a variety of resources including Informational sessions, webinars, and resource guides/materials that address the following core areas:

- Postsecondary Education/Employment
- Housing
- Legal/Financial Planning
- Entitlement Programs and Eligibility
- Self-Direction
- Health/Behavioral Health
- Building/Maintaining Community Ties and Friendships
- Planning/Visioning a Life Course

The transition counselors at the agency provide information and referral services to the students and their parents/guardians to assist in the transition process from secondary education to adult outcomes. In addition, assessment activities occur to assist in the process to determining eligibility for vocational rehabilitation services. Pre-employment transition services will be provided to all students who are blind, vision impaired, or deaf-blind, regardless of whether an application for services has been submitted. When the student does apply for services and is

determined to be eligible for vocational rehabilitation services, the transition counselor will begin a process of comprehensive assessment to determine services needs that will inform the development of the Individualized Plan for Employment (IPE) around the specific needs of the student as well as specialized techniques and training in career awareness, college admission procedures, jobseeking activities, and related activities that will prepare for the successful transition into appropriate post-secondary training and educational opportunities that lead to competitive, integrated employment.

The Commission maintains, in conjunction with the Division of Vocational Rehabilitation Services (DVRS), an Interagency Agreement for Transition from School to Adult Life with the appropriate SEA (Office of Special Education Programs - OSEP). Both agencies will be working to develop a new Interagency Agreement to encompass new components related to transition and pre-employment transition services provision within the amendments of the Rehabilitation Act under WIOA.

Throughout the transition process, contact with the Local Educational Agency (LEA) and the Teacher of Visually Impaired at the agency remain constant. The need for specialized training, specific programs and assistive technology are addressed as part of the IEP and are also developed more fully in the Transition IPE. Technical consultation begun in the earlier grades with the Teacher of the Visually Impaired is continued through the transition process, and the transition counselor actively seeks participation in the development of IEPs. The transition counselors also begin evaluative activities at age fourteen that ultimately lead to development of the IPE and continue to play an organizational role with technical consultations and through their active participation in school-to-work activities, task force memberships, career fairs, etc. At various points during the transition process students are evaluated and presented with opportunities to participate in specific programs funded by the Commission, such as summer programs in conjunction with The College of New Jersey (Work Skills Prep for students 16- 21 years old and still in high school) and Bonner Summer Fellows (College Prep Experience for high school juniors and seniors).

On a state level, the Executive Director of CBVI is a member of the State Special Education Advisory Council convened by the NJ Department of Education, with the goal of promoting additional collaboration between programs under IDEIA and WIOA to promote successful transition to adult outcomes for students with disabilities.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

- DVRS will work with sheltered workshops to assist individuals to obtain competitive employment;
- DVRS will identify staff members in all local offices who will coordinate the provision of pre-employment transition services in partnership with LEAs.

- DVRS will develop partnerships with schools to provide technical assistance to students with DD/ASD that will identify community-based integrated work opportunities prior to exiting school; and
- DVRS will encourage and provide TA to CRPs who wish to become an employment network.

In 2014, a new statewide contract was awarded to Advancing Opportunities to provide Information/Access Technology training to consumers on a fee-for-service basis. One statewide provider of these services has increased the level of consistency of service provision for all regions of the state.

The CBVI expanded the role of Center for Vocational Rehabilitation to assist in providing work experience opportunities in the community surrounding the agency's training center. As part of the curriculum restructuring at the Joseph Kohn Training Center, the sixteen week program was expanded to twenty weeks to incorporate a four week community work experience component. The number of local businesses participating in the program has increased, and the program is well received by consumers. The agency expanded the number of staff in the contract to 3 FTE, in order to allow for expansion of business partners and proper supports for consumers while they are involved in their work experiences.

The CBVI recently developed a new program that targets youth, 14-21 years old. The year-round program serves transition-aged youth eligible for vocational rehabilitation services emphasizing employment development, mentoring by employed blind/vision impaired adults, and experiential learning experiences to promote independence.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

WIOA requires states to establish performance accountability measures that apply across the core programs to assess the effectiveness of states and local areas in achieving positive outcomes for individuals served by those programs. DVRS is involved in workgroups at LWD that will establish metrics to comply with the accountability measures under section 116 of WIOA. DVRS is committed to improving its performance as per these new requirements.

Additionally, DVRS is has established goals for improvement based on the 2010 RSA monitoring visit. These include the following:

- Establishing a business outreach unit designed to meet the needs of businesses in New Jersey;
    - Implementing Project SEARCH;
    - Providing opportunity for targeted hiring events at a regular basis;
    - Coordinating opportunities with business services representatives;
- Creating a pre-employment transition unit in each local office aimed at meeting the needs of transition students with disabilities throughout the state;
    - Establishing relationships with all LEAs;

- Managing a partnership with the CILs to deliver PETS;
- Tracking the delivery of PETS in local offices.

(7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

The DVRS is housed in New Jersey Department of Labor and Workforce Development (LWD). In August 2010 LWD reorganized its structure to include the DVRS within the workforce development system. This provides a solid foundation to work with the state's workforce investment system. The DVRS is a core participant in the One-Stop Career Center system and maintains an active presence in the eighteen local WDBs as well as the State Employment and Training Commission (SETC), New Jersey's State WDB. The SETC has established relationships with both DVRS and CBVI State Rehabilitation Councils, as described in prior sections. Local WDBs sponsor local disability issues committees and the DVRS local managers have a designated seat on these local disability committees. Additional strategies include the following:

- Participation in all LWD efforts to coordinate services to all customers;
- Participation with LWD Labor Planning and Analysis committees that identify 7 key industry sectors. They include:
    - Transportation, Logistics and Distribution;
    - Life Sciences (Pharmaceuticals, Biotechnology, Medical Devices);
    - Technology/Entrepreneurship;
    - Financial Services;
    - Advanced Manufacturing;
    - Health Care; and
    - Hospitality

The first four industries have been identified as priority industries for economic development efforts in New Jersey. These seven industries account for more than half of all private sector jobs in New Jersey and nearly two-thirds of all private sector wages paid in the state. The DVRS participation in these efforts will ensure LWD support for an inclusive, diverse workforce, including individuals with significant disabilities who qualify for Title VI funds.

The DVRS is housed in LWD as part of workforce development. This provides a solid foundation to work with the state's workforce investment system. The DVRS is a core participant in the One-Stop Career Center system and maintains an active presence in the eighteen local WDBs as well as the State Employment and Training Commission (SETC), New Jersey's State WDB. The DVRS local offices are now located within the OSCCs in 16 catchment areas throughout the state.

The LWD has established four priorities for the next three years:

1. Reemployment – What steps can LWD take to decrease the amount of time that people receive UI?
2. Opportunity – How can LWD assist more people to move from government benefits (SSI, SSDI, GA, and TANF) to work?

3. Alignment – How can LWD increase the number of people who have an industry recognized, post-secondary credential?
4. Accountability – What data and information about program performance would help us to improve services?

The DVRS, as part of workforce development, provided input to these priorities to ensure that other components of the statewide workforce investment system can appropriately assist individuals with disabilities who access general services.

The DVRS continues to partner with the Talent Networks established by LWD that provide linkages to the seven key industries sectors that account for more than half of all private sector jobs in New Jersey and nearly two-thirds of all private sector wages paid in the state. The DVRS participation in these efforts ensures LWD support for an inclusive, diverse workforce, including individuals with significant disabilities who qualify for Title VI funds.

Additionally, the CBVI remains committed to providing training and technical assistance to staff members from the other components of the statewide workforce investment system. Commission staff members have provided training/consultation to staff at One-Stop Career Centers throughout the state on issues related to ways to foster proper access for individuals who are blind, deaf-blind, and vision impaired. The agency is available to provide further assistance in these areas to foster greater access for individuals with vision loss.

(8) How the agency's strategies will be used to:

(A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

(B) support innovation and expansion activities; and

(C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

DVRS is committed to establishing Employment First initiatives throughout the state. Strategies include establishing Project SEARCH and developing targeted hiring events for qualified candidates with disabilities. The business outreach unit will lead these efforts. Additionally, DVRS identified goals to improve services to Deaf/hard of hearing consumers. Strategies to reach these goals include establishing regional Deaf language specialist positions throughout the state, improving the direct access for Deaf consumers via video phones in the offices, updating the DVRS hearing aid policy that includes best practices regarding individuals with cochlear implants, and working with the three Deaf centers to increase outreach to this population. DVRS also plans to contract with the Boggs Center, New Jersey's Center of Excellence on Developmental Disabilities, to provide technical assistance for the following:

- TA to designated institutes of higher education in order to establish programs for youth with ID/DD that will provide industry-recognized credentials and a Career Pathways approach for their skill development; and

- TA to designated sheltered workshop staff for training in Customized Employment and Person-Centered Planning.

Strategies to reach all transition students with disabilities are significant as well. They include establishing a PETS unit to coordinate activities with LEAs and CILs as well as developing an MOU with the SEA to help DVRS achieve the requirement of providing PETS to all students with disabilities in transition. DVRS also posted a notice of funding for PETS activities to work with vendors to reach this goal.

Innovation and expansion (I & E) activities are developed throughout the year to promote model demonstrations and best practices for the VR program. Current I & E programs include JEVS-hireAbility for employment services to DVRS consumers with the most significant disabilities. DVRS plans to post an NGO for I & E in 2016.

Innovation and expansion funds are also used to provide AT and employment services to DVRS consumers who are Deaf/HH. These centers employ staff members fluent in ASL to ensure effective communication with Deaf consumers who use sign language as their native language.

Strategies to overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state Vocational Rehabilitation Services Program and the state Supported Employment Services Program include the following:

- Updating the extended employment guidelines;
- Standardizing vendor reporting forms;
- Monitoring required vendor accreditation and staff development;
- Meeting with the APSE board;
- Continuing the liaison meetings with ACCSES-NJ;
- Outreaching to the DDD to provide employment services to individuals affected by deinstitutionalization;
- Encouraging CRPs to become employment networks; and
- Participating as a lead member to implement the Employment First initiative in the state.

The DVRS plans to work with the CRPs to develop integrated employment strategies for individuals with disabilities who currently attend sheltered workshop programs who, through informed choice, choose to access competitive employment. DVRS implemented reporting requirements in 2016 that identify extended workers who currently make above minimum wage in order to provide counseling, including benefits counseling, and encouragement for them to pursue competitive, integrated employment.

Additionally, the CBVI will develop a model of service delivery to ensure the agency's five major programmatic components (Education, Vocational Rehabilitation, Independent Living, Access Technology, and Eye-Health Services) function more collaboratively and seamlessly in the provision of comprehensive, life-long services to consumers.

- Obtaining and reviewing agency consumer satisfaction information and other constituent feedback, including the comprehensive statewide needs assessment, gathered formally or otherwise, as a prerequisite to developing and informing the appearance of a new Service Delivery System Redesign model;
- Fashioning interdisciplinary team approaches across all program components in an effort to avoid the need for consumers to be subject to duplicate service-related questions or processes and in recognition of the fact that consumer needs regularly involve more than one programmatic component of agency services in order to be comprehensive and effective;
- Developing quality management and continuous improvement strategies to ensure consistency and timeliness of excellent services for all consumers, collection of valid and verifiable data related to all program deliverables, establishment and refining of a centralized filing system for correspondence and other agency records not currently captured in the Fully Accessible Client Tracking System (FACTS), and creation of all other agency-wide systems resulting in a robust and accountable blindness service agency;
- Considering methods for enhancing customized, person-centered approaches in service delivery, recognizing the individual talents and interests of each consumer;
- Enhancing the quality and availability of blindness-specific, priority services, e.g. Braille instruction, assistive technology training, orientation and mobility instruction, daily living skills orientation, and vision-loss adjustment services.

CBVI will develop innovative quality career and employment programs, in response to needs identified in the comprehensive needs assessment.

- Maintain the EDGE program (Employment, Development, Guidance, and Engagement) a year-round program for transition-aged youth (14-21) eligible for vocational rehabilitation services emphasizing employment development, mentoring by employed blind/vision impaired adults, and experiential learning experiences to promote independence.
- Establish a Business Relations Unit, charged with educating employers about blindness and catering to the unique needs of business as a secondary customer of CBVI services, in alignment with provisions in Workforce Innovation and Opportunity Act.
- Redesigning and strengthening the Randolph-Sheppard program in New Jersey (Business Enterprises New Jersey – BENJ)
- Develop competencies for Vocational Rehabilitation Counselors and Supervisors in utilizing evidence-based practices, including incorporating motivational interviewing techniques and customized employment methodologies into the counseling relationship to increase employment outcomes.
- Expand vocational exploration, experiential programs, and other career planning opportunities for consumers.

CBVI will focus on growing external partnerships, resources, and alliances to support consumer services and outcomes.

- Analyzing current Memoranda of Understanding for elements that promote CBVI's mission and examining these same documents for aspects that do not contribute to the credit of CBVI's program;
- Developing a protocol for assessing the value of needed partnerships;
- Identifying target organizations for formal agency agreements, e.g. Workforce development agencies, Independent Living Councils and Independent Living Centers, Social services providers, Housing authorities;
- Recommending strategies for securing broader resource services for consumers (e.g. social services, legal aid) in an effort to facilitate social stability while the consumer seeks employment.

CBVI will develop improved internal and external communications strategies, public information campaigns, and community outreach efforts to heighten the profile of the agency and to inform the general public about the diverse capabilities of blind and vision-impaired people.

- Adopt aggressive or more affirmative outreach measures to identify and recruit those who need CBVI services, especially those who are underserved, unserved, or those with the most significant disabilities.
- Devoting professional attention and resources to creating new agency branding and public image approaches;
- Developing strategies to promote qualified consumers directly to employers via the creation of a Business Liaison Unit, charged with educating employers about blindness and catering to the unique needs of business as a secondary customer of CBVI services;
- Expanding internal communications methods, e.g. newsletters, brochures, Website content and resource enhancements, as a means of fostering a more engaged, deliberative, interactive, and invested professional workforce and vibrant agency culture;
- Crafting engagement strategies for various public partners, including advocacy organizations, allied agencies, providers, non-profit agencies, and the like, thereby enhancing CBVI's ability to leverage external resources in pursuit of its goals and mission.

CBVI will devote resources and energy to various issues related to human resource staff development. Measures consistent with this initiative may include:

- Recruiting qualified staff to fill the agency-specific positions, particularly direct blindness services-related roles, and strictly adhering to the guidance in the Comprehensive System for Personnel Development (CSPD), ensuring that vocational rehabilitation counselors comply with the Federal guidelines for this profession;
- Adopting strategic measures for agency-wide succession planning that is in compliance with regulations of the NJ Civil Service Commission and related union contracts;
- Creating systems and resources for development of staff skills, e.g. in-service trainings, webinars, in-person conference participation;
- Developing a matrix for a staff accountability system, e.g. writing clear job descriptions and expanding the performance review process;
- Taking steps to fully maximize all staff resources for optimum program benefit.

(p) Evaluation and Reports of Progress: VR and Supported Employment Goals. Describe:

(1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

(B) Describe the factors that impeded the achievement of the goals and priorities.

The New Jersey Division of Vocational Rehabilitation Services (DVRS) goals and priorities of FY 2015 were a continuation of goals identified in FFY 2012. Progress toward their achievement is as follows:

Goal 1: Accuracy of Data. Goal 1: By October 31, 2014, data reported by the DVRS will be valid. The DVRS will develop a baseline to determine the validity of information given.
DVRS has used an AWARE data case management system for a full year; counselors still need more training in order to make sure all required parts of the system are filled in appropriately. Additional training has been identified and DVRS plans to have three regional training to cover it.

Goal 2: Performance Indicator 1.1. The number of individuals exiting the VR program who achieved an employment outcome during the 2014-2015 federal year will increase compared to the number of individuals who exit the VR program after achieving an employment outcome during 2010-2011 performance period.
DVRS met goal 2 for FFY 2013 and FFY 2014. In FFY 2015 DVRS did not achieve this goal. 15% of the federal funds were moved into PETS, and students will not have employment outcomes for many years. This shift in emphasis led to the decline in employment outcomes.

Goal 3: Performance Indicator 1.5. The average hourly earnings of all individuals who exit the program in competitive, self or blind enterprise program (BEP) employment during the 2014-2015 federal year will increase compared to the average hourly earnings of all individuals who exit the program in competitive, self-, or BEP employment during the 2013-2014 performance period.

The DVRS did not meet this goal for FFY 2013, 2014, or 2015. In New Jersey the average wage is one of the highest in the nation. Many highly paid and wealthy residents of NJ earn their wages out of state (in NYC and Philadelphia) so the wage base in NJ, is actually lower than statistics would indicate.

The DVRS embraced the President's emphasis on federal hiring of persons with disabilities. For the sixth year, a specific "Schedule A" hiring event took place in southern New Jersey. The DVRS expanded this activity to northern New Jersey in the summer of 2015. The DVRS has also engaged in industry sector strategies identified by LWD that involve working with targeted private industries that hire the most workers in New Jersey. To date the DVRS has worked with the financial services industry and the transportation, logistics and distribution industry. Many of these industries have federal contracts and are subject to the Section 503 regulations

promulgated in March 2014. The DVRS will continue to identify strategies that will improve indicator 1.5.

Goal 4: By October 1, 2014, the DVRS will have resolved all the compliance findings and corrective actions stemming from the Fiscal Year 2010 monitoring report on the Vocational Rehabilitation and Independent Living Programs in the State of New Jersey so that Federal funding is not withheld.
The DVRS has resolved all findings.

The CBVI goals and priorities of FY 2013 are listed below.

CBVI Goal 1: Quality Management Initiative
In order to ensure timely and consistent quality VR services for its consumers, CBVI will develop a new comprehensive quality assurance system, which will include improved case review protocols for supervisors, a new quality assurances case review system, and the establishment of clear performance metrics for VR staff. All three components of the project will be completed by February 2013 and implemented during FFY 2013. CBVI will develop baseline data from the QA assessments performed in 2013 and develop plans to improve service provision in the Regional Offices.
Update: CBVI completed the Quality Assurance system on schedule in February 2013. Key components of the system were also slated to be incorporated into the agency's digital case management system called FACTS (Libera System 7) in order to facilitate a seamless and fully accessible means of performing case reviews. These components included a dashboard for performance metrics, a database query for key indicators of timeliness of service provision and consumer engagement, and a case review form to ensure compliance with Section 107 standards under the Rehabilitation Act of 1973, as amended. Those systems are still not totally operational in the FACTS system and they are still under development and refinement.

CBVI Goal 2: Work Skills Prep: Post-Graduation Follow Along
CBVI will improve employment outcomes for its consumers who attended the Work Skills Prep program and graduated from their secondary school program from the current success rate of 22.22% to 30% of all those who exit the VR program. This goal is scheduled to be completed by 9/30/2013. This is a one year pilot project. If successful, the agency will look to expand the strategies to continue to improve employment outcomes for individuals with the most significant disabilities.

Update: The job developer hired for this position was able to achieve three additional closures of Work Skills graduates, but unfortunately found other employment before the end of the project year. A new job developer was hired, and began to work with counselors in the services centers and consumers around job development activities. The program has experienced another setback; as the new job developer was diverted to another project. The agency had decided to redesign the program and will roll out the new program in FFY 2016.

CBVI Goal 3: LEAD: Leadership Education Advocacy Determination Heightened Independence in Progress

The organization under contract with CBVI to administer the LEAD program, will develop a new curriculum for the program to incorporate more employment readiness activities and community work experiences for transition-aged youth participating in the program by June 30, 2013 and implement the new curriculum by September, 2013. The new curriculum will benefit up to seventy high school students with vision loss who participate in the program with the ultimate goal of improving employment outcomes for this cohort.

Update: The agency decided to end the LEAD program on September 30, 2013. The agency was interested in pursuing a new direction to address the needs of transition-aged youth that would allow for greater emphasis on employment readiness activities. The existing program structure within the LEAD program was not conducive to this program element. The agency developed a new model and implemented the new program called EDGE (Employment, Development, Guidance, and Engagement) in FFY 2015 to better serve this population.

(2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

(B) Describe the factors that impeded the achievement of the goals and priorities.

The DVRS goal for SE was to serve a greater number of individuals. Targeted disability groups in FFY 2013 state plan included the following:

- Individuals with serious psychiatric illness;
- Individuals with developmental disabilities;
- Individuals who are Deaf or hard-of-hearing;
- Individuals on the autism spectrum; and
- Individuals with traumatic brain injury.

To achieve this goal, the DVRS did the following:

- Worked with the DSA fiscal and the Division of Information Technology (DIT) to ensure separate tracking was established to differentiate individuals served with Title VI funds;
- Offered SE training opportunities and strategies for staff members of providers;
- Provided technical assistance to the SE providers in regard to work flow, referrals and staffing; and
- Continued expanding the list of qualified providers, as appropriate.

The DVRS was successful in achieving all goals set forth for SE.

The New Jersey CBVI continues its commitment to the development of an effective, coordinated system of supported employment work opportunities for blind, deaf-blind and visually impaired consumers throughout New Jersey.

The Commission allocated Title VI, Part B funds to fund the Center for Vocational Rehabilitation (CVR) to provide contracted services for supported employment to the Agency's central region, as well as to community based providers on a fee-for-service pay structure.

CBVI Goal 1: Work with the Center for Vocational Rehabilitation (CVR) to provide supported employment services to fifteen (15) agency consumers during FFY 2013.
Update: The agency referred eleven (11) participants to CVR for supported employment services up until March 31, 2013. On April 1st, 2013, the contract was converted from a cost-related structure to a fee-for-service arrangement. The contract was moved to a fee-for-services structure to allow a greater level of choice for consumers.

CBVI Goal 2: Provide supported employment services up to 15 individuals via CRP's on a fee-for-service basis for FFY 2013.
Update: The agency served sixteen (16) consumers in FFY 2013, achieving its goal. Overall, CBVI realized an overall improvement in the percentage of cases served via supported employment that achieved an employment outcome. 5.36% of Employment Outcomes in FFY 2013 were individuals who received Supported Employment services. This is an upward trend as compared to FFY 2011 – 4.20% and FFY 2012 – 4.58%. The agency is encouraged by this increase and hopes to continue this trend. The Commission also utilizes Title I funds to provide supported employment services on a fee for service basis.

(3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Federal Program Evaluation Standards and Performance Indicators
WIOA removed the specific standards and performance indicators for title IV. Performance accountability indicators under section 116 of WIOA will be the evaluation tool used by DVRS once they are implemented in LWD.

The six primary indicators for performance are:

1. The percentage of participants, who are in unsubsidized employment during the second quarter after exit from the program;
2. The percentage of participants, who are in unsubsidized employment during the fourth quarter after exit from the program;
3. Median earnings of participants, who are in unsubsidized employment during the second quarter after exit from the program;
4. The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent during participation in or within 1 year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized post-secondary credential within 1 year from program exit;

5. The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.
6. Effectiveness in serving employers, based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA.

Additional indicators for title IV include six primary indicators for the youth/student program:

1. Percentage of participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;
2. Percentage of participants in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program;
3. Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;
4. The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent, during participation or up to 1 year after exit. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized post-secondary credential within 1 year from program exit;
5. The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress towards such a credential or employment;
6. Effectiveness in serving employers, based on indicators developed as required by sec. 116(b)(2)(iv) of WIOA.

Using performance data under WIA the DVRS passed four of the six standards and indicators for FFY 2015.

The data below reflects the CBVI's compliance with the standards and indicators. The Commission met or exceeded the required performance levels in five of the six indicators for Standard 1, also meeting the standard for two of the three primary indicators. In addition, the agency met the performance indicator for Standard 2, thereby exceeding the required performance level for both standards.

Evaluation Standard 1: Employment Outcomes
Indicator 1.1: Difference in the Number of Individuals with Employment Outcomes
Target: Equal or exceed the previous reporting period

- Number of Employment Outcomes for FY 2014: 611
- Number of Employment Outcomes for FY 2015: 627

CBVI passed this indicator

Indicator 1.2: Percentage of Individuals Receiving Services Who Had Employment Outcomes after Exiting VR Services
Target: 68.9%
Agency Performance: 68.9%
CBVI passed this indicator

Indicator 1.3: Percentage of Individuals with Employment Outcomes Who Were Competitively Employed with Earnings Equivalent to At Least the Minimum Wage
Target: 35.40%
Agency Performance: 94.90%
CBVI passed this indicator

Indicator 1.4: Percentage of Individuals with Competitive Employment Outcomes Who Had Significant Disabilities
Target: 89%
Agency Performance: 91.30%

Indicator 1.5 (Primary): Measures the income ratio of those individuals who are closed as competitively employed to the State average hourly wage.
Target: .59
Agency Performance: .53
CBVI did not pass this indicator

- The Commission did not pass this indicator. The standard is 0.59 and the Commission's score was 0.53. The high average hourly state wage for New Jersey, has proved challenging for the agency to pass Indicator 1.5. The agency will continue to outreach to large employers to continue to expand the scope of employment opportunities for consumers, especially jobs that offer wages commensurate with the average hourly wage for the state. The Commission has also been working to expand internship or work experience opportunities for high school and college students in order to develop career paths to higher paying jobs.

Indicator 1.6: This indicator represents the increase or decrease in the percentage of individuals who achieved competitive employment who had their own income as a primary source of support at closure compared to the percentage who had their own income as a primary support source when they applied for VR services.
Target: 30.4%
Agency Performance: 31.3%
CBVI passed this indicator

Standard 2.1: This indicator measures the ratio of the minority population served by the VR program compared to the ratio of the non-minority population served by the VR program.
Target: .8
Agency Performance: 1.05

CBVI passed this indicator

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

I&E funds were provided via an NGO to the following CRP:

1. JEVS Hirability – Business outreach and employment support to DVRS consumers with significant disabilities.

I & E funds were also used to provide services in three regional Deaf centers. These centers provide employment services to individuals who use ASL as their native language. The centers also house assistive technology for individuals with any degree of hearing loss.

Funding continues to be used for the SRC and the SILC activities for FY 2016.

Additionally, I&E funds were utilized by CBVI in several ways:

The Work Experience Program at the Joseph Kohn Training Center (JKTC) was expanded to provide a four-week community based work experience for all participants of the Joseph Kohn Training Center's (JKTC) full program through the development of work opportunities within the local community of New Brunswick through job development activities and time-limited job coaching services on-the-job. This expanded the training program from a sixteen to twenty week program. In addition, the program was expanded to provide additional job developers who found additional work locations in the New Brunswick community to provide diverse experiences for consumers. The program has been well received by consumers of the agency.

The agency also developed a new summer program for secondary students aged 14-16 called Life 101. The program is a day program, and students attend the Joseph Kohn Training Center on Tuesdays and Thursdays for each thematic curriculum topic. Two of the thematic topics also require attendance on a Friday as well. The program focuses on four major life areas: Career Preparation, Skills of Independence, College Preparation, and Access/Information Technology. Agency staff provided the instruction for all areas of this program. Therefore, this was an internal program that did not require an external contract or significant additional funding to provide this service. The program was run again this summer, and it is expected to expand in FFY 2015.

(q) Quality, Scope, and Extent of Supported Employment Services. Include the following:

(1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

(2) The timing of transition to extended services.

Supported employment means competitive work in integrated work Supported employment means competitive work in integrated work settings in which individuals are working and earning

at least minimum wage. Individuals with the most significant disabilities can benefit from these services when:

- Competitive employment has not traditionally occurred;
- Competitive employment has been interrupted or intermittent as a result of a significant disability; and
- As a result of the nature and severity of their disability need intensive supported employment services in order to perform such work.

New Jersey became the 14th state to embrace the concept of Employment First (EF) in April of 2012. EF is a framework that is centered on the premise that all citizens are capable of full participation in integrated employment and community life. This initiative identified that competitive employment in an integrated setting is the preferred first choice for every individual seeking employment in New Jersey. This effort shifts assumptions about whether individuals with certain categories of disabilities can to work to one of determining the supports and services necessary so that these individuals will be successful in competitive employment. The DVRS adheres to the requirements of the Rehabilitation Act of 1973, as amended. An individual with a disability must want and qualify for the services.

Counselors in all the offices received training on trial work experiences (TWE) in the spring of 2014. CRPs were also given access to the same training. TWE will be utilized when the DVRS counselor needs clear and convincing evidence regarding whether an individual with a disability will benefit from VR services.

The DVRS has consistently encouraged the development of programs that meet the needs of a wide variety of individuals with the most significant disabilities based on either geographic and/or disability driven needs. Traditional community rehabilitation programs and programs for SE without traditional facility-based operations are available throughout the state.

All of the vendors are required to follow the same criteria in their service delivery:

- Referral;
- Assessment;
- Job development;
- Job Placement;
- Intensive coaching; and
- Follow-along.

Supported employment continues to be a valuable service and has opened doors to individuals with disabilities who are now expected to work in a competitive setting. The DVRS is currently assessing the need for more intense post-employment services for individuals with the most complex disabilities; training will commence in the fall to instruct counselors on the proper way to identify DVRS consumers in need of this service.

For transition students with disabilities, in particular students with the most significant disabilities, counselors will coordinate the IPE in order to ensure that students can move from PETS services

to extended services when appropriate. Care will be taken to make sure students do not lose funding upon the end of IDEA entitlement.

LTFA is provided to consumers through the use of state funds to provide less intense ongoing support. It is estimated that the DVRS, through its provision of LTFA, is helping to maintain 3,388 individuals with disabilities on the job. This does not only have a significant social impact on their lives, but it demonstrates that people with disabilities can be contributors to their community. The DVRS provides extensive on-the-job services or job coaching for individuals for up to 18 months but evaluates each case and the person's need on an individual basis. In the pre-IPE meeting that includes the counselor, the CRP vendor and the client, a determination is made whether extended services will be required. As the case progresses the counselor makes sure that the CRP vendor will be available to provide long-term follow-along services.

Under the DVRS EF strategy, long-term SE services will be provided by the DDD and the DMHAS for consumers who qualify for these services after a DVRS consumer is successfully placed in employment. This braiding of funding provides supports to a higher number of consumers. The DVRS continues to partner with the DDD and the DMHAS in order to do this.

DDD – DVRS and CBVI successfully negotiated a new MOU with the DDD in FFY 2015. The DDD recently changed its policy and now requires all individuals who receive DDD services to apply for services with the DVRS as a condition to receiving DDD funding. While the DVRS is very willing to provide services to individuals who qualify and want services, the division will adhere to the requirements of the Rehabilitation Act of 1973, as amended in WIOA.

DMHAS – for many years the DVRS and the DMHAS combined resources to fund 22 county-based SE programs specific for individuals with pervasive mental illness. This partnership will conclude September 30, 2014. The SE vendors have been notified and have been given the opportunity to apply to the DVRS to become a vendor with the division. Local office counselors will work with consumers with pervasive mental illness to identify SE providers that meet their needs and will provide the SE on a fee-for-service basis.

The DVRS recognizes that the census of those needing LTFA will grow incrementally as those consumers achieve employment. With that reality in mind and the shortage of state funds, the DVRS has organized several efforts to remedy the situation. These include:

- Identifying DDD and DMHAS consumers in the DVRS case management system to ensure that these consumers are transferred to the appropriate funding stream
- Ensuring that the state-funded program will be monitored to provide the most effective services to this cohort; and
- An examination of cases that may have evolved toward independence and are no longer in need of the service

Additionally, the New Jersey CBVI remains committed to increasing the quality, scope and extent of supported employment services to eligible consumers who are blind, deaf-blind, or vision impaired and also may have additional disabilities. The Commission's Title VI Part B funding is

generally inadequate to support the full scope of supported employment services. However, in the absence of Title VI funds, the Commission does use Title I funds to ensure that adequate services are provided.

There are presently an approved cadre of community providers throughout the state who provide supported employment services on a fee for service basis. The Commission continues to make use of time limited job coaching services to address the needs of consumers who are chronically unemployed and those who present with issues of mental health or are otherwise ineligible for services from the DDD. The Commission has traditionally placed approximately between four and five percent of all successful rehabilitations into supported employment.

A MOU regarding supported employment is currently in effect between the Commission for the Blind and Visually Impaired, the DDD, and the Division of Vocational Rehabilitation Services. The MOU delineates the procedures and protocols that define the provision of supported employment services within and between these three agencies. An ongoing training program has been developed and delivered to the appropriate staff in the three agencies. The agency has established a working relationship with the Elizabeth M. Boggs Center on Developmental Disabilities and developed a full day training for supported employment providers throughout the state, addressing issues of vision loss and supports in the workplace. Training topics include assistive technology, safe travel, and non-visual instructional techniques. It is anticipated that the agency will offer the training through the Boggs Center several times in FFY 2015.

It should be noted that the Commission does not fund extended services. Extended services are provided by the DDD and or other identified sources. The previously mentioned MOU includes a form (F-3) that is completed at the appropriate time, as defined by the IPE and consumer's progress at the work site, which moves an eligible consumer into an extended services status. The transition to Extended Services must occur no later than eighteen (18) months after placement in supported employment, unless a longer period is established in the IPE and only if the individual has made substantial progress toward obtaining the employment goal listed in the IPE.

Vocational Rehabilitation Certifications and Assurances

Certifications

#	Statement of Certification
1.	The New Jersey Department of Labor and Workforce Development (LWD) and New Jersey Department of Human Services (DHS) are authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, and its supplement under title VI of the Rehabilitation Act;
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Department of Labor and Workforce Development and New Jersey Department of Human Services agree to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agencies agree to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State agencies and/or the designated State units have the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7.	The Director of LWD Division of Vocational Rehabilitation Services and the Executive Director of DHS Commission for the Blind and Visually Impaired have the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;

8.	The Director of LWD Division of Vocational Rehabilitation Services and the Executive Director of DHS Commission for the Blind and Visually Impaired have the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
9.	The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Assurances

#	Statement of Assurance
1.	Public Comment on Policies and Procedures: The designated State agencies assure it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2.	Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State units assure it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3.	Administration of the VR services portion of the Unified or Combined State Plan: The designated State agencies or designated State units, as appropriate, assure it will comply with the requirements related to:
	(a) the establishment of the designated State agencies and designated State units, as required by section 101(a)(2) of the Rehabilitation Act.
	(b) the establishment of either a State independent commissions or State Rehabilitation Councils, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agencies or designated State units, as applicable (Option A or B must be selected): A. is an independent State commission. B. has established a State Rehabilitation Council
	(c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. the non-Federal share, as described in 34 CFR 361.60.

	(d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
	(e) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agencies allow for the local administration of VR funds, (Yes/No)
	(f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agencies allow for the shared funding and administration of joint programs, (Yes/No)
	(g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Are the designated State agencies requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan.
	(h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act.
	(i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
	(j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
	(k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
	(l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.
	(m) The submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4.	Administration of the Provision of VR Services: The designated State agencies, or designated State units, as appropriate, assures that it will:
	(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.
	(b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.

	(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)
	(d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
	(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
	(f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.
	(g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
	(h) comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a)(14)of the Rehabilitation Act.
	(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs
	(j) with respect to students with disabilities, the State, (i) has developed and will implement, (A) strategies to address the needs identified in the assessments; and (B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and (ii) has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).
5.	Program Administration for the Supported Employment Title VI Supplement: (a) The designated State units assure that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
	(b) The designated State agencies assure that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

	(c) The designated state units will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.
6.	(a) Financial Administration: The designated State agencies assure that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.
	(b) The designated State agencies assure that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7.	(a) Provision of Supported Employment Services: The designated State agencies assure that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
	(b) The designated State agencies assure that: i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

Jobs for Veterans State Grants

(a) How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG;

Over the next several years, LWD anticipates an increasing number of employers will develop formal military veterans' recruitment programs. Several large New Jersey employers have committed to hiring more veterans by setting numerical targets, designing media outreach programs, working closely with One-Stop Career Center staff on posting job orders, organizing hiring events, and dedicating company staff to veterans' recruitment activities. Examples include Home Depot with a goal to increase military and veteran hires by 10% each year for the next five years resulting in the hiring of an additional 55,000 veterans nationwide.

National initiatives are also helping New Jersey successfully place veterans into employment. Prominent among the 160 employer strong "100,000 Jobs Mission" (now increased to 200,000 jobs) with substantial employment openings in New Jersey are JP Morgan Chase, Amazon, Johnson & Johnson, and Merck. JP Morgan Chase, for example, has major back office Wall Street operations in New Jersey as well as banking and finance positions throughout the state and Amazon recently began recruiting for new warehouse facilities in Robbinsville and Avenel that could total 1,000 new jobs over the next year.

Changes enacted under a 2013 state law, the Economic Opportunity Act (EOA), provide a range of incentives to boost development and bring jobs to New Jersey. Announcements in early summer 2014 of tax credit approval through the program for a nuclear equipment manufacturer potentially with up to 1,000 jobs to be created over the next five years and the relocation of the Philadelphia 76ers practice facility and corporate headquarters with 50 new jobs are providing opportunities for urban veterans in the City of Camden to find career employment paying wages that can lead to economic self-sufficiency. One-Stop Career Center staff will be actively working with employers and partners to fill the employer need for qualified and dependable workers.

Veterans interested in federal employment opportunities receive preference based on the conditions of their military service and the presence of a service-connected disability. Disabled Veterans Outreach Program (DVOP) specialists and One-Stop Career Center staff will work with veterans to provide them with information on the federal application process and how to locate and apply for federal job opportunities using usajobs.gov.

With the average age of New Jersey's state employee workforce continuing to increase, employment opportunities for veterans will likely occur in significant numbers. Veterans having served during specific time periods are given advantages over non-veterans in hiring and promotion by New Jersey's civil service system. Local government agencies whether operating under the state's civil service system or not, also provide opportunities for veterans to secure career service employment.

Federal contractors and sub-contractors provide another avenue for veterans looking for well-paying jobs leading to economic self-sufficiency. Federal contractors are required to post their job openings with New Jersey's labor exchange system (OnRamp at Jobs4Jersey.com).

LWD will promote the hiring of military service veterans using staff, technology, and state leadership that support the goal of full-employment for military service veterans. One-Stop Career Center and LWD management staff will promote the hiring and retention of military service veterans by direct outreach to employers by Local Veteran Employment Representatives (LVER), which New Jersey terms Veterans Business Representatives, and other non-JVSG business outreach staff, continue to organize and promote to employers hiring events such as job fairs and targeted recruitment efforts, and conduct periodic business seminars/presentations to employer membership groups such as NJ Business and Industry Association and chambers of commerce. Technology, including a redesigned Jobs4Jersey.com website with increased functionality and labor exchange matching capabilities, automated mass call telephone messaging system, and ability to blast email announcements to targeted veterans will help LWD create a more efficient and transparent market for employers and jobseekers. State leadership will continue to be an important component for keeping the focus on the hiring of military service veterans through special initiatives such as Governor Chris Christie's Operation: Hire a Jersey Hero conducted in partnership with major employers like Prudential Insurance Company of America and the continued attendance by Lt. Governor Kim Guadagno at veterans themed events throughout the state.

Serving the workforce directed needs of New Jersey's veterans is a responsibility shared by all One-Stop Career Center (OSCC) staff. Effective intake and customer flow procedures, staff training, technical assistance/reinforcement, and monitoring contribute to ensuring that only a subset of eligible veterans identified as having a significant barrier to employment as defined in VPL 03-14 or a veteran aged 18 to 24 as referenced in VPL 04-14 are referred and served by the DVOP. All veterans served by the DVOP will be assessed and have an employability plan that directs the delivery of intensive services.

Veterans participating in the Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program are deemed high priority customers. In accordance with Veterans Program Letter (VPL) 01-09, "National Implementation of the Department of Veterans Affairs Vocational Rehabilitation and Employment and Training Service Partnership Project" and the related Technical Assistance Guide (TAG), LWD has a state level Memorandum of Understanding with the US Department of Labor, Veterans Employment and Training Service (US DOL/VETS) and the VA/VR&E program that delineates roles and responsibilities for staff in the partner agencies. LWD's primary roles are to provide workforce information to veterans who are entering a VR&E Program and to provide priority job search assistance for those veterans who are completing their VR&E Program. All partner agencies are involved in a quarterly review of VR&E customers and their progress in reaching their career goals. LWD has assigned a VR&E Intensive Services Coordinator (ISC) from among the DVOP specialists assigned to the Newark One-Stop Career Center. The staff is out-stationed at the VA/VR&E office at 20 Washington Place in Newark.

DVOP specialists are expected to provide intensive case management services for the VR&E customers which include a comprehensive assessment and individual employment plan based upon the employment plan provided by the VA. The goal is to provide the VR&E veterans with the tools to be successful in the job search such as a robust résumé, career guidance, and job search assistance.

JVSG staff is deployed with clearly delineated distinct duties for the DVOP specialist and LVER. These clearly distinct duties include the delivery of intensive services to targeted veterans by the DVOP specialist and outreach to the employer community and facilitation within the state's employment service delivery system for the LVER. DVOP specialists and LVER provide specialized service that complement and add value to OSCC veterans' services. DVOP specialists and LVER do not duplicate services provided by other OSCC labor exchange staff. In the case of the DVOP specialist, this is ensured by a requirement that the significant barrier/18-24 year old veteran designation be documented for every customer served.

In order to maximize the return on investment that the specialized staff contributes to the OSCC, LWD will work to quickly fill vacancies.

LWD will assign Jobs for Veterans State Grant (JVSG) funded staff members to locations where they can best serve veteran populations that have been targeted for specialized services. DVOP specialists and LVERs are assigned geographically based on the concentration of eligible veterans and demographic factors that would suggest a greater need for services such as local unemployment rates, proximity to military bases and high poverty areas, and areas with returning ex-offender populations.

In FFY 2014, LWD reorganized veterans' services to better align and focus JVSG funded staff toward the goal of improving employment and job retention outcomes for New Jersey's jobseeking veterans. This included moving the LVER staff from the Office of Employment Services under the supervision of the Workforce Development manager to the Office of Business Services to be better aligned and coordinated with business outreach staff.

Success in placing veterans into employment requires understanding and appropriately responding to the needs of the business customer. Historically, One-Stop Career Center staff used a labor supply model to refer jobseekers to employers rather than a labor demand model. This model often resulted in employer and jobseeker frustration since employers were disappointed with the matches and jobseekers were not offered employment. Recognizing the inherent conflict of the same staff working on behalf of jobseekers and employers, New Jersey created an Office of Business Services staffed by business representatives serving as advocates for the business customer. Applying the same logic to New Jersey's veterans' programs, LWD will continue working to complete the reorganization and integration of the LVER staff from the Office of Employment Services in the Division of Workforce Field Services to the Office of Business Services in the Division of Workforce Field Services. DVOPs will remain aligned with other staff assisting jobseekers in the Office of Employment Services.

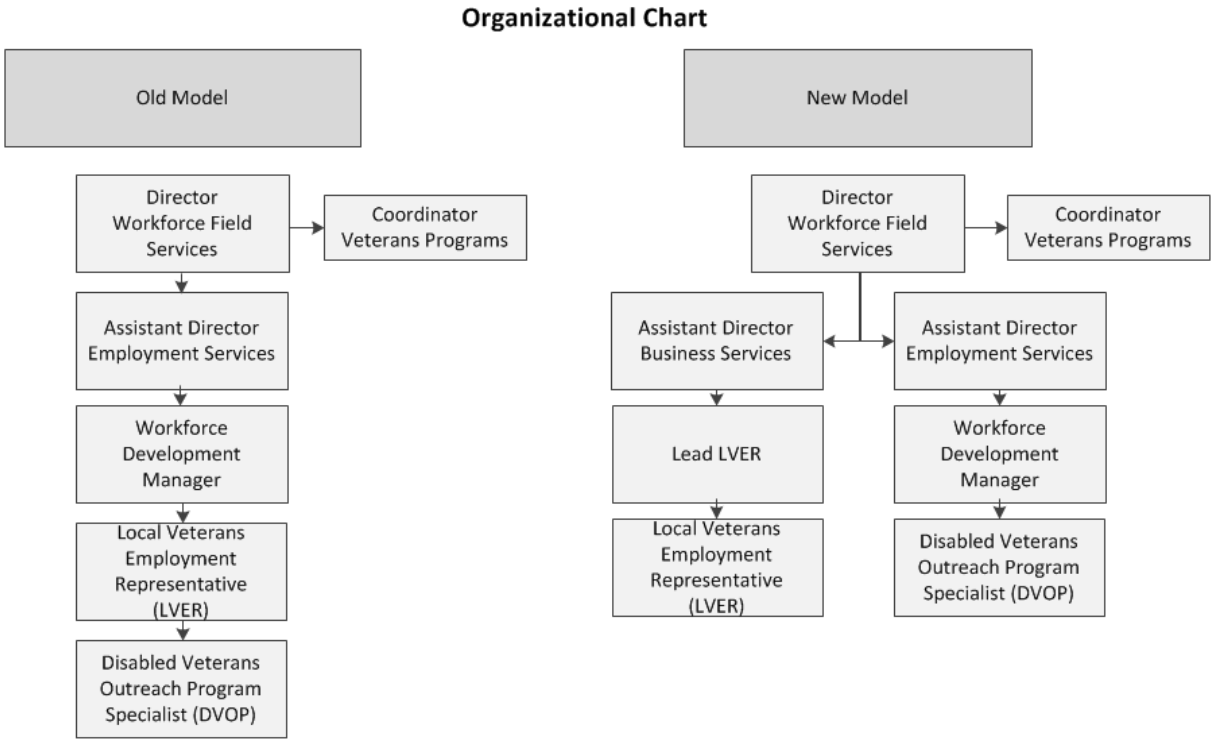


Figure 50

New Jersey has embraced technology tools for targeting veterans for services based on their needs. As an example, unemployment insurance claimants are assigned a probability of exhaustion score upon filing for benefits. The score is determined by the personal characteristics of the claimant by looking primarily at the education and work history. Depending on the score, claimants can be directed to self-service tools, a Reemployment and Eligibility Assessment (REA) workshop or more intensive Worker Profiling and Reemployment Service (PROS). Veterans applying for unemployment benefits from this virtual triaging will be directed to services prior to the first visit to the One-Stop Career Center.

The triage staff uses a desk aid listing the significant barriers found in VPL 03-14 and the additional service category found in VPL 04-14. One-Stop Career Center managers and DVOP specialists have received training on the new roles and responsibilities. Customers entering into the One-Stop Career Center are given a preliminary assessment incorporated into the intake or registration form. Intake forms are reviewed by OSCC staff to determine whether the customer should be referred to a DVOP.

Ensuring that every veteran conducts a focused, determined and robust job search has been greatly enhanced by the introduction of Jobs4Jersey.com and the career assessment, résumé writing and job matching power of OnRamp at Jobs4Jersey.com. OnRamp helps veterans to focus their job search, create a detailed online résumé and, through a unique search engine, find job matches through skills matching rather than traditional keyword comparisons.

New Jersey will implement Salesforce, a new business management and accountability system in early 2016. Salesforce will help coordinate services within each region and manage business outreach efforts. All partners will have access to the system to help coordinate service and avoid duplicative work. It will also help tighten the process of job orders by having one representative handle business outreach and efforts to refer clients to these businesses instead of splitting these duties across multiple representatives.

Additionally, the Jersey Job Club aims to create a backbone for service delivery by having both JVSG and RESEA feed into it. Jersey Job Club replaces the Professional Service Group, which as targeted toward higher skilled individuals, expanding services to a larger pool of clients, thus ensuring that a client will receive the same uniform service delivery regardless of their reason for entering a One-Stop Career Center. Jersey Job Club offers three types of service workshops:

- Core workshops – resume writing, interview skills, social media training
- Enrichment workshops – talent networks, industry specific workshops (beneficial for mass hiring efforts)
- Specific workshops based on population

Jersey Job Club efforts help advance career pathways by extending training into companies to skill-up incumbent workers and offer work-based learning and on-the-job training opportunities.

(b) The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

Serving the workforce directed needs of New Jersey's veterans is a responsibility shared by all One-Stop Career Center staff. Effective intake and customer flow procedures, staff training, technical assistance/reinforcement, and monitoring contribute to ensuring that only a subset of eligible veterans identified as having a significant barrier to employment as defined in VPL 03-14 or a veteran aged 18 to 24 as referenced in VPL 04-14 are referred and served by the DVOP. All veterans served by the DVOP will be assessed and have an employability plan that directs the delivery of intensive services.

The following veterans' customer flow chart was developed to visually communicate to JVSG and non-JVSG staff the process for ensuring that every veteran should not be automatically routed to the DVOP specialist and that the terms DVOP specialist and veterans' representative are not synonymous.

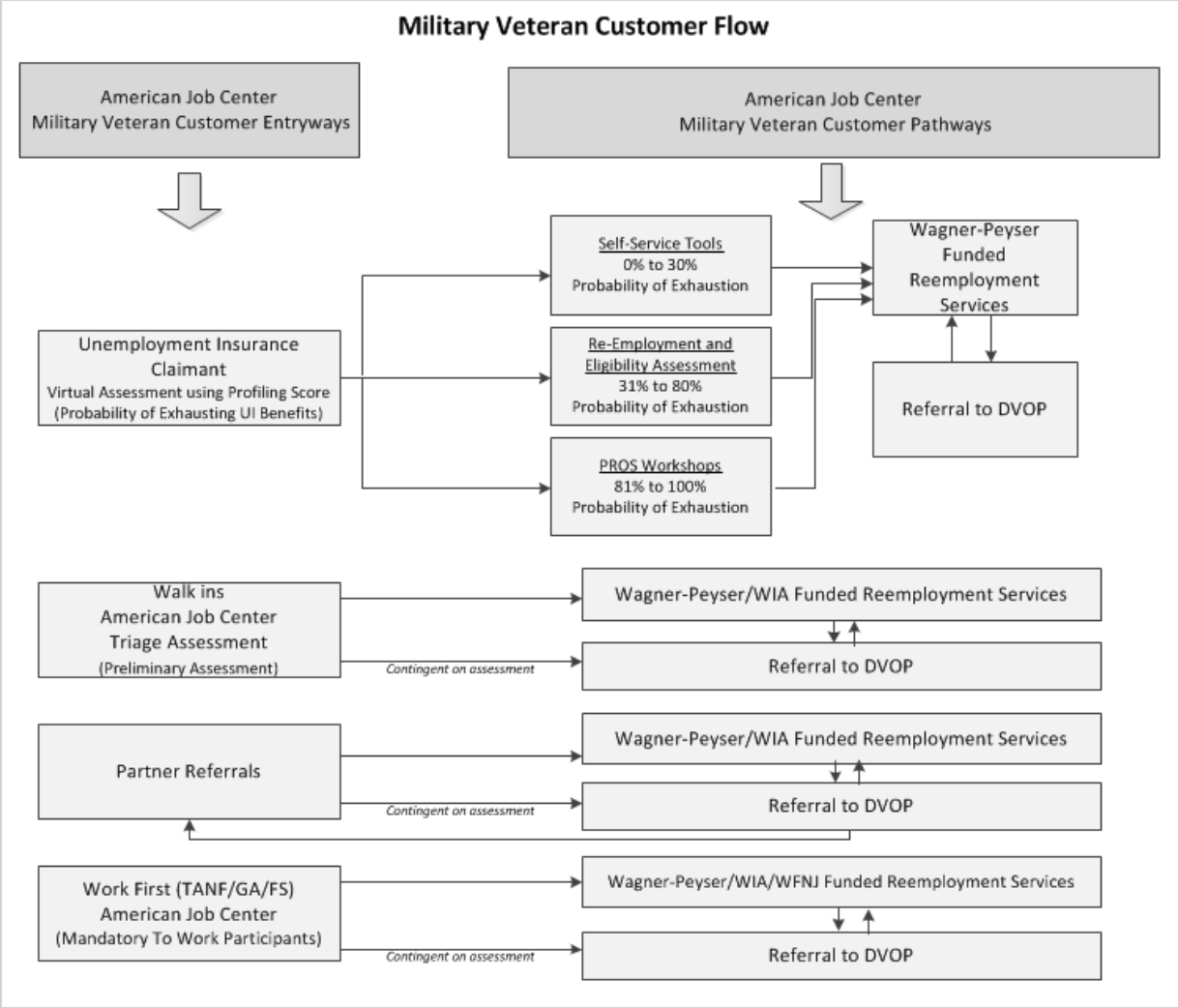


Figure 51

Upon the release of VPL 03-14 and VPL 04-14, LWD created a desk aid that was distributed to all staff and trained OSCC managers on the revised roles and responsibilities for the DVOP specialist and LVER. The training and desk aid explained priority of service, definitions for covered and eligible, and definitions for the six significant barriers contained in VPL 03-14 and the additional DVOP service category contained in VPL 04-14. The desk aid included a checklist for staff use to document the significant barrier and justify referral and services by the DVOP (see below).

Eligible Veteran Name:	AOSOS ID:
Significant Barrier to Employment	If any Apply, Check off and Send Eligible Vet to DVOP for Intensive Services

1	Special Disabled/Disabled	
2	Homeless	
3	Recently Separated Service Member with at least 27 weeks of consecutive unemployment in last 52 weeks	
4	Offender Released in Last 12 Months	
5	Lacks a HS Diploma or GED	
6	Low Income as defined by WIA	
7	Veteran Age 18 - 24	

Figure 52

The desk aid defines a "covered person" as a person who served in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Active service includes full-time duty in the National Guard or Reserve, other than full-time duty for training purposes.

(c) The manner in which DVOP specialists and LVER staff are integrated into the State's employment service delivery system or one-stop delivery system partner network;

JVSG funded staff are fully integrated into New Jersey's One-Stop Career Center (OSCC) system. Veterans entering the system are assigned the level of service that they need to be successful in their employment efforts. On average, 80% of veterans registering with the OSCC can be served through self-service (e.g. OnRamp at Jobs4Jersey.com) and/or non-JVSG staff-assisted (e.g. Jersey Job Club, Reemployment and Eligibility Assessment/Worker Profiling programs, one-on-one job search assistance). The characteristics of this 80% group are very similar to non-veterans served – good employment history, possession of an educational credential, labor demand skills, and desire to work. Similarly, there is a component of the OSCC customer base that has significant barriers to employment including little or no work history, homelessness, alcohol, drug, or legal issues, lack of a high school diploma, low income, and mental or physical problems. If members of this latter group are eligible veterans, they can best be served by the DVOP specialist. By focusing on fewer veterans, but those with the most pronounced barriers, DVOP specialists can provide the time-intensive, quality services that this subset of veterans needs to overcome their barriers and find a job.

DVOP specialists concentrate on the delivery of intensive services to veterans with significant barriers to employment as defined in VPL 03-14 and with the additional category contained in VPL 04-14 using a case management approach. In a fully-integrated environment where resources are leveraged to maximize efficiency and positive outcomes, the DVOP specialist is not personally delivering all of the intensive services but is managing the customer toward employment based on the outcome of an assessment and employment plan. In this environment, the DVOP needs to

ensure that this management is recorded in the LWD AOSOS case management system under the DVOP specialist's account. To help ensure that accountability information is recorded in a consistent manner that reflects the level of effort by the DVOP, LWD is working to create a custom tab in the AOSOS case management system specifically for the DVOP specialist. Management exception reports are also being developed in partnership with LWD's newly created Division of Workforce Research and Analytics. Unlike traditional, after-the-fact, reports that provide summary tabulations, exception reports provide actionable information from individual customer records that can be run on a regular or ad-hoc basis to identify potential mistakes, oversights, or need for customer follow-up.

New Jersey's workforce development system recognized that a one-size fits all approach to labor exchange services was no longer a viable strategy for meeting the needs of jobseekers and employers. Employers in retail trade, for instance, look for customer service skills while an employer in the advanced manufacturing industry may be looking for analytical skills. Informing the workforce system of the particular needs of different industries was the impetus for creating New Jersey's Talent Networks. Originally, New Jersey focused on creating Talent Networks in six strategic industries that employed about half of all New Jersey workers and paid about two-thirds of all New Jersey wages. The six strategic industries include advanced manufacturing, financial services, healthcare, life sciences, technology/entrepreneurship and transportation/logistics/ distribution. A seventh Talent Network was created covering retail, hospitality, and tourism which while not noted for high wages paid, employs a considerable number of workers. The Talent Networks help business focused staff with better understanding the needs of employers, help jobseeker staff with understanding the skills and education jobseekers need to enter the Talent Network industries, inform and assist training providers with developing programs that meet the skills and credential demands of employers, and deliver seminars and networking opportunities for jobseekers. The Talent Networks will be important partners in helping LVERs better understand employer requirements and help LVERs more effectively connect to employers for promoting veterans for employment.

LWD will conduct activities that promote job training and employment opportunities for veterans, working with partner agencies to leverage resources. These activities include Job Fairs, Veterans Information Fairs, Vocational Rehabilitation, WIA/WIOA, Senior Community Service Employment Program (55+), state Workforce Development Partnership programs including Workforce Learning Link and WIOA Title II for low literate veterans, Opportunity4Jersey industry supported training, NJBuild for veterans who are women and/or minorities, Helmets to Hardhats, Troops to Teachers, On-the-Job Training Grants, GI Bill, Tuition Waiver program for state and county college courses, apprenticeship, and Trade Act support and training for workers dislocated due to international competition.

LWD works closely with other agencies such as the NJ Department of Military and Veterans Affairs to ensure that all staff serving veterans is aware of the myriad of resources available to veterans. Strategies include providing partner links on web sites and joint participation in informational programs targeted to veterans and veteran service providers. The One-Stop Career Center is a primary point of contact for employers, non-profit agencies, educational and training institutions

and other service providers who are interested in recruiting or serving veterans. These contacts are shared with other OSCC partners to promote linkages at the local level.

Business partnerships will continue to grow in importance as industry assumes a larger role in directing the expenditure of training resources. LWD has used state resources to fund industry informed "bulk" training classes that have resulted in almost 100% placement at a more cost-efficient price point than the individual training account model under WIA. With the reauthorization of WIA as the Workforce Innovation and Opportunity Act, LWD anticipates the flexibility to move federal funding towards this successful job-driven employment and training model.

Governor Chris Christie launched Operation: Hire a Jersey Hero in April 2012 with an employer symposium co-sponsored by Prudential Insurance Company at their corporate headquarters in Newark, New Jersey. Panelists at the symposium included staff from LWD, the NJ Department of Military and Veterans Affairs, the federal Employer Support of the Guard and Reserve, and Prudential. An estimated 100 employers actively interested in hiring New Jersey veterans participated.

Since the launch of Operation: Hire a Jersey Hero, LWD has actively supported dozens of veterans' job fairs in partnership with employers, the American Legion, U.S. Chamber of Commerce, Employer Support of the Guard and Reserve, NJ Department of Military and Veterans Affairs, the NJ State Parole Board, media outlets, and other state and local government and non-profit agencies. Most of these job fairs attract anywhere from 50 to 100 veterans and 10 to 20 employers.

Job fairs have become so popular among partner agencies over the last two years that they are occurring at least once a month and in close proximity to each other. While this is encouraging because it shows the level of commitment from partner agencies to help veterans find jobs, the sheer number of job fairs is resulting in diminishing returns as they compete for employers, jobseekers, and agency resources.

Moving forward, LWD and its partners will increase company specific or industry focused efforts and limit traditional job fairs to two, regionally based (northern and southern) mega-events a year. Mega events will be similar to two successful events held in CY 2012 - the Battleship New Jersey Veterans Job Fair in Camden on May 18, 2012 that attracted 350 veterans and 50 employers including Campbell Soup Company, American Water Company, Cooper Hospital, Horizon Blue Cross Blue Shield of New Jersey and Comcast and the job fair held at the Sun Bank Center in Trenton on September 12, 2012 that attracted 400 veterans and 130 employers. Future job fairs will use color coding, timing, physical separation, and other means to arrange employers by industry and/or occupation to facilitate customer flow/navigation to relevant employers.

A prime example of a company specific recruitment event is the ongoing effort to recruit veterans for job openings at the Port of Newark/Elizabeth. NY Shipping Association has committed to hiring 700 military service veterans and has hired 153 veterans in coordination with New Jersey's One-

Stop Career Center, the American Legion, and other partners since the beginning of CY 2014. Instead of organizing a multi-employer, traditional job fair, interested veterans can be pre-screened by One-Stop Career Center (OSCC) staff to see if they meet the minimum requirements demanded by the employer, OSCC staff can conduct invitation only job fairs for the employer, and can help jobseekers navigate pre-employment requirements like in the case of the port jobs, the acquisition of a Transportation Worker Identification Credential (TWIC card) from the TSA. Unlike, traditional events where successful employment outcomes are often anecdotal, events coordinated for single employers, present a better opportunity for measuring return on investment through hiring feedback from the employer.

OnRamp at Jobs4Jersey.com has more than 300,000 registered users as of July 2014. LWD has devoted considerable resources over the nearly three years since this site launched in August 2011 by promoting the value of this service to jobseekers and employers. Promotion has included bus wraps, direct mailings to UI claimants, novelty items, public service announcements, radio, TV, social media, and newsprint publicity, through workshops and Rapid Response meetings, and endorsements by library associations and other partners. OnRamp gives jobseekers the tools to focus their job search, create a robust résumé, and automatically receive leads based on compatibility with more than 100,000 current New Jersey job openings posted by employers. OnRamp is housed on the Jobs4Jersey website which promotes employment and training opportunities available through the OSCC.

LWD has a state level Memorandum of Understanding with the US Department of Labor, Veterans Employment and Training Service (US DOL/VETS) and the VA/VR&E program that delineates roles and responsibilities for staff in the partner agencies. LWD's primary roles are to provide workforce information to veterans who are entering a VR&E Program and to provide priority job search assistance for those veterans who are completing their VR&E Program. All partner agencies are involved in a quarterly review of VR&E customers and their progress in reaching their career goals. LWD has assigned a VR&E Intensive Services Coordinator (ISC) from among the DVOP specialists assigned to the Newark One-Stop Career Center. The staff is out-stationed at the VA/VR&E office at 20 Washington Place in Newark.

DVOP specialists are expected to provide intensive case management services for the VR&E customers which include a comprehensive assessment and individual employment plan based upon the employment plan provided by the VA. The goal is to provide the VR&E veterans with the tools to be successful in the job search such as a robust résumé, career guidance, and job search assistance.

DVOP specialists will provide weekly job search services including job matching and referrals. In addition, DVOPs will engage business outreach staff to place customers by communicating characteristics of the veterans' population such as a general sense of their skills, education, experience, and career aspirations. LVERs and non-JVSG business outreach staff will use this information to more effectively communicate the value of the labor pool to employers.

DVOP specialists are out-stationed at facilities where there are veterans that might benefit from intensive services, including the East Orange Campus of the VA New Jersey Health Care System at 385 Tremont Street in East Orange and at the Joint Base Fort Dix-Maguire-Lakehurst in Wrightstown.

Outreach activities to identify and assist veterans in need of intensive services have fostered relationships with the Lyons Campus of the VA New Jersey Health Care System in Lyons, Fort Monmouth Shelter in Freehold, NJ Department of Military and Veterans Affairs at multiple locations, Lunch Break in Red Bank (homeless veterans), MOCEANS (homeless, low income, and educationally deficient veterans) in Long Branch, and the Veterans Transitional Housing Program (Veterans Haven) in Winslow.

Outreach and out-stationing efforts are designed to engage and provide intensive services to disabled veterans and/or veterans with significant barriers to employment, especially homeless veterans and the other categories defined in VPL 03-14 and VPL 04-14. In order to maximize services to those veterans, LWD actively works with the following types of organizations and services:

- Veteran Service Organizations: An organization whose charter and purpose is to provide goodwill to veteran members and to serve the needs of veterans and the community at large.
- VA Outpatient Clinics: Clinics that offers comprehensive primary care and behavioral health services.
- Faith-Based Organizations: Organizations that typically delivers a variety of services to the public.
- Homeless Shelters: Shelters that are temporary residences for homeless people. Usually located in urban neighborhoods, they are similar to emergency shelters.
- Community-Based Organizations: An organization that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.
- Veteran Service Officers: An employee of the state/county who is tasked with ensuring that veterans within the state and county receive their entitled benefits.
- Supportive Service Organizations: Organizations part of a coordinated system of services designed to help maintain the independence of the participant.
- One-Stop Career Center Personnel: Qualified professionals who can assist with obtaining employment or the training needed to meet the demands of New Jersey's workforce.
- NJ Division of Vocational Rehabilitation: OSCC partner agency providing work-directed assistance to veterans with disabilities.
- Workforce Investment Act: OSCC partner agency providing basic and occupational skills training to veterans.
- State and County College Network: partner agencies providing educational credentials and job search assistance to veterans.

- Military Installations: A facility directly owned and operated by or for the military or one of its branches that shelters military equipment and personnel, and facilitates training and operations.

Active referrals of veterans to and from these partner organizations are made based on pre-assessments and the assessment and employability plans developed by the DVOP specialists and other One-Stop Career Center staff. The delivery of intensive services is often managed by the DVOP using a case management approach where the delivery of intensive services to the veterans is shared by the DVOP specialist and others. New Jersey developed the Jersey Job Club to assist jobseekers including veterans with workshops on job search basics, resume writing, interviewing skills, industry specific seminars, using social networking and other 21st century job search tools, and veterans' specific topics. The Jersey Job Clubs are staffed with One-Stop Career Center (OSCC) employees funded under Wagner-Peyser, WIA Dislocated Worker (25% funds), TANF/GA/FS, and smaller miscellaneous funds.

JVSG staff is deployed with clearly delineated distinct duties for the DVOP specialist and LVER. These clearly distinct duties include the delivery of intensive services to targeted veterans by the DVOP specialist and outreach to the employer community and facilitation within the state's employment service delivery system for the LVER. DVOP specialists and LVER provide specialized service that complement and add value to OSCC veterans' services. DVOP specialists and LVER do not duplicate services provided by other OSCC labor exchange staff. In the case of the DVOP specialist, this is ensured by a requirement that the significant barrier/18-24 year old veteran designation be documented for every customer served.

New Jersey created a separate Business Services team in the late 1990s in an effort to better connect employers to the One-Stop Career Center (OSCC) system. OSCCs created on-site business resource centers and staffed them with Business Representatives trained to help employers find qualified and dependable workers, promote federal, state, and local business programs, and help businesses navigate government bureaucracy. The roles and responsibilities of the Business Representatives mirrors those of the LVER as defined in VPL 03-14 to provide employer outreach and facilitation within the state's employment service delivery system. Business Representatives do not work directly with jobseekers leaving that to Employment Services staff under the direction of the OSCC Workforce manager. Business Representatives report to senior Business Representatives who report to the Assistant Director of Business Services in Workforce Field Services.

In accordance with VPL 03-14, LVERs will be assigned duties that promote to employers, employer associations, and business groups the advantages of hiring veterans. LVERs will do this in conjunction and as active members of the business services team. LVERs will advocate for all veterans served by the OSCC with business, industry, and other community-based organizations by participating in appropriate activities such as:

- Planning and participating in job and career fairs
- In conjunction with employers, conducting job searches and workshops, and establishing job search groups

- Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans
- Informing federal contractors of the process to recruit qualified veterans
- Promoting credentialing and licensing opportunities for veterans
- Coordinating and participating with other business outreach efforts

LVERs are also responsible for facilitating employment, training, and placement services furnished to veterans in New Jersey under the OSCC service delivery systems. VETS defines this facilitation duty as the act of capacity building within the state's employment service delivery system to ensure easier access to the appropriate employment and training services for jobseeking veterans. LVERs will play an important role in assisting with the development of the service delivery strategies for veterans in their assigned OSCC, as well as educating all OSCC partner staff with current employment initiatives and programs for veterans.

In the FY 2014 Annual Plan Modification request, LWD proposed moving the LVERs from Employment Services to Business Services. Restructuring of LVERs as an active part of the Business Services team will benefit OSCC customers, the veteran jobseekers and employers. In addition, this will allow LWD to serve veterans more effectively and efficiently by requiring LVER staff to focus on their primary role, which is employer outreach on behalf of veterans without the distraction of other assigned duties overwhelming the primary business outreach role of the LVER.

As the LVER reorganization moves forward, LWD anticipates more job order development successes as DVOP specialists and LVERs define their roles and responsibilities along guidance supplied in VPL 07-10. LWD will concentrate LVER staff efforts on targeted job development services for veterans especially veterans determined to be job ready after receipt of intensive services from a DVOP specialist. These measures will assist LWD in enhancing existing processes and oversight to ensure DVOP specialists provide intensive services for veterans with employment barriers, including homeless veterans, veterans with disabilities, and the other service categories listed in VPL 03-14 and VPL 04-14.

(d) The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

Due to civil service restrictions, LWD will not be requesting 1% funding for performance incentive awards.

(e) The populations of veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

Covered persons must be given priority of service which means they go to the front of the line for all One-Stop services including employment, training, and placement services. In some limited cases, a spouse of a veteran can be classified as a covered person and must be given priority of

service. Only covered persons who are also defined as "eligible" can be served or should be referred to the DVOP.

An eligible veteran meets one or more of the following:

- served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge
- was discharged or released from active duty because of a service-connected disability
- was a member of a reserve component under an order to active duty pursuant to section 12301(a), (d), or (g), 12302, or 12304 of title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge
- was discharged or released from active duty by reason of a sole survivorship discharge

Special disabled/disabled are those eligible veterans who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs or who were discharged or released from active duty because of a service-connected disability.

Veterans participating in the Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program are deemed high priority customers. In accordance with Veterans Program Letter (VPL) 01-09, "National Implementation of the Department of Veterans Affairs Vocational Rehabilitation and Employment and Training Service Partnership Project" and the related Technical Assistance Guide (TAG), LWD has a state level Memorandum of Understanding with the US Department of Labor, Veterans Employment and Training Service (US DOL/VETS) and the VA/VR&E program that delineates roles and responsibilities for staff in the partner agencies. LWD's primary roles are to provide workforce information to veterans who are entering a VR&E Program and to provide priority job search assistance for those veterans who are completing their VR&E Program. All partner agencies are involved in a quarterly review of VR&E customers and their progress in reaching their career goals. LWD has assigned a VR&E Intensive Services Coordinator (ISC) from among the DVOP specialists assigned to the Newark One-Stop Career Center. The staff is out-stationed at the VA/VR&E office at 20 Washington Place in Newark.

Although New Jersey recognizes three American Indian tribes - Ramapough Lenape Indian Nation, Nanticoke Lenni-Lenape Tribe, and the Powhatan Renape Tribe, there are no designated tribal lands or individuals living on tribal lands.

(f) How the State implements and monitors the administration of priority of service to covered persons;

Covered persons must be given priority of service which means they go to the front of the line for all One-Stop services including employment, training, and placement services. In some limited cases, a spouse of a veteran can be classified as a covered person and must be given priority of service. Only covered persons who are also defined as "eligible" can be served or should be referred to the DVOP.

An eligible veteran meets one or more of the following:

- served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge
- was discharged or released from active duty because of a service-connected disability
- was a member of a reserve component under an order to active duty pursuant to section 12301(a), (d), or (g), 12302, or 12304 of title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge
- was discharged or released from active duty by reason of a sole survivorship discharge

New Jersey provides all veterans with priority of service across all services and job training programs available through the One-Stop Career Center system. LWD requires that all staff members provide priority of service to veterans and eligible spouses while DVOP specialists and LVERs focus their efforts on serving veterans most in need of their services including disabled veterans and the targeted veteran populations identified in VPL 03-14 and VPL 04-14. Local areas must ensure that veterans and eligible spouses are served first and that this protocol is addressed in customer flow processes.

Priority of Service strategies include:

(1) Signage – LWD recognizes that appropriate signage will play a pivotal role if priority of service is to be implemented successfully. As such, LWD will design, publish, and distribute high quality signage to be used at all OSCCs and affiliate service sites throughout the state.
(2) Improvement of Self-Service Resources and Electronic Strategies – In an effort to improve access by and information for veterans, LWD is re-designing Jobs4Jersey.com to make it easier for veterans to navigate and find the information that they need to be successful in their job search.
(3) Outreach - LWD uses one-page information sheets to promote the services available to veterans at the OSCC and references that veterans receive priority of service including going to the front of the line for training, employment counseling, job search assistance, public access, and workshops.
(4) Application of Priority of Service – Federal regulations specifically state that all program activities (including those obtained through Requests for Proposals, solicitation for grant awards, sub-grants, contracts, sub-contracts, and Memoranda of Understanding) issued or executed by qualified job training program operations, must be administered in compliance with priority of service. As a result of this regulation, LWD will add language to its own contract documents to ensure awareness of priority of service requirements with state level grantees. Military service veterans will also go to the front of the line for all training related grants funded by state or federal resources including WIOA, WorkFirst, and WorkFirst On-the-Job Training, New Jersey's Tuition Waiver Program, and state funded training such as that provided under Opportunity4Jersey.
(5) Customer Flow – OSCC staff is required to provide priority of service to veterans and eligible spouses and to serve these customers first.

(6) Technical Assistance and Compliance Monitoring – Ensuring that OSCC partners are familiar with the requirements for priority of service and that priority of service is uniformly administered requires comprehensive guidance, technical assistance by the veterans program coordinator, and compliance monitoring by the LWD Office of Research and Information. Compliance monitors use tools jointly developed with program staff that include checking OSCC signage, customer flow plans, and staff understanding of priority of service.

(7) The above strategies should help guarantee the following:

a. Veterans and eligible spouses of veterans will be made aware of their entitlement to priority of service and will be identified at the point of entry
b. Veterans and eligible spouses of veterans will be given an opportunity to take full advantage of priority of service by discovering the full array of employment, training, and placement services available to them

Veterans and eligible spouses of veterans will be made aware of any applicable eligibility requirements specific to USDOL funded programs. Veterans receive priority of service in all USDOL and state funded employment and training programs and have first access to employment opportunities. In addition, many veterans have earned substantial educational benefits as a result of their military service. These benefits will provide veterans with the ability to pursue the educational and training credentials that will allow them to successfully compete for both current and emerging employment opportunities.

Often employers are willing to hire veterans that possess most of the qualities they desire in an ideal employee if the hire can in some way be incentivized. LVERs have been using the Work Opportunity Tax Credit, VOW, Federal Bonding Program, and on-the-job training (OJT) grants to help seal the connection between veterans and employers. New Jersey's state-funded Workforce Development Partnership Program has helped employers through the Opportunities4Jersey on-the-job training program defray some of the extraordinary costs involved in training new workers by paying up to 50% of new hires salary for up to six months.

(g) How the State provides or intends to provide and measure, through both the DVOP and one-stop delivery system partner staff: (1) job and job training individualized career services, (2) employment placement services, and (3) job-driven training and subsequent placement service program for eligible veterans and eligible persons;

Critical to ensuring that veterans' services are consistent with state and federal guidelines, LWD has empowered a Veterans Program Coordinator to provide technical assistance, performance monitoring, program coordination, and program planning. Exceeding annual negotiated performance standards serve as the primary measure of program success. The coordinator will work in conjunction with the LWD Office of Research and Information staff using the VETS 200 and ETA 9002 reports, management reports, desk audits, self-assessments, on-site validation visits and discussions/feedback from partner agencies to assess program success.

The LWD Monitoring and Compliance unit in the Office of Research and Information conducts regular programmatic audits using a monitoring tool developed with input from the Veterans Program Coordinator. All aspects of the veterans program are monitored including JVSG and non-JVSG services delivered to veterans from priority of service to service delivery by JVSG funded staff to ensure consistency with VPL 03-14, VPL 04-14, NJ DVOP Procedures Handbook, and other state and federal guidance.

As the LVER reorganization moves forward, LWD anticipates more job order development successes as DVOP specialists and LVERs define their roles and responsibilities along guidance supplied in VPL 07-10. LWD will concentrate LVER staff efforts on targeted job development services for veterans especially veterans determined to be job ready after receipt of intensive services from a DVOP specialist. These measures will assist LWD in enhancing the existing processes and oversight to ensure DVOP specialists provide intensive services for veterans with employment barriers, including homeless veterans, veterans with disabilities, and the other service categories listed in VPL 03-14 and VPL 04-14.

Over the next several years, LWD anticipates an increasing number of employers will develop formal military veterans' recruitment programs. Several large New Jersey employers have committed to hiring more veterans by setting numerical targets, designing media outreach programs, working closely with One-Stop Career Center staff on posting job orders, organizing hiring events, and dedicating company staff to veterans' recruitment activities. Examples include Home Depot with a goal to increase military and veteran hires by 10% each year over a course of five years resulting in the hiring of an additional 55,000 veterans nationwide.

(h) The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff;

DVOP SPECIALISTS				
Office Name and Address (By County)	**Grant Funded Staff Name**	**Date Appointed to Current Position**	**Date Completed Case Management/ Intensive Services Training**	**Date Completed Employment Specialist (VS) Training**
Atlantic County One-Stop Career Center - Pleasantville **2 South Main Street** **Pleasantville, NJ 08232**	Richard Schaeffer	6/24/2013	2/4/2014	4/1/2014
	Johnnie Ball 609-813-3907	12/16/2013	7/29/2014	8/5/2014
Bergen County One-Stop Career Center **60 State Street, 2nd Floor** **Hackensack, NJ 07601**	Jennifer Castellanos 201-329-9600 x5655	4/21/2014	3/9/2012	6/24/2014
Burlington County One-Stop Career Center **795 Woodlane Road** **Westampton, NJ 08060-6100**	Henry Bass 609-518-3917	5/29/2007	10/16/2007	4/22/2008
	Dimitri Cromwell	1/11/2016		

Camden County One-Stop Career Center **2600 Mt. Ephriam Avenue** **Camden, NJ 08104**	Geoffrey Taylor 856-614-3186	2/23/2015		
	Jason Newman 856-614-3150	11/2/2015		
Cape May County One-Stop Career Center **3810 New Jersey Avenue** **Wildwood, NJ 08260-0210**	Jacqueline Blaydes 609-729-0997	8/2/2010	7/12/2011	4/24/2012
Cumberland County One-Stop Career Center **275 N. Delsea Drive, 2nd Floor** **Vineland, NJ 08360-8067**	Angel Gutierrez 856-696-8371	9/24/2012	4/9/2013	4/16/2013
Essex County One-Stop Career Center - East Orange **50 South Clinton Street, 2nd floor** **East Orange, NJ 07017**	Vacant			
VA Hospital **385 Tremont Avenue** **East Orange, NJ 07017**	Jason Sutton 973-395-5839	7/25/2011	2/7/2012	6/19/2012
Gloucester County One-Stop Career Center **215 Crown Point Road** **Thorofare, NJ 08086**	Edwin Morgan 856-384-3700	12/5/2011	12/4/1995	3/27/2012
Hudson County One-Stop Career Center - Jersey City **438 Summit Avenue** **Jersey City, NJ 07306-3175**	Vacant			
Mercer County One-Stop Career Center **26 Yard Avenue, 1st Floor** **Trenton, NJ 08625-0954**	Lois Bunch 609-292-3059	6/21/2004	9/28/2004	9/27/2005
	Lester Shelly 609-292-0656	9/13/2010	7/26/2011	4/24/2012
Middlesex County One-Stop Career Center - New Brunswick **550 Jersey Avenue** **New Brunswick, NJ 08901-1392**	Grisselle Aviles 732-937-6228	4/2/2012	6/12/2012	2/26/2013
	Ava Washington 732-937-6200	11/2/2015		
Middlesex County One-Stop Career Center - Perth Amboy **161 New Brunswick Avenue** **Perth Amboy, NJ 08861-4193**	Ingrid Macias 732-293-5016	4/7/2014	7/29/2014	8/5/2014
Monmouth County One-Stop Career Center - Neptune **60 Taylor Avenue** **Neptune, NJ 07753-4844**	Victor Alvarado 732- 775-1566 x165	2/27/2006	5/16/2006	8/22/2006
Morris County One-Stop Career Center - Randolph **13 Emery Avenue** **Randolph, NJ 07869**	Jennifer Tanforan 1-862-397-5600	8/29/2005	1/24/2006	6/6/2006
	Mark Ortega 1-862-397-5600	2/23/2015		

Newark One-Stop Career Center - Newark **990 Broad Street** **Newark, NJ 07102**	Peter Cullen 973-297-3211	3/29/1983	2/26/1990	7/13/1998
	Nelly David 973-648-6252	11/18/2013	7/29/2014	
VA Regional Office **20 Washington Place** **Newark, NJ 07102**	Thomas Cole 973-648-3706	9/13/2010	5/3/2011	8/2/2011
Ocean County One-Stop Career Center **1027 Hooper Avenue** **Toms River, NJ 08753-8392**	Rekishia Beans 732-286-5616	11/16/2015		
Passaic County One-Stop Career Center- Passaic **25 Howe Avenue** **Passaic, NJ 07055-4007**	Angelica Rivera-Lindo 973-916-2646	9/20/2004	3/8/2005	7/29/2008
Passaic County One-Stop Career Center - Paterson **200 Memorial Drive** **Paterson, NJ 07505**	Wendel Green 973-340-3400	6/17/2000	11/28/2000	4/9/2002
Salem County One-Stop Career Center **174 E. Broadway** **Salem, NJ 08079**	Latoya Hopewell 856-935-7007	6/19/2010	4/12/2011	7/19/2011
Somerset County One-Stop Career Center **75 Veterans Memorial Drive, Ste. 102** **Somerville, NJ 08876-2950**	Louis Scibelli 908-575-3230	8/23/2004	11/16/2004	4/5/2005
Sussex County One-Stop Career Center - Newton **Sussex County Mall, Route 206 North** **Newton, NJ 07860-1818**	Vacant			
Union County One-Stop Career Center - Elizabeth **921 Elizabeth Avenue** **Elizabeth, NJ 07201**	Laurence Carter 908-965-3939	6/9/2008	1/27/2009	3/31/2009
Union County One-Stop Career Center - Plainfield **200 W. 2nd Street, 2nd Floor** **Plainfield, NJ 07060-1595**	Jean Carter 908-412-7980	10/7/2013	6/17/2014	7/8/2014
Warren County One-Stop Career Center - Phillipsburg **75 South Main Street** **Phillipsburg, NJ 08865**	Michael Vicari 908-859-0400	7/1/2013	6/3/2014	8/12/2014

Figure 53

LVER STAFF				
Office Name and Address (By County)	**Grant Funded Staff Name**	**Date Appointed to Current Position**	**Date Completed Case Management/ Intensive Services Training**	**Date Completed Employment Specialist (VS) Training**
Trenton Central Office **PO BOX 055, 7th Floor** **John Fitch Plaza** **Trenton, NJ 08625-0055**	Wayne Smith 609-777-3105	5/2/2015	N/A	N/A
Essex County One-Stop Career Center (Lead LVER) **50 South Clinton Street** **East Orange, NJ 07018-3120**	Joe Siegel 609-358-3673	5/30/2015		
Gloucester County One-Stop Career Center **215 Crown Point Road** **Thorofare, NJ 08086**	Ricky Ohara 609-358-3662	9/20/2014		
Essex County One-Stop Career Center (Northern Region) **50 South Clinton Street** **East Orange, NJ 07018-3120**	Vacant			
Morris County One-Stop Career Center - Randolph (Northwest Region) **13 Emery Avenue** **Randolph, NJ 07869**	John Lehnert 609-358-3660	9/20/2014	12/4/1995	3/18/2008
Somerset County One-Stop Career Center - Somerville (Central Region) **75 Veterans Memorial Drive** **Suite 102** **Somerville, NJ 08876-2950**	Veronica Jones 609-358-3739	1/10/2015	7/22/2008	8/4/2009
Ocean County One-Stop Career Center **1027 Hooper Avenue** **Toms River, NJ 08753-8392**	Stanley Sinicki 609-358-3675	1/10/2015	12/4/2007	3/11/2008

Figure 54

(i) Such additional information as the Secretary may require.

The New Jersey Department of Labor and Workforce Development (LWD) anticipates a positive employment outlook for military service veterans over the next several years as trends suggest a continuing improvement in general economic conditions, more employers finding value in actively recruiting and hiring returning service members, state administered employment and training efforts continuing to meet the needs of the labor market, business attraction incentives receiving greater employer acceptance, and state efforts to facilitate connections continuing to make it

easier for employers and jobseekers to find each other. These factors will also improve employee retention as companies improve profitability, receive better prepared workers, employ retention incentives such as tax credits, and find better matches due to better labor exchange technology.

Many firms are seeking qualified and dependable veterans, and many have stepped up, such as Home Depot and JPMorgan Chase, to hire a large number of veterans. To assist these businesses, the State has a lead person, a main point of contact, with the employer to support their needs statewide

According to the Bureau of Labor Statistic's Current Population Survey for the first quarter of 2014, there were 364,000 veterans residing in New Jersey. Of those, 140,000 were in the labor force, 132,000 were employed, and 8,000 were unemployed for an unemployment rate of 5.8%. The national unemployment rate for veterans during the first quarter of 2014 was 6.0%. New Jersey's first quarter veterans' unemployment rate was down from an average of 10.8% in 2013.

DVOP specialists (203-500), LVERs (202-500), Lead LVER (202-500), and Veteran Program Coordinator (202-500) staff charge directly to the grant using separate project codes to record their time in the e*cats electronic timekeeping system. Leave time is charged in the e*cats system using separate codes for vacation, sick, administrative, and leave without pay.

Costs will be assigned to a particular program based on whether the cost is associated with a DVOP or LVER. This applies to personnel as well as non-personal services costs such as equipment, travel, and training. Indirect costs and mixed costs would be applied proportionally to the direct costs for each program. An example of mixed costs would be when training is provided to both LVERs and DVOPs and the total cost allocated proportionally based on attendance between the two cost categories.

All staff are budgeted as fulltime under the grant application. The budget Information for FY 2015 was as follows: the PS + PB to Total ratio is 79.91% for DVOP and 79.93% for LVER.

Senior Community Service Employment Program (SCSEP)

(a) Economic Projections and Impact

(1) Discuss long-term projections for jobs in industries and occupations in the State that may provide employment opportunities for older workers. (20 CFR 641.302(d))(May alternatively be discussed in the economic analysis section of strategic plan.)

New Jersey has a richly diverse population, proximity to major metropolitan areas and a history of invention and innovation that continues to grow. New Jersey's commitment to investment, collaboration and talent development supports growth in key industry clusters that drive economic expansion. New Jersey is committed to helping older workers obtain employment and self-sufficiency. The chart below projects industries in NJ that may provide potential employment opportunities for older workers.

New Jersey Workers by Industry Sector			
	Total Workers	**Workers Age 55 and Over**	**Percent Age 55 and Over**
All Industries	2,887,310	710,607	24.6%
Mining, Quarrying, and Oil and Gas Extraction	1,301	405	31.1%
Manufacturing	230,644	71,142	30.8%
Real Estate and Rental and Leasing	50,404	14,752	29.3%
Agriculture, Forestry, Fishing and Hunting	7,446	2,131	28.6%
Utilities	13,581	3,746	27.6%
Educational Services	67,343	18,404	27.3%
Wholesale Trade	200,502	54,495	27.2%
Transportation and Warehousing	133,328	36,178	27.1%
Health Care and Social Assistance	484,155	127,120	26.3%
Other Services (except Public Administration)	111,465	28,871	25.9%
Administrative and Support and Waste Management and Remediation Services	206,027	50,519	24.5%
Professional, Scientific, and Technical Services	261,553	61,606	23.6%

Management of Companies and Enterprises	78,473	18,176	23.2%
Construction	118,373	27,180	23.0%
Finance and Insurance	168,185	38,326	22.8%
Retail Trade	397,544	88,784	22.3%
Information	71,281	15,268	21.4%
Arts, Entertainment, and Recreation	45,460	8,892	19.6%
Accommodation and Food Services	240,249	44,616	18.6%
Source: U.S. Census Bureau – Local Employment Dynamics Quarterly Workforce Indicators, average of Q4, 2014 (most recent data) + 3 prior quarters (Private Ownership). Prepared by New Jersey Department of Labor & Workforce Development, Office of Research and Information, December 2015			

Figure 55

LWD will target employers in the following industries to increase training and unsubsidized employment opportunities for seniors:

Health Care Industry

- Contributed over $30 billion to New Jersey's Real Gross Domestic Product (GDP) in 2012, or roughly 7 percent of all state output;
- Added 186,300 new jobs (from 1990 through 2013) while all other industries combined had a net gain of only 113,400;
- Added jobs in the state every year (from 1990 through 2013) and increased its share of jobholding from 7.5 percent in 1990 to 11.6 percent in 2013;
- Projected from 2013 through 2022 to add more than 88,600 jobs, an annual increase of 2.0 percent; and
- Paid more than $23.3 billion in total wages in 2013, or about 12.2 percent of all wages paid statewide.

Leisure, Hospitality and Retail (LHR)

- Contributed $44.7 billion (or 9.8%) to the state's Real Gross Domestic Product in 2013
- Generated more than $40 billion in tourism demand in 2013;
- Totaled 796,788 in 2013, or 24.6 percent of the state's private sector workers.
- Paid (via employer wages) nearly $22 billion in wages during 2013, or 11.5 percent of the state total. The average annual wage paid in 2013 was $27,516.
- Concentrated in three counties: Bergen, Monmouth and Middlesex. Atlantic County ranks fourth for LHR employment due to the presence of the casino hotel industry.
  Note: LWD SCSEP serves Monmouth, Middlesex and Atlantic Counties.

* Source: LWD Office of Research Information 2015

(2) Discuss how the long-term job projections discussed in the economic analysis section of strategic plan relate to the types of unsubsidized jobs for which SCSEP participants will be trained and the types of skill training to be provided. (20 CFR 641.302(d))

The SCSEP program will partner with Talent Networks which have been established to focus on the specific needs of key industries in order to connect employers, jobseekers, the One-Stop Career Centers (OSCC) and educational institutions to help jobseekers develop relevant skills that lead to job opportunities and enable employers to find qualified employees.

Through partnerships with Talent Networks, participants will have greater access to the training and educational opportunities that lead to jobs of the future. The mission of each Talent Network is to:

- Support the efforts of the workforce development system and educational institutions;
- Prepare workers for opportunities in key industry sectors;
- Serve as the primary workforce contact for the industry sector; and
- Encourage networking between jobseekers, employers and training providers.

SCSEP program staff will continue to work with host agencies to develop community service assignments that provide participants with on-the-job training and skill development to increase their opportunities to achieve unsubsidized employment. Though many participants possess work skills, often they lack literacy and computer skills which are necessary in New Jersey's highly competitive job market. New Jersey is committed to expanding participant training opportunities that will assist them with becoming self-sufficient.

(3) Discuss current and projected employment opportunities in the State (such as by providing information available under §15 of the Wagner-Peyser Act (29 U.S.C. 491-2) by occupation), and the types of skills possessed by eligible individuals. (20 CFR 641.325(c))

LWD will work with One-Stop Career Centers to expand training services to ensure participants are enrolled in learning links, and obtain employability and computer skills. Through partnerships with community colleges and libraries participants will have access to a wealth of training within their local communities. This will encourage participants to advance their skills and increase their opportunities for employment.

Figure 56 below reflects projected employment opportunities in NJ through 2022.

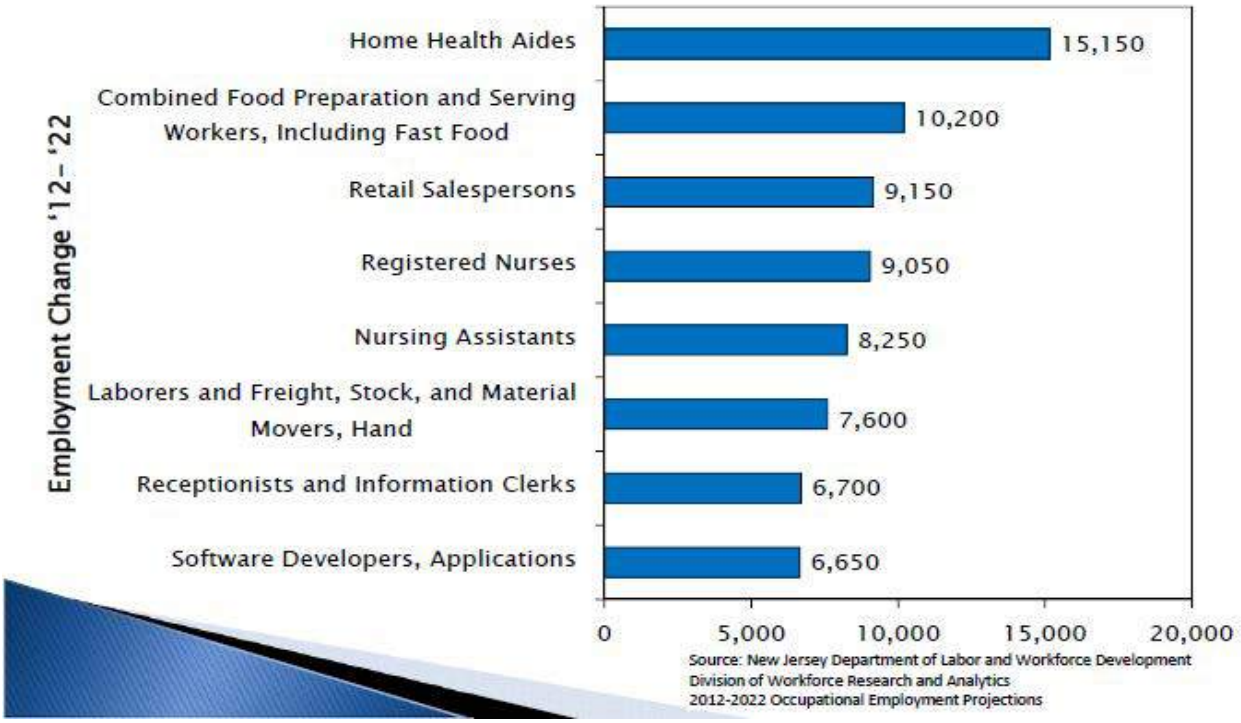


Figure 56

(b) Service Delivery and Coordination

(1) A description of actions to coordinate SCSEP with other programs. This may alternatively be discussed in the State strategies section of the strategic plan, but regardless of placement in document, must include:

(A) Planned actions to coordinate activities of SCSEP grantees with WIOA title I programs, including plans for using the WIOA one-stop delivery system and its partners to serve individuals aged 55 and older. (20 CFR 641.302(g), 641.325(e))

The SCSEP program is managed by New Jersey's Department of Labor and Workforce Development (LWD) Division of Workforce Development and Economic Opportunity. This Division is directly responsible for providing seamless and comprehensive services to jobseekers and employers. For over ten years, SCSEP/Workforce 55+ has been integrated into the One-Stop Career Center System. This integration provides older workers with job placement assistance, vocational counseling, career exploration, job search instruction and, basic educational skills, occupational and skills training and a wealth of supportive services.

(B) Planned actions to coordinate activities of SCSEP grantees with the activities being carried out in the State under the other titles of the Older Americans Act (OAA). (20 CFR 641.302(h))

SCSEP has a strong working relationship with other programs authorized by the Older Americans Act (OAA) operating in New Jersey. The Program Manager works with various state and local agencies such as NJ Division of Human Services Offices of Aging and NJ Division of Vocational Rehabilitation Services to coordinate services that support not only employment, but also health,

wellness, and independence for seniors. Referrals are made to all appropriate services to assist participants as needed.

As New Jersey's senior population continues to grow, LWD continues to develop strategies to keep pace with workforce needs through planning, advocacy, public awareness, and collaboration with other organizations focused on the well-being of older New Jersey workers. The state recognized the need for reliable older workers in the workforce and continues to collaborate with other key organizations to expand opportunities for employment and self-sufficiency.

(C) Planned actions to coordinate SCSEP with other private and public entities and programs that provide services to older Americans, such as community and faith-based organizations, transportation programs, and programs for those with special needs or disabilities. (20 CFR 641.302(i))

The SCSEP program is currently working with host sites to leverage resources that will ensure successful outcomes for participants that foster individual economic self-sufficiency, and expanding training opportunities in community service activities. The state will also provide a wide range of programs and services to participants, spanning multiple divisions and departments. Funds for the Older Americans Act are leveraged with state general funds, and other programs and services located within the Division of Workforce Development and Economic Opportunity.

(D) Planned actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))

SCSEP coordinate with other programs, initiatives and entities within LWD in an ongoing effort to train and increase employment opportunities for participants. Specifically, program staff will work with the Office of Research Information (ORI) to obtain labor market information which targets occupational and employment growth trends in New Jersey. Additionally, the program will work with Talent Networks, Business Services and Customized Training to strengthen and develop partnerships with the business community.

(E) Actions to ensure that SCSEP is an active partner in the one-stop delivery system and the steps the State will take to encourage and improve coordination with the one-stop delivery system. (20 CFR 641.335)

The SCSEP Program/WorkForce 55+ has been integrated in the One-Stop system for over ten years which has resulted in participants receiving training, supportive services and employment. The Program Manager and staff will work with the One-Stop system to increase:

- Participant referrals to literacy labs, training, job clubs and supportive services are via One-Stop counselors;
- Access to basic skills training via county colleges and libraries;
- Senior access to occupational training via Talent Networks;
- Employment opportunities for participants via linkages with Business Service job fairs and job orders; and

- Referrals to supportive services such as housing, medical services, and safety services, are via county Offices of Aging.

(F) Efforts to work with local economic development offices in rural locations.

LWD's SCSEP program is integrated with Business Services, Talent Networks and Customized Training, which link One-Stop programs and the business community. The Business Representatives (which are located statewide in every county) work closely with economic development partners in both urban and rural areas, Chambers of Commerce, and other business associations to promote LWD programs. Thus, Business Representative help market the SCSEP/WorkForce 55+ program to the business community in rural locations.

(2) The State's long-term strategy for engaging employers to develop and promote opportunities for the placement of SCSEP participants in unsubsidized employment. (20 CFR 641.302(e)) (May alternatively be discussed in the State strategies section of strategic plan.)

To increase the unsubsidized employment rate, SCSEP/WorkForce 55+ will strengthen its relationship with LWD Business Services and Talent Networks. In turn, LWD Business Services Representatives will actively solicit job openings for older workers and market the SCSEP program to employers. High demand, high growth industries that provide suitable employment for older workers will be profiled and targeted. Additionally, labor market data will assist with outreach to key industries that will hire participants. LWD Business Services Representatives and Talent Networks will work with program staff, economic development partners, Chambers of Commerce and business associations to promote and increase unsubsidized job opportunities for participants.

(3) The State's long-term strategy for serving minority older individuals under SCSEP. (20 CFR 641.302 (c))

In New Jersey, SCSEP collaborates with One-Stop Career Centers, community-based and faith-based organizations to assist in outreach and provide services to populations that are most in need or at risk. This population includes minorities who are low-income older workers. SCSEP staff continually analyzes participant demographics to identify populations that may be under-served or under-represented. During PY 2013, 71.3% of those served by SCSEP were minorities, while the percent of minorities overall in New Jersey's population was 48.8%. The percent of SCSEP minorities served, compared to the overall minority population in NJ was 146.1%.

In an effort to provide ongoing outreach to low-income minorities, SCSEP staff will continue to partner with various community-based and faith-based organizations such as: Puerto Rican Community for Progress, Hispanic Family Centers and Family Success Centers. These organizations provide assistance with outreach to minority, older worker populations. SCSEP staff will analyze statistics from individual minority populations to identify areas that may be under-served or under-represented. Additionally, the program's marketing materials and LWD's website has been revised to encourage enrollment of minority participants.

(4) A list of community services that are needed and the places where these services are most needed. Specifically, the plan must address the needs and location of those individuals most in need of community services and the groups working to meet their needs. (20 CFR 641.330)

In New Jersey statewide, seniors must deal with the high cost of living, economic insecurity and often health issues. The community services that seniors need are listed in Figure 57 below:

COMMUNITY SERVICE NEEDS
Quality Healthcare & Supportive Services (such as long-term care, prescription drug programs, rehabilitation services, disease prevention education)
Mental Health
Disability Awareness & Treatment
Housing Assistance
Utility Assistance Programs
Transportation
Financial Literacy
Nutritional Education
Food Banks and Farm Fresh Foods
Consumer Fraud & Protection Services (identity theft)
Domestic Abuse Awareness & Prevention Programs
Literary, Occupational and Vocational Training
Job Preparation and Readiness Skills
Computer Skills

Figure 57

The following state agencies that oversee OAA-authorized programs collaborate to provide community programs and services to NJ seniors:

- Department of Health & Senior Service
- Debarment of Human Services, Office of Aging
- Department of Labor& Workforce Development
    - One-Stop Career Centers
    - Vocational Rehabilitation Services
    - Business Services
    - Talent Networks
    - Customized Training
    - Learning Links

(5) The State's long-term strategy to improve SCSEP services, including planned long-term changes to the design of the program within the State, and planned changes in the use of SCSEP grantees and program operators to better achieve the goals of the program. This may include recommendations to the Department as appropriate. (20 CFR 641.302(k))

SCSEP/WorkForce 55+ is successfully integrated into the One-Stop delivery system. Skilled program staff will continue to provide quality services to older workers and employers who have reported high satisfaction with SCSEP participants who have entered employment. LWD's long-term strategy is to continue to partner with workforce development partners, the business community and senior service partners to ensure successful outcomes for older workers and employers alike.

(6) The State's strategy for continuous improvement in the level of performance for SCSEP participants' entry into unsubsidized employment, and to achieve, at a minimum, the levels specified in OAA Section 513(a)(2)(E)(ii). (20 CFR 641.302(f))

SCSEP will collaborate with LWD's workforce development system (Business Services, Talent Networks, Customized Training, Apprenticeship, Office of Research Information, and One-Stop Career Centers) to ensure participants have access to a wealth of programs, services, training, and employment opportunities. This will ensure the program's success in obtaining its unsubsidized employment goal.

(c) Location and Population Served, including Equitable Distribution

(1) A description of the localities and populations for which projects of the type authorized by title V are most needed. (20 CFR 641.325 (d))

Areas of Persistent Unemployment

New Jersey's population will continue to become older and racially and ethnically more diversified from 2012 to 2032. The counties/localities with the greatest need for SCSEP services are:

COUNTY	POPULATION	RATIONALE
Atlantic (Atlantic City),	275,209	Atlantic County has 46,063 age 55+ households (45.5% of all county households). It averaged 9.6% unemployment in 2015. Due to casino closings in Atlantic City, the economy has experienced job loss that impacted many older workers.
Camden (Camden City),	511,038	Camden County has 80,074 age 55+ households (42.8% of all county households).). It averaged 6.5% unemployment in 2015. Camden City within the county experiences higher unemployment.
Cape May	95,344	Cape May has 20,016 age 55+ households (56.3% of all county households). It averaged 11.3% unemployment in 2015. Seniors are negatively impacted by the large number of seasonal – rather than full-time permanent jobs – in the county, and access to public transportation is limited.
Cumberland	157,389	Cumberland County has 22,584 age 55+ households (44.8% of all county households). It averaged 9.1% unemployment in 2015. This is a rural county which lags in basic literacy and ESL skills and has limited access to public transportation.

Essex	795,723	Essex has 108,459 age 55+ households (39.0% of all county households). It averaged 9.1% unemployment in 2015. Seniors are negatively impacted by the county's high cost of living. The City of Newark also has higher unemployment than the county.
Hudson	669,115	Hudson County has 78,583 age 55+ households (39.0% of all county households). It averaged 5.6% unemployment in 2015. Many Seniors are negatively impacted by the county's high cost of living and must compete for employment in a highly skilled job market.

Figure 58

(2) List the cities and counties where the project will be conducted. Include the number of SCSEP authorized positions and indicate where the positions changed from the prior year.

LWD operates the SCSEP/Workforce 55+ Program in 11 out of 21 counties within New Jersey. In Program Year (PY) 2015, the slot distribution was changed in an effort to better serve participants. Per the Equitable Distribution chart below in 2015, SCSEP/WorkForce 55+ relinquished slots in Burlington and Ocean and increased slots in Atlantic and Cumberland. Since the program had a small amount of slots in Burlington and Ocean it was fiscally responsible to relinquish these counties. This streamlined participant access to program services.

County Served	Authorized Positions PY14	Authorized Positions PY15	Difference	Modified Positions PY15
***Atlantic**	25	38	13	
***Burlington**	9	0	-9	
Camden	13	13	0	
Cape May	10	10	0	
***Cumberland**	13	22	9	
Essex	37	37	0	
Gloucester	12	12	0	
Hudson	54	54	0	
Middlesex	19	19	0	
Monmouth	12	12	0	
***Ocean**	13	0	-13	
Sussex	9	9	0	
Union	25	25	0	
TOTAL	251	251	0	

Figure 59

*Counties in which positions changed effective PY 2015.

(3) Describe current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

Program staff will view SPARQ weekly reports to ensure all county slots are filled. Exits due to durational limit, breaks and employment will be tracked and monitored to ensure equitable distribution is achieved enrollment. In the event over enrollment occurs, staff will increase employer outreach efforts and work with Talent Networks and Business Service Representatives to increase training and employment opportunities for participants. Additionally, OJE funding will be utilized as an incentive for employers to hire participants.

The Program Manager will work closely with SCSEP/WorkForce 55+ staff and the National Grantees to ensure equitable distribution statewide. Focus will be placed on preventing counties from being over-served and under-served. In an effort to provide quality services to participants, NJ grantees will continue to partner, share, and streamline services for participants statewide in an effort to increase access to programs and lower financial costs.

(4) The State's long-term strategy for achieving an equitable distribution of SCSEP positions within the State that:

(A) Moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365.

New Jersey's long term strategies are:

- Ensure all program slots are filled by monitoring SPARQ intakes and exits;
- Educate One-Stop staff, partners, employers and the public about the value of the SCSEP program and what it can do for seniors and employers alike;
- Partner with Talent Networks, Business Services and Customized Training to increase training and employment opportunities for participants;
- Recruit host agencies that will provide diversified training and employment opportunities for participants; and
- Improve participant Individual Employment Plans (IEPs) by establishing achievable goals that will strengthen their skills and build confidence.

(B) Equitably serves rural and urban areas.

SCSEP will continue to be available to all eligible participants statewide. The state's long term strategy is to continue to make program services and training available to both urban and rural areas of the state through partnerships with One-Stop Career Centers, libraries, county colleges, faith-based and community-based organizations.

(C) Serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365, 641.520)

The program's selection of participants is based on the priority of service and income eligibility requirements. Pursuant to federal regulations, an eligible individual shall have priority for the community service employment and other authorized activities provided under the Older American Act Amendments of 2006, Title V – Older Americans Community Service Employment Program.

In selecting eligible individuals for SCSEP participation priority will be given to individuals who have one or more of the following characteristics:

- Are 60 years of age or older
- Have a disability
- Have limited English proficiency or low literacy skills
- Reside in a rural area
- Are veterans (or, in some cases, spouses of veterans)
- Have low employment prospects
- Have failed to find employment after using services provided through the One-Stop delivery system
- Are homeless or are at risk of homelessness

(5) The ratio of eligible individuals in each service area to the total eligible population in the State. (20 CFR 641.325(a))

The United States Census Bureau estimates that the population of New Jersey was 8,958,013 on July 1, 2015, a 1.89% increase since the 2010 United States Census.[6] As of the 2010 census, there were 8,791,894 people residing in the state. The table below shows the percentage of citizens age 55 and older in each area compared to the number of citizens age 55 and older statewide.

County	Total Population	Age 55 and Older	Percent of Statewide Age 55 and Older
Atlantic	275,209	81,510	0.9
Camden	511,038	139,087	1.6
Cape May	95,344	38,395	0.4
Cumberland	157,389	39,881	1.0
Essex	795,723	191,925	2.1
Gloucester	290,951	80,061	0.9
Hudson	669,115	141,578	1.6
Middlesex	836,297	215,669	2.4
Monmouth	629,279	189,403	2.1
Sussex	144,909	44,267	0.5
Union	552,939	139,984	1.6
Source: NJLWD, Office of Research and Information Estimates as of July 1, 2014			

Figure 60

(6) The relative distribution of eligible individuals who:

(A) Reside in urban and rural areas within the State

(B) Have the greatest economic need

(C) Are minorities

(D) Are limited English proficient.

(E) Have the greatest social need. (20 CFR 641.325(b))

New Jersey counties which have, the greatest economic need, minority populations, limited English proficiency and the greatest social needs are:

- Cumberland
- Hudson
- Essex
- Atlantic
- Camden

(7) A description of the steps taken to avoid disruptions to the greatest extent possible, when positions are redistributed, as provided in 20 CFR 641.365; when new Census or other reliable data become available; or when there is over-enrollment for any other reason. (20 CFR 641.325(i), 641.302(b))

Program staff will take the following steps to avoid disruption when positions are redistributed (resulting in the transfer of participants) by:

- Providing participant informational sessions in which grantees will explain the transfer process, answer questions/concerns and confirm there will be no disruption of services. Field staff who will be responsible for servicing participants will be present and will confirm their role to provide on-going assistance.
- Participants will be scheduled individually and given an extensive program overview and fill out intake/payroll paperwork. The payroll process will be fully explained to participants to ensure there is not disruption in payroll or services. Participants will be advised that they will remain at their host sites and assured that no immediate changes will occur.
- Participant files will be exchanged among grantees to ensure the continuation of supportive services, training and goals as identified in participant IEPs. Additionally, participants will be informed of grantee supportive services, and their durational limit.

Over enrollment is only considered when it is determined that there is a significant amount of unobligated program funds that can be moved to the participant wages and fringe category of the budget to pay for the additional enrollment of participants. The additional enrollments are distributed in accordance with Equitable Distribution and the percent of the older workers in the counties.

(d) SCSEP Operations

(1) Administrative: describe the organizational structure of the project and how subprojects will be managed, including:

(A) identification of the key staff, including the primary responsibilities and the amount of time assigned to the SCSEP grant;

The SCSEP program is located within the LWD Division of Workforce Grant and Program Management, under the supervision of the Executive Director of Workforce Development and Economic Opportunities and the Chief of Employment and Training. Effective July 1, 2015 LWD's SCSEP staff now consist of the following positions which are 100% to the implementation of the grant/program:

Program Manager

- Responsible for the management of the SCSEP Program and coordination of older worker services throughout the One-Stop Career Center system;
- Leads in developing the state SCSEP plan and ensures coordinated collaboration of stakeholders involved in enhancing the quality of life for seniors;
- Monitors the program's budget and performance goals;
- Coordinates and reports the equitable distribution of New Jersey's 1,636 older worker positions funded by the USDOL and administered by state and national SCSEP grantees;
- Develops programmatic work plans and interprets federal regulations and the impact on older worker policy and issues;
- Oversees the activities of all program support and field staff;
- Develops staff and participant training materials; and
- Reviews and analyzes laws and regulations pertinent to the SCSEP, such as the Workforce Investment Act (WIA), the Re-authorized Older Americans Act, 20 CFR Part 641, Senior Community Service Employment Program Final Rule, Economic Stimulus Legislation, H.R.1.

Regional Employment Coordinator Supervisor

- Assists the program manager in the daily management of the SCSEP Program;
- Helps in planning, directing, monitoring and assessing program activities of the central office and/or field operations, does related work as required;
- Supervises field staff by monitoring field schedules, placement rates, and accuracy and timeliness of recurring reports;
- Provides technical assistance in the following areas: conference calls, central office training, regional group trainings, electronic mail, and on-site visits;
- Contributes to planning and writing of yearly SCSEP grant application; and
- Verifies participant income eligibility, recertification, worker's compensation claims and most-in-need factors.

Clerk/Payroll

- Responsible for clerical functions and procedures involving payroll including

but not limited to: participant wage requests, processing of W-4 and direct deposit forms;
- Verifies participant training and host agency hours;
- Assists with maintaining participant files; and
- Tracks program forms such as intakes, and answers program inquiries.

SPARQ Administrator
- Collects and data enters participant intakes, community service assignments, and employer information into the SCSEP data collection and reporting system (SPARQ);
- Logs and distributes mail;
- Verifies participant employment retention; and
- Assist with calculating community service hours.

Regional Employment Coordinator (5 statewide)
- Oversees and provides assistance to participant staff in assigned counties;
- Ensures appropriate procedures for timely development of IEPs, and re-certifications;
- Develops participant employment goals and action plan;
- Refers and documents participant case notes and supportive services;
- Provides recruitment and enrollment of most-in need participants;
- Develops participant IEP's, employment goals and action plan;
- Maintains participant case notes and document supportive services and referrals;
- Schedules counseling appointments for participants as needed;
- Establishes partnerships with host agency supervisors and develop quality host agency assignments;
- Facilitates skills training for participants to increase marketability for transition into unsubsidized employment;
- Maintains partnerships with various agencies for support services referrals;
- Partners with employers to develop unsubsidized employment opportunities for participants;
- Tracks participant durational limit dates and equitable distribution slots;
- Markets program to community and faith-based organizations, state partners and employers; and
- Ensures Community Service, Entered Employment, Employment Retention, Average Earnings, Service Level and Most in Need performance goals are met.

Participant Staff (20 statewide)
- Assists with completion of participant intakes on-line;
- Helps market program to participants, host agencies and employers;
- Develop partnerships with One-Stop Career Center to make appointment for participants for supportive services;
- Answers phones and schedules appointments for Regional Employment

Coordinator.

- Ensures participants are serviced;
- Tracks participant IEP's, Recertification, Training and Referrals to Supportive Services and ensure participant folders contain case notes and referral activity;
- Responsible for maintaining participant file folders; and
- Contacts host agencies and employers and monitors participant performance.

LWD directly administers the SCSEP program. The program has no sub-grantees.

(B) Include an organization chart depicting any subgrantees or local affiliates implementing the grant. Include a table with authorized positions for each subgrantee or affiliate, if applicable;

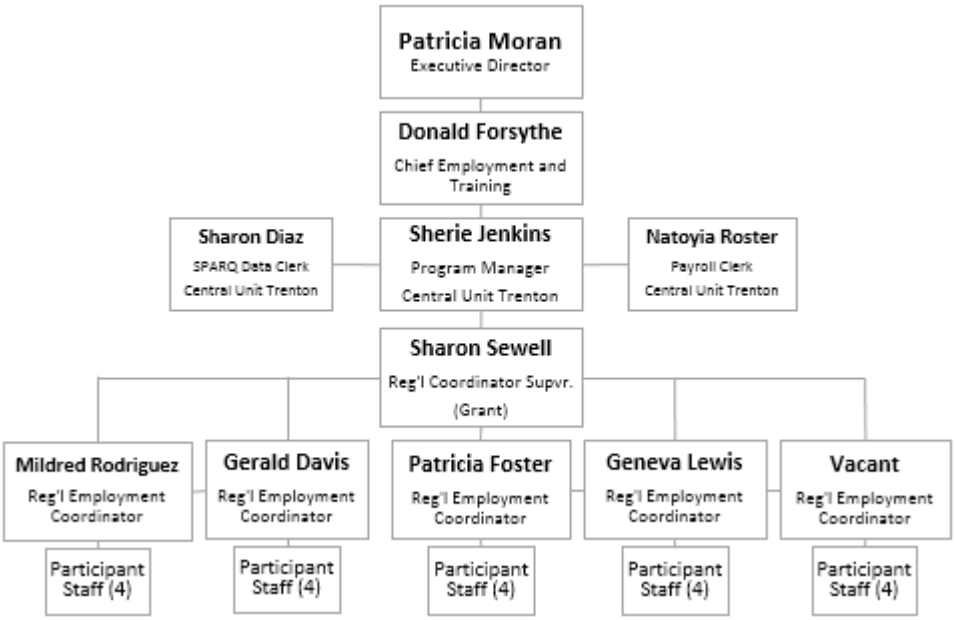


Figure 61

(C) describe training that will be provided to local staff;

Ongoing training for all program staff is continuously provided. Staff is updated regularly regarding SCSEP program rules, regulations and performance via weekly conference calls and at staff meetings which are held at minimum quarterly. In PY 2015 all program staff received training by the USDOL vendor on regulations, policies, procedures, performance and SPARQ. Additionally, staff has been provided all program rules, regulations, policies, performance measures and SPARQ access for use and reference.

(D) describe how projects will be monitored for program and financial compliance, including audit plans; and

The Program Manager will work with LWD Budget and Accounting to provide oversight and ensure program compliance. The Division of Budget and Accounting will be responsible for the timely submission of the program's quarterly financial reports, grant budget and closeouts. Additionally, the Program Manager will continue to work with LWD's Internal Monitoring and Compliance Unit to conduct data validation and ensure the grant is monitored yearly.

(E) describe how the State will manage its providers and how it will transfer participants if new providers are selected to serve in the State.

Currently, LWD administers the SCSEP/Workforce 55+ program directly, without providers.

(2) Recruitment: describe how grantee will recruit and select of participants will be achieved. The eligibility of participants is described under 20 CFR 641.500 and 641.525.

SCSEP/Workforce 55+ program staff is located in the One-Stop Career Centers work to recruit and select participants in accordance with priority of service. Additionally, program staff partner with community-based and faith-based organization to recruit participants.

In selecting eligible individuals for SCSEP participation priority will be given to individuals who have one or more of the following characteristics:

- Are 60 years of age or older
- Have a disability
- Have limited English proficiency or low literacy skills
- Reside in a rural area
- Are veterans (or, in some cases, spouses of veterans)
- Have low employment prospects
- Have failed to find employment after using services provided through the One-Stop delivery system
- Are homeless or are at risk of homelessness

Recruitment efforts will be ongoing in order to maintain full enrollment throughout the year. New Jersey promotes the SCSEP program with participant recruitment posters and pamphlets, senior citizen newsletters, radio and television interviews, announcements and presentations.

Referrals in the priority of service categories will be accomplished through intensified outreach focused on the targeted populations. SCSEP/Workforce 55+ staff will reach out to One-Stop Career Center staff, the Division of Vocational Rehabilitation Services, the State Veterans Program, county welfare agencies, local offices on aging and other community and faith-based organizations to recruit participants.

(3) Income Eligibility: describe how participant income will be recertified each year, including where eligibility records will be maintained.

All SCSEP/WorkForce 55+ participant income will be recertified annually in March. Participants are notified 30 days prior to the date of recertification. A recertification package will be completed by the Regional Employment Coordinate with proof of income documentation. The participant is offered an annual physical assessment if eligible to continue on the program. All paperwork will be reviewed and approved by Regional Employment Coordinators and central staff. Eligibility records and documents will be maintained at local offices and in the central office in Trenton.

(4) Orientation: describe the orientation procedures for:

(A) Participants

The initial orientation is provided to the participant at the time of enrollment by the Regional Employment Coordinators. At the time of orientation, the participant is provided with a Participant Orientation Package. Included in this package is the *Terms of Enrollment* form, which the participant signs. The *Terms of Enrollment* states that the participant received a verbal orientation along with the Orientation Package. The orientation covers the following:

- SCSEP rules and regulations, termination policy, and grievance policy
- SCSEP/Workforce 55+ Participant Bill of Rights and attendance policy
- NJ Division Civil Rights, Lipman Bill, and Hatch Act
- Paid holiday schedule, income eligibility, and *Terms of Enrollment*

(B) Host Agencies

The initial orientation is provided to the Host Site at the time of enrollment by the Regional Employment Coordinator. At the time of orientation, the Host Site is provided with a Host Agency Orientation Package. Included in this package is the *Terms of Enrollment* form, which the Host Site also signs as a part of the Letter of Agreement. The Orientation Package includes the following:

- Host Agency roles and responsibilities
- SCSEP rules and regulations, termination policy, and grievance policy
- SCSEP/Workforce 55+ Participant Bill of Rights and attendance policy
- NJ Division Civil Rights, Lipman Bill, and Hatch Act
- Paid holiday schedule, income eligibility, and *Terms of Enrollment*

(5) Duration Limits: describe any policy for maximum duration of enrollment or maximum time in community service and provide a copy of the current Duration Limit policy.

LWD strictly adheres to the 48-month durational limit policy and does not grant exceptions to extend the timeframe for participation in the SCSEP/Workforce 55+ program. The durational limit policy is reviewed with participants during orientation. Prior to reaching durational limit, participants are notified in advance, one year, 90-days, 60-days and 30-days prior to exiting the program. Throughout a participant's enrollment in the program, Regional Employment Coordinators provide on-going job placement assistance in conjunction with the One-Stop Career Center. Additionally, participants within one year of their durational limit receive transitional services, including employment counseling, job search assistance, referrals to supportive services such as food banks, meals-on-wheels, medical, housing, and social services.

(6) Assessments: describe the procedures for assessing job aptitudes, job readiness, and job preferences of participants and their potential to transition into unsubsidized employment. Also describe how the assessment will be used to develop the participant's Individual Employment Plan (IEP).

An Individual Employment Plan (IEP) is completed between the participant and Regional Employment Coordinator. As part of the IEP process, the Coordinator identifies the participant's job aptitudes, job preferences, job readiness and potential for transition into unsubsidized employment. The IEP must include: an appropriate employment goal; objectives with timeline; barriers; and be jointly agreed upon with the participant. The IEP is developed with the participant during the first 30 days of enrollment in the program and annually thereafter. IEPs are frequently reviewed and updated via case notes.

The IEP includes both short-term and long-term goals with action steps and timelines. The IEP uses information which identifies:

- Participant goals
- Barriers
- Training needs
- Specialized skill development
- Education needs
- Supportive service needs

In an effort to transition participants into unsubsidized employment, participants are matched with appropriate host agency assignments for on-the-job training and work experience.

(7) Community Service Assignments: describe how the participant will be assigned to community service including:

(A) the types of community service activity that will be emphasized and how they were chosen; methods used to match participants with community service training;

Regional Employment Coordinators interview applicants at the time of enrollment to determine the most suitable Host Site that will enhance the participant's skills, interests and abilities. Participants are assigned to community service based on their initial assessment and IEP. Their employment interests and goals are evaluated during the initial enrollment process. Participants are reviewed at least once annually and may be rotated to another host agency, classroom based training that may meet their needs.

The Coordinator will monitor the host site and participant to ensure training is continually provided which enhances the participant's skills, goals and increase their opportunities to obtain unsubsidized employment.

(B) the extent to which participants will be placed in the administration of the project itself;

In PY 2015 the program started utilizing participants as staffers to assist with recruitment and enrollment activities. Participant staffers will work no more than 25 hours a week. Regional Employment Coordinators will ensure participant staffer receive on-the-job and classroom training as indicated in their IEP and meet their identified goals.

(C) the types of host agencies used and the procedures and criteria for selecting the assignments;

Only non-profit 501(c)3 agencies and federal, state and local government employers are used for Host Sites. Types of host agencies utilized by the program include:

- Government agencies (Courts, One-Stops, Housing Authorities)
- Libraries
- Food/Nutrition Programs (Meals on Wheels)
- Schools and Daycare providers
- Social Service agencies (Goodwill)
- Faith-Based Organizations (Catholic Charities)
- Community-Based Organizations (Puerto Rican Action Committee – PRAC)

The host site provides the SCSEP/Workforce 55+ program with the job description for the CSA, which is matched with participant's job skills and employment goals. More important, the participant's IEP is vital and is reviewed frequently to ensure the CSA is able to assist the participant in increasing their skills and achieving their employment goals.

(D) the average number of hours in a participant's training week;

Participants train on average 15 – 20 hours weekly.

(E) the fringe benefits offered (if any); and

Participants are offered an annual Physician's Exam. All efforts are made by program staff to promote the physical exam fringe benefit. If the participant declines, they are required to sign an exception documenting their refusal. Participants are offered this benefit at the time of enrollment and at recertification.

(F) procedures for ensuring adequate supervision.

As per the program's CSA Agreement, all host sites are required to have a Supervisor who will oversee the participant at their assigned work site. Regional Employment Coordinators frequently visit host sites and conduct safety monitoring visits to ensure compliance. Additionally, Host Site Supervisors are required to electronically sign participant timesheets verifying their hours of work.

(8) Training: describe the training that will be provided during community service assignments and any other types of training provided, including linkages with local one-stop centers, and Registered Apprenticeship.

Host Agency Supervisors are responsible for training participants assigned to their agency. All training is designed to increase participant opportunities to achieve unsubsidized employment. Regional Employment Coordinators monitor and determine if the training site is providing suitable training and safe working conditions as outlined in the Host Agency Agreement.

Participants via the One-Stop Career Centers are able to participate in:

- Adult Literacy Programs
- ESL Training Programs
- Effective job search and readiness workshops
- Interviewing techniques workshops
- Job Fairs/Positive Recruitments
- Job Clubs

LWD is responsible for all state apprenticeship activities, in conjunction with its federal partner, USDOL Bureau of Apprenticeship and Training. New Jersey Talent Networks are linked through LWD with Registered Apprenticeship programs and the local WDBs and One-Stops; together, they explore the creation of registered apprenticeship opportunities in key industry sectors with business customers and workforce partners. In addition, the SETC and LWD have collaborated to create and support the NJ PLACE program, New Jersey Pathways Leading Apprentices to a College Education. The program, administered by the University College Community at Rutgers, the State University of New Jersey, represents a strong partnership between New Jersey's community colleges, organized labor, employer associations, federally registered apprenticeship programs, educational institutions, and several state agencies. NJ PLACE is a statewide model that awards college credit to graduates of participating registered apprenticeship programs through articulation agreements with all 19 community colleges in New Jersey. Moving forward, NJ PLACE will align with the seven key industry sectors and green energy opportunities in New Jersey. In particular, deeper program development will be explored within the Health Care sector and Green Energy fields, building on work begun in the SETC Health Care Workforce Council and the SESP Council.

(9) Supportive Services: describe the supportive services that will be offered to help participants obtain and retain an unsubsidized job, including transportation assistance (if applicable).

In addition to the services noted above, the One-Stop Career Centers will offer the following to SCSEP/Workforce 55+ participants:

- Employment Counseling;
- Literacy and ESL;
- Vocational/Occupational training;
- Transportation Assistance;
- Referrals for supportive services;
- Job Search and Job Coaching Assistance;
- Vocational Rehabilitation Services; and
- Access to jobs via:

- Marketing of program and participants to employer community;
- Jobs4Jersey.com, LWD's resume bank with has over 16,000 employer openings;
- Virtual Job Fairs; and
- Targeted Job Fairs for Older Workers.

- Participants are informed of local transportation options, including free or reduced fare options that are offered by their counties. Every effort will be made to obtain job-related transportation services for the participants from local resources at no cost to the program.

(10) Termination: describe procedures for terminating a participant, including IEP terminations. Please provide a copy of the current termination procedures.

Terminations can be made in the following instances:

- For Cause
- Income eligibility requirements no longer met at time of Recertification
- IEP-related

For cause terminations are made when a participant violates the rules and policies of the program as outlined in the Termination Policy. This policy is described in the Participant Orientation Package. Prior to participants reaching the termination stage they must receive a verbal warning, a written warning and a written warning follow-up detailing the outcome. All decisions to terminate a participant for cause are at the discretion of the Program Manager.

If the decision to terminate a participant for cause is reached, the participant is given a 30-day notice in writing prior to being exited from the program. The Grievance Procedure and Grievance Form are included in the 30-day Termination Letter. Exceptions to the 30-day notice are instances where a participant commits a violation such as violence, gross misconduct, larceny or possession of drugs. These acts would result in immediate termination.

If at the time of their annual recertification a participant's income exceeds the guidelines, the participant will be exited from the program after a written 30-day notice is given.

The SCSEP/Workforce 55+ Program will use IEP-related terminations as a last option. Removal from the program occurs only after all options have been exhausted and the participant has been provided written notice.

Written grievance procedures for complaint resolution for applicants are included in the Orientation Package and the following is verbally explained at Orientation:

- Participants are informed of their rights;
- All terminations are subject to the grievance policy;
- Documentation is kept on file; and
- Participants are informed of their right to appeal.

(11) Complaints & Grievances: describe the procedures for addressing and resolving complaints and grievances related to program termination. Please provide a copy of the current complaint/grievance policies.

If the decision to terminate a participant for cause is reached, the participant is given a 30-day notice in writing prior to being exited from the program. The Grievance Procedure and Grievance Form are included in the 30-day Termination Letter. Exceptions to the 30-day notice are instances where a participant commits a violation such as violence, gross misconduct, larceny or possession of drugs. These acts would result in immediate termination.

Written grievance procedures for complaint resolution for applicants are included in the Orientation Package and verbally explained at Orientation at which time:

- Participants are informed of their rights;
- All terminations are subject to the grievance policy;
- Documentation is kept on file; and
- Participants are informed of their right to appeal.

The SCSEP/WorkForce 55+ Program has established policies and procedures for participants. These policies are administered uniformly. Each participant is provided with a copy of the approved grievance procedures during the initial orientation. Participants terminated due to administrative adverse action, i.e. IEP related termination, are provided with a copy of the approved grievance procedures at the time of termination.

The grievance procedure consists of an informal and formal hearing process. To initiate the informal grievance process, the participant must notify the Regional Employment Coordinator. The Coordinators must meet informally with the participant and CSA Supervisor within five working days of the reported grievance to attempt to reach a resolution. If an acceptable solution is not reached, the participant must contact the Regional Employment Coordinator Supervisor or Program Manager immediately. The Regional Employment Coordinator Supervisor and/or Program Manager will attempt to resolve the problem within twenty working days after review. If dissatisfied with the recommended resolution, the participant must file a written appeal to the Program Manager within five working days of the hearing.

The Program Manager must hold a hearing to make a decision within five working days of the receipt of the appeal. If dissatisfied with the Program Manager's decision, the participant must file a written appeal to the Assistant Commissioner, LWD, through the Director, Division of Workforce Development and Economic Opportunity within five working days after the second decision. The Hearing Officer appointed by the Assistant Commissioner must conduct a hearing within 10 working days of the receipt of the appeal. The Hearing Officer shall render a decision within 10 working days of the hearing.

(12) Maximizing enrollment: describe procedures for fully enrolling all available slots, including over enrolling participants, and how over-enrollments will be balanced with equitable distribution requirements.

Program staff are stationed at One-Stop Career Centers and partner with community-based, and faith-based organizations to recruit participants. Additionally, the Program Manager and Field Supervisor monitor slots and participant durational limits (via SPARQ QPR reports) to ensure equitable distribution is achieved and slots are filled.

Over enrollment is only considered when it is determined that there is a significant amount of unobligated program funds that can be moved to the participant wages and fringe category of the budget to pay for the additional enrollment of participants. The additional enrollments are distributed in accordance with Equitable Distribution and the percent of the older workers in the counties.

(13) Performance: include a proposed level for each performance measure for each of the program years covered by the plan. While the plan is under review, the State will negotiate with the Employment and Training Administration to set the appropriate levels for the next year. The State may also negotiate performance levels in a subsequent modification. At a minimum, States must identify the performance indicators required under the SCSEP Final Rule published on September 1, 2010, and, for each indicator, the State must develop an objective and quantifiable performance goal for the next year. The performance measures include:

(A) entered employment,

(B) employment retention,

(C) average earnings,

(D) service level,

(E) service to most-in-need, and

(F) community service

QUANTIFIABLE PERFORMANCE GOALS		
QUANTIFIABLE GOAL	**PY 2015 PERFORMANCE**	**PROPOSED GOAL PY 2016 – PY 2020**
Entered Employment	43.1%	45.0%
Employment Retention	72.7%	75%
Average Earnings	$7,317	$7,500
Service Level	153.5%	160.0%
Community Service	75.0%	80%
Most In Need	2.51	2.55

Figure 62

(14) Administrative Costs: describe any request for an increase in administrative costs consistent with section 502(c)(3) of the Older Americans Act.

In an effort to increase training and employment opportunities for participants, LWD will request additional administrative funding on an as needed basis.

SCSEP Assurances

#	Statement of Assurance
1.	Where SCSEP is included in the Combined Workforce Plan, the State established a written policy and procedure to obtain advice and recommendations on the State Plan from representatives of the State and area agencies on aging; State and local boards under WIOA; public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b); Social service organizations providing services to older individuals; Grantees under Title III of OAA, Affected Communities, Unemployed older individuals, Community-based organizations serving older individuals; business organizations; and labor organizations.

Reintegration of Ex-Offenders Program

When Reentry Employment Opportunities (REO), also known as Reintegration of Ex-Offenders Program (authorized by Section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)), is included in the Combined State Plan, the State and REO grantee(s) will describe efforts to coordinate services for justice-involved individuals with other employment and training activities as part of a larger employment strategy.

As part of the Combined State Plan, the State should:

(a) describe how the State and the REO grantee(s) will coordinate services and activities for justice-involved individuals to successfully attain employment and transition into their communities with Statewide and local WIOA workforce development systems; and may

Ensuring continuity of services for offenders transitioning from prison back to their communities is an important goal for New Jersey. WIOA Title II and State Literacy funds (Workforce Learning Link) are provided to the correctional system so that work-readiness services can be implemented prior to release to help promote a seamless transition to community-based One-Stop Career Center services and then into employment.

Wagner-Peyser provides accessibility for all populations to the full range of One-Stop Career Center employment and training programs. Programs designed to serve the needs of special populations with or without significant barriers to employment are integrated into the universal access provided by Wagner-Peyser and WIA. Members of special populations, however, identified as having significant barriers to employment often require more intensive services to reach the employment goal. Significant barriers include poor previous attachment to the workforce, literacy or language barriers, ex-offender status, educational or occupational skills gap or lack of a credential, physical or mental disability, and driver's license suspension.

To help special populations with significant barriers to employment, New Jersey has created targeted programs and dedicated staff to help ensure positive outcomes. The challenge is to meet customers where they are by creating a proactive approach to promote and serve special populations. Once special populations enter the One-Stop Career Center system, ensuring that customers receive the services needed to reach their goal becomes a staff responsibility. All One-Stop Career Center staff members need to take ownership for the customer experience by providing warm handoffs when referrals to other service providers are appropriate. That involves taking the extra time to walk customers to where they need to go, introducing them to staff that can help them, and then circling back with customers to make sure their needs were met. Staff need to follow-up with customers to ensure all jobseekers remain engaged and focused on overcoming barriers to enable them to successfully (re)enter the workforce. Maintaining a stronger, more supportive connection to customers will result in better outcomes and improve the perceived value of the One-Stop Career Centers.

The LWD Adult Education and Family Literacy Act (AEFLA) program ensures that not more than 10 percent of 82.5 percent of the funding for the cost of educational programs is allocated for

programs for criminal offenders in the correctional facilities as well as for other institutional individuals. Emphasis is on programs that promote:

- Adult Basic Education
- Programs for individuals with disabilities as well as other special needs
- English literacy programs
- Secondary school credit programs
- Transitional support to prepare students to make a successful transition to the community
- Life skills and employability skill development to prepare students to gain employment.

LWD will use the same grant announcement and application process to provide funds to serve individuals in correctional facilities and other institutions that is being used for all other eligible providers.

Providers that receive funds to provide programs and services to correctional facilities and other institutions will be required to describe in their grant application, in addition to all other program requirements, how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

As noted previously, the SETC also works with the Department of Corrections and the Juvenile Justice Commission to align educational and training opportunities for incarcerated individuals.

(b) provide examples of innovative employment and training programs and activities conducted by Faith-based and community organizations (FBCOs), State reentry councils, and justice organizations in coordination with education and training providers, one-stop centers and other supportive services, which improve employment outcomes for justice-involved individuals.

In October 2010, LWD secured grant funding from USDOL for a youth-centered Disability Employment Initiative (DEI). DVRS was identified as the lead division to increase the capacity of pilot Workforce Development Board areas to serve youth with disabilities (ages 16 – 26), in particular youth offender populations and returning veteran youth. This funding also includes ability to promote universal design in One-Stop Career Centers throughout the entire state.

TABLE OF FIGURES

Figure 1 8
Figure 2 8
Figure 3 8
Figure 4 11
Figure 5 12
Figure 6 13
Figure 7 16
Figure 8 17
Figure 9 17
Figure 10 18
Figure 11 19
Figure 12 19
Figure 13 21
Figure 14 25
Figure 15 25
Figure 16 26
Figure 17 27
Figure 18 29
Figure 19 30
Figure 20 31
Figure 21 32
Figure 22 52
Figure 23 52
Figure 24 52
Figure 25 55
Figure 26 55
Figure 27 56
Figure 28 65
Figure 29 69
Figure 30 70
Figure 31 112
Figure 32 113
Figure 33 116
Figure 34 122
Figure 35 123
Figure 36 140
Figure 37 141
Figure 38 171
Figure 39 177

Figure 40 196
Figure 41 196
Figure 42 214
Figure 43 215
Figure 44 215
Figure 45 215
Figure 46 216
Figure 47 217
Figure 48 233
Figure 49 241
Figure 50 274
Figure 51 276
Figure 52 277
Figure 53 289
Figure 54 290
Figure 55 293
Figure 56 295
Figure 57 298
Figure 58 300
Figure 59 300
Figure 60 302
Figure 61 306
Figure 62 314

Appendix 1: Performance Goals for Core Programs

New Jersey Department of Labor of Workforce Development (LWD)
Assumptions in Developing Appendix 1 for PY16 and PY17

Many key concepts associated with performance measurement and their relation to workforce program operations are still in draft form. LWD reserves the right to revisit and amend all proposed targets contained in this appendix that may be inconsistent with final regulations/guidance provided by the Departments of Education and Labor or that prove unattainable with the proposed alignment of resources and our ability to collect the necessary data.

Establishing PY16 and PY17 performance targets are challenging as the transition from the Workforce Investment Act (WIA) to the Workforce Innovation and Opportunity Act (WIOA) introduces substantial programmatic and technical changes which will require evaluation, testing, and modification.

I. Co-Enrollment of WIOA Title I and Title III Participants

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

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

II. Credential Attainment Rate:

LWD assumed that the denominator contained only those participants who were enrolled in education or training. This allowed LWD to submit a proposed goal for Title 1 Adults, Dislocated Workers, and Youth populations.

Appendix 1: Performance Goals for Core Programs

	PY2016		PY2017	
	Proposed/ Expected Level	Negotiated/ Adjusted Level	Proposed/ Expected Level	Negotiated/ Adjusted Level
Employment (Second Quarter after Exit)				
Adults	57%		58%	
Dislocated Workers	57%		58%	
Youth*	62%		63%	
Adult Education	Baseline		Baseline	
Wagner-Peyser	57%		58%	
Vocational Rehabilitation	Baseline		Baseline	
Employment (Fourth Quarter after Exit)				
Adults	53%		54%	
Dislocated Workers	53%		54%	
Youth*	60%		61%	
Adult Education	Baseline		Baseline	
Wagner-Peyser	53%		54%	
Vocational Rehabilitation	Baseline		Baseline	
Median Earnings (Second Quarter after Exit)				
Adults	$5700		$5750	
Dislocated Workers	$7800		$7850	
Youth	$2300		$2350	
Adult Education	Baseline		Baseline	
Wagner-Peyser	$7400		$7450	
Vocational Rehabilitation	Baseline		Baseline	

*Measure for youth includes percentage of program participants who are in education or training activities, or in unsubsidized employment

Appendix 1: Performance Goals for Core Programs

	PY2016		PY2017	
	Proposed/ Expected Level	**Negotiated/ Adjusted Level**	**Proposed/ Expected Level**	**Negotiated/ Adjusted Level**
Credential Attainment Rate				
Adults	50%		51%	
Dislocated Workers	50%		51%	
Youth	50%		51%	
Adult Education	Baseline		Baseline	
Wagner-Peyser	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Vocational Rehabilitation	Baseline		Baseline	
Measurable Skill Gains				
Adults	Baseline		Baseline	
Dislocated Workers	Baseline		Baseline	
Youth	Baseline		Baseline	
Adult Education	Pending		Pending	
Wagner-Peyser	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Vocational Rehabilitation	Baseline		Baseline	
Effectiveness in Serving Employers				
Adults	Baseline		Baseline	
Dislocated Workers	Baseline		Baseline	
Youth	Baseline		Baseline	
Adult Education	Baseline		Baseline	
Wagner-Peyser	Baseline		Baseline	
Vocational Rehabilitation	Baseline		Baseline	

Baseline: An indicator for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on adjusted levels of performance.

Pending: Targets will be established once final regulations have been published by the Departments of Education and Labor.

Appendix 1: Performance Goals for Core Programs

Additional Indicators of Performance:

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

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

Measures for WIOA Title I ONLY

5. Workforce Development Board (WDB) Certification

    The State will evaluate the WDB's local area achievement based on its ability to meet all WDB certification requirements.

6. Number of High Quality Partnerships established:

    High Quality Partnerships are those workforce and education efforts which are employer-driven and have developed a clearly defined mission and vision statement, with defined roles, responsibilities and impact measures for all partners. All programs will integrate the use of career pathways, and provide both interim process measures as well as outcome measures, which will be particularly focused on industry valued credentials, employability skills, and experiential learning.

7. Regional Coordination

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

Appendix 2: Key New Jersey Talent Development Policies

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* Chris Christie, *Governor*

POLICY RESOLUTION: SETC #2015-01

SUBJECT: Local Workforce Development Board Member Appointments and Process

Purpose

This policy provides the membership requirements for Local Workforce Development Boards (LWDBs), as well as the process for appointing members to the local boards, under the Workforce Innovation and Opportunity Act (WIOA).

Note: WIOA renames two local entities established under the Workforce Investment Act (WIA) and relevant to this policy as follows:

- Local Workforce Investment Area is renamed Local Workforce Development Area (LWDA); and
- Local Workforce Investment Board (LWIB) is renamed Local Workforce Development Board (LWDB)

Background

The Local Chief Elected Official (LCEO) of the designated local Workforce Development Board Area (LWDA) is responsible for the process for appointing and reappointing members to the local Workforce Development Board.

The state-led WIOA Governance and Planning Workgroup, comprised of LWDB directors and State Employment and Training Commission (SETC) members, examined the requirements of WIOA and the current structure of local boards, and considered the potential opportunities and challenges involved in re-aligning board membership. The SETC Governance Committee reviewed the workgroup recommendations, the existing SETC policy and WIOA requirements and is proposing the attached "Policy on LWDB Member Appointments and Process". The purpose of the new policy is to create a process that supports the roles and work of the local Workforce Development Boards and is in alignment with WIOA.

Upon formal resolution by the SETC, the policy will be posted on the SETC website and the policy document distributed to the Local Chief Elected Officials, local Workforce Development Board Chairs, and Executive Directors. Subsequently, the policy will be submitted to the U.S. Department of Labor as part of the New Jersey Combined State Plan, and be available for public comment as part of the State Plan.

Resolution:

It is hereby resolved that the State Employment and Training Commission formally adopts the "Policy on Local Workforce Development Board (LWDB) Member Appointments and Process". This policy takes immediate effect and will be included in the New Jersey Combined State Plan and SETC local board member handbook.

Commission Approved: October 9, 2015 *Replaces SETC #2010-01 (9/17/2013)*

New Jersey State Employment and Training Commission

Policy on Local Workforce Development Board (LWDB) Member Appointments and Process

Board Member Requirements

The Chief Elected Official (CEO) is responsible for the process of appointing members to the local Workforce Development Board (LWDB). The following are the categories and required representatives of Board membership.

Business Representatives (51%)	Local WDB membership must have a majority (minimum 51%) of business representatives who reflect the composition of the local and regional pool of employers. [WIOA Section 107 (b)(2)(A)(i)]
	The Chair of the Board must be a private sector representative elected by the Board. [WIOA Section 107 (b)(3)]
	Business members shall be business owners, chief executives, or chief operating officers of nongovernmental employers, or other private sector executives who have optimum policy-making or hiring authority. [NPRM Proposed §NPRM 20(f)] [20 CFR 661.315(a)] "Optimum policy-making authority" is described as an individual who can reasonably be expected to speak affirmatively on behalf of the entity he or she represents and to commit that entity to a chosen course of action. [NPRM Proposed § 679.120(a)] [20 CFR 661.203(a)]
	Business members should represent the local area's key industry sectors as defined in the LWDB regional and local plans; these local sectors should align in whole or in part with the state's key industry sectors. Additional business members should be appointed if needed to represent significant employers in the region. Membership should include women, minorities and individuals who have disabilities.
	Representatives from private not-for-profit entities that operate as businesses and are employers may be considered business sector members on the local WDB. The not-for-profit entities should align with the key industry sectors for the local area, as identified in the WDB regional and local plans. Membership should include representatives from small businesses.
	Representatives from proprietary schools cannot be considered a business sector member.
Process for securing nominations for business representatives	▪ Business representatives on the Board are selected from individuals nominated by local business organizations and trade organizations. [WIOA Section 107(b)(2)(A) (iii)] ▪ Nominations must be aligned to the business representation described above. ▪ Nominations are submitted to the Chief Elected Official. Copies of the nominations must be provided to the local WDB Chair and Executive Director.
Economic Development	Local WDB membership must have, <u>at a minimum</u>, one (1) representative from economic development authorities, agencies or organizations.
	Representatives must be board members or employees of an economic development organization and must be individuals with optimum policy-making authority within their own organization. Economic development representatives may be considered business sector members.

Organized Labor and Community Based Organization Representatives (20%)	Local WDB membership must have not less than 20% of its members be representatives from organized labor and community-based organizations. WIOA Section 107(b)(2)(B)(i-ii).
	Local WDB membership must include representatives of labor organizations, who should reflect the various types of industries that have substantial employment in the local or regional area.
	Local WDB membership must include one (1) joint labor-management apprenticeship program representative. If no such joint program exists in the area, then an apprenticeship program representative shall be a member, if such program exists in the area. The representative must be a member of a labor organization or a training director.
	Representatives of labor organizations must be individuals with optimum policy-making authority within their own organization.
	Labor representatives must be affiliated with organized labor by being a union member, labor union staff, or other individual participating in labor union activities. A labor federation is defined as an alliance of two or more organized labor unions for the purpose of mutual support and action. [NPRM Proposed § 675.300] [20 CFR 661.203(a)] [[20 CFR 660.300]
	Representatives of labor organizations should be active in apprenticeship programs such as the Apprenticeship Advisory Committee or serve in an advisory capacity for a college or school board.
Process for securing nominations for labor representatives	Recognized state and local labor federations submit nominations to the Chief Elected Officials. Nominations must be aligned to the labor representation described above. Copies of the nominations must be provided to both the local WDB Chair and local WDB Executive Director.
Community-Based Organizations (CBO)	Local WDB membership may include representatives from CBOs that have demonstrated experience and expertise in serving those with barriers to employment (including individuals with disabilities and veterans) and organizations with experience and expertise addressing the employment, training or education needs of youth. WIOA Section 107(b)(2)(B)(iii-iv).
(Included in 20% above)	The term CBO refers to a private nonprofit organization (which may include a faith-based organization) that is representative of a community or a significant segment of a community and has demonstrated expertise and effectiveness in the field of workforce development. WIOA Section 3(10). Additional representatives of CBOs should be appointed if needed to reflect significant population segments. Representatives of local Community Action Agencies, designated by the NJ Department of Community Affairs, may be considered CBO members on the local WDB.
	Representatives of CBOs must be individuals with optimum policy-making authority within their own organization.
	Members appointed to the local WDB must be actively engaged with a CBO as a board member, employee, or active member.
Process for securing nominations for CBO representatives	Community leaders may submit nominations to the CEO. Copies of the nominations must be provided to both the local WDB Chair and Executive Director.

Education Representatives	Local WDB membership must have, <u>at a minimum</u> • one (1) member from a Title II Adult Education and Literacy provider** • one (1) member from a higher education entity, including Community Colleges, that provides workforce training • one (1) member representing a County Vocational-Technical School in the local area (SETC Requirement) Other members may include: • Superintendent from a K-12 system • Representatives of local educational agencies or CBOs with demonstrated experience and expertise in addressing the training and education needs of individuals with barriers to employment.
	**If there are multiple eligible providers of Title II serving the local area, or multiple institutions of higher education serving the local area by providing workforce investment activities, each representative on the local board shall be appointed from among individuals nominated by the local providers or institutions. WIOA Section 107(b)(6)
Process for securing nominations for Education Representatives	Education leaders may submit nominations to the Chief Elected Official with a copy to the local WDB Chair and local WDB Executive Director except in those instances where a specific individual is required to be appointed to the local WDB. WIOA Section 107(b)(2)(C)
Government Partners	Local WDB membership must have, <u>at a minimum</u> • one (1) member representing the State Employment Service (Wagner-Peyser) Office, with optimal policy-making authority • one (1) member representing the Division of Vocational Rehabilitation Services, with optimal policy-making authority Other members may include representatives from agencies providing local area programs related to transportation, housing and public assistance, such as: • Housing and Urban Development or local Housing Authority • Local Community Services Block Grant <u>http://www.nj.gov/dca/divisions/dhcr/offices/caalist.html</u> • Carl D. Perkins programs • County Board of Social Services • Human Services Advisory Council Director/Coordinator/Chair
Other Individuals	Local Elected Officials may appoint other individuals to the Board. These appointments should be consistent with the required membership of the board and should primarily reflect a business majority on the board.
Multiple Entity Representation	An individual may be appointed as a representative of more than one entity, except business representatives, if the individual meets all the criteria for representation, for each entity. [NPRM Proposed § 679.320(h)]
Multi County/City jurisdictions	In local Workforce Investment Areas that are comprised of more than one County and/or City, CEOs by agreement, may rotate membership among specific institutions and programs within any one of the categories.

Process for local WDB Nominations and Appointments

The Chief Elected Official (CEO) is responsible for the process of appointing members to the local WDB. Private Sector representatives, labor representatives, community-based organization representatives and several education representatives must be nominated by a highly regarded local organization in accordance with the requirements of Section 107 of the Workforce Innovation and Opportunity Act (WIOA) and as stipulated in New Jersey's State Plan and any modifications thereto. The CEO may require each of the nominating organizations recommend a minimum of 1-1/2 individuals (but no more than two individuals) per each open slot.

At the time of appointment, the term of the member's seat is established. Local WDB member terms must be fixed and staggered over a three year period of time. "Fixed" means that they must be from one point in time to another. "Staggered" means that membership turnover must be less than one-third in any given year.

Organizations submitting a nomination must use a nominating form and be accompanied by a current resume or curriculum vitae. The local nominating organizations must submit their nominations to the CEO with a copy to both the local WDB Chair and WDB Executive Director.

In many jurisdictions, the local Board of Chosen Freeholders and/or the local Municipal Authority formally approve appointments to the local WDB. The CEO, acting on behalf of the Board of Chosen Freeholders/Municipal Authority is responsible for providing notification of the appointments in writing to both the local WDB Chair and WDB Executive Director. Similarly, the CEO must provide a copy of all letters of appointments and written letters of acceptance by the new Board member to both the local WDB Chair and WDB Executive Director within fifteen days. A copy of the written appointment, letters of notification of appointments and letters of acceptance must be maintained in the files by the local WDB Executive Director. WDB Executive Directors must also notify the SETC immediately when appointments to the Board are made and the term of membership. Board members serve until their successor is appointed.

Process for Filling Vacancies

When a vacancy occurs, the local WDB is required to notify the CEO in writing within 30 days of receiving the notice. In addition, the local WDB must notify the CEO of terms expiring 120 days prior to the expiration, or sooner.

When a Board Member's term has expired, the CEO must submit a written notification to the Board Member indicating either that they are being reappointed to the Board or notifying them that their term has expired.

All vacancies should be filled within 90 days from the time a vacancy occurs. The CEO must ensure that the vacancy is filled in the same manner as the original process. Appointees to vacant positions will serve until the end of the term assigned to the vacant position. Copies of all notifications must be kept on file at the local WDB office.

Local WDB Attendance Policy

Board members are expected to be actively engaged in the work of the local WDB, attending meetings as well as serving on local WDB Committees. The local WDB by-laws must include an attendance policy which establishes minimum attendance requirements at Board meetings and/or Committee meetings. Local WDB Chairs are responsible for notifying the Board member, in writing, that s/he is in violation of the local WDB's attendance policy and that the members' term has lapsed due to attendance requirements in the By-laws. An appeal process must be included in the by-laws. Copies of the correspondence must be submitted to the CEO and WDB Executive Director. The CEOs must fill this vacancy in the same manner as the original process and within the time frame described above.

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* Chris Christie, *Governor*

POLICY RESOLUTION: SETC #2015-02

SUBJECT: New Jersey Local Area Designations

Background

The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires that the Governor designate local areas that are consistent with labor market areas in the State, are consistent with regional economic development areas in the State, and have available the Federal and non-Federal resources necessary to effectively administer activities under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter I, Part B, of WIOA) and any other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools. This is to be done through consultation with the State workforce development board and after consultation with chief elected officials and local boards, and after consideration of comments received through the public comment process as described within 29 U.S.C. 3112(b)(2)(E)(iii)(II).

Initial Designation and Timeframe

WIOA states that during the first 2 full program years following July 22, 2014, the Governor shall approve a request for initial designation as a local area from any area that was designated as a local area for purposes of the Workforce Investment Act of 1998 (WIA) for the 2-year period preceding July 22, 2014, performed successfully, and sustained fiscal integrity.

The period of initial designation for local areas will be from July 1, 2015 – June 30, 2017. This covers Program Years 2015 and 2016. Local areas must submit requests for initial designation using the process included in this policy.

Subsequent Designation and Timeframe

WIOA further states that after the initial designation period, the Governor shall approve a request for subsequent designation as a local area from such local area, if such area has performed successfully, sustained fiscal integrity and in the case of a local area in a planning region, met the requirements described in 29 U.S.C. 3121(c)(1).

The SETC will create a policy and process for subsequent local area designations, which will be set forth with the Governor's approval in the New Jersey Combined State Plan. The State Plan will be submitted to USDOL by March 3, 2016. **The subsequent local area designation will be effective July 1, 2017.**

RESOLUTION:

As required under the Workforce Innovation and Opportunity Act (WIOA) of 2014, the State Employment and Training Commission hereby resolves that local area requests for initial designation be reviewed and approved or denied, as outlined in this document, for a period of initial designation from July 1, 2015 through June 30, 2017. At such time, a policy for subsequent designations of local areas will take effect.

Attachment: Local Area Initial Designation Request Letter Template
Commission Approved: October 9, 2015

New Jersey Local Area Initial Designation Policy, Process and Definitions

Initial Designation Submission Items

1. Letter of Request approved by local workforce development board, signed by board chairperson
2. Proof of Approval of request by local elected officials, signed by chief local elected official

Initial Designation Submission Process/Timeline

1. SETC provides local areas with Initial Designation Request letter Template for local board signature and approval by Local Elected Officials: **October 2015**
2. Local areas submit signed request letter with local elected official approval to SETC: **December 28, 2015**
3. SETC and NJLWD verify local area performance and fiscal integrity for PY 2012 and PY 2013: **January 2016**
4. SETC approves or denies local area requests for initial designation: **January 2016**
5. SETC provides notice of approval/denial of initial designation requests to local areas: **February 2016**

Performance Success

An area shall be determined to have performed successfully, for the purposes of initial designation, if:

a) the local area has met or exceeded all common measures under WIA in the two preceding years, Program Years 2012 and 2013. To meet the measure, the local area must have achieved at least 80% of the performance target

OR

b) the local area did not meet one or more of the common measures in either/both of these program years and subsequently created a performance improvement plan or corrective action plan, which was approved by the SETC. The area must have followed through on the planned improvements and subsequently met or exceeded that measure in the following program year.

With regard to the above definition of "performance success," the State has provided local areas with a degree of flexibility in a manner consistent with pertinent State rules; specifically, N.J.A.C. 12:42-3.1 et seq.

Fiscal Integrity

An area shall be determined to have sustained fiscal integrity, if the Secretary of the United States Department of Labor has not made a formal determination, during either of the last 2 consecutive years preceding the determination regarding such integrity, that either the grant recipient or the administrative entity of the area misexpended funds provided under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter 1, Part B, of WIOA) (or, if applicable, title I of the Workforce Investment Act of 1998 as in effect prior to the effective date of such part B of this subchapter) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

Appeals

Any unit of general local government (including a combination of such units) or grant recipient that requests but is not granted designation of an area as a local area may appeal that determination pursuant to the procedure set forth at N.J.A.C. 12;42-3.11 (Appeals). When utilizing the procedure at N.J.A.C. 12;42-3.11 for the purpose of challenging a denial of local area designation, one should substitute the phrase, "denial of local area designation" for the phrase, "corrective action and/or penalty determination;" and one should substitute the term "State Employment and Training Commission" for the term "Assistant Commissioner."

SETC Resolution #2015-02 - Attachment: Local Area Initial Designation Request Letter Template

Dennis M. Bone, Chairman
New Jersey State Employment and Training Commission
PO Box 940
Trenton, NJ 08625-0940

Chairman Bone:

On behalf of the ___ Local Area and the ____ Workforce Development Board, we are formally requesting the initial designation of the ___ Local Area, as outlined under the Workforce Innovation and Opportunity Act (WIOA) of 2014.

As required in WIOA Section 106(b)(2), the ___ Local Area was designated as a local area under the Workforce Investment Act of 1998, and functioned as a local area for the 2-year period preceding the enactment of WIOA in July 2014.

Under the prior Workforce Investment Act (WIA) of 1998, the ___ Local Area performed successfully and met or exceeded the required WIA performance measures for each of the last 2 consecutive years. The performance measures are recorded as Program Year 2012 (July 1, 2012 - June 30, 2013) and Program Year 2013 (July 1, 2013 - June 30, 2014). [In __ instance(s), __ common measure(s) was/were not met in __ Program Year; a performance improvement plan or corrective action plan was developed by the ___ Local Area in coordination with the New Jersey State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development (NJLWD). Technical assistance was provided by these agencies and the performance measure was subsequently met or exceeded in the following year.]

The ___ Local Area also confirms that it has sustained fiscal integrity in this time period and meets the requirements of fiscal integrity as defined in SETC Policy #2015-02.

As part of this request, the ____ Local Area acknowledges that it does not, by itself, constitute a labor market area, and therefore commits to participate in New Jersey's regional coordination efforts, including regional planning, regional resource allocation and regional coordination of services, as part of the region identified by the State.

We thank you for your consideration of this request and look forward to serving the workforce system of New Jersey under the Workforce Innovation and Opportunity Act.

Sincerely,

Chairperson
_____ Workforce Development Board

cc: Harold J. Wirths, NJLWD Commissioner
Aaron R. Fichtner, NJLWD Deputy Commissioner
SETC Executive Director

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* Chris Christie, *Governor*

POLICY RESOLUTION: SETC #2015-03
SUBJECT: New Jersey Out-of-School Youth Definition and Youth Work Experiences Definition

Purpose

The Shared Youth Vision Council recommends establishing a clear and comprehensive definition for Out-of-School Youth and definitions of the various Work Experiences which the State and Local Workforce Development Boards (LWDBs) must provide to New Jersey's priority youth populations. The Workforce Innovation and Opportunity Act (WIOA) requires states and their LWDBs to invest prescribed resources to promote the creation and implementation of programs and services for Out-of-School Youth that provide both theoretical and practical methods of application. The Out-of-School Youth and Work Experiences definitions will ensure those investments will have the potential for yielding the highest returns.

Background

The State of New Jersey, the 18 local areas and the One-Stop Career Centers are responsible for investing 75% of WIOA youth funds to serve Out-of-School Youth populations, as identified by WIOA. The State of New Jersey and the local areas are required to invest 20% of WIOA youth funds for the purpose of providing New Jersey's priority youth populations identified under WIOA, with work experience activities.

The SETC's Shared Youth Vison Council (SYVC) is comprised of employers, state agencies, local area representatives, educational entities, community and faith-based organizations. The SYVC examined the requirements of WIOA, and considered the existing state definitions for In-School Youth and national organization definitions for Out-of-School Youth. The SYVC examined the definitions for the various work experiences that WIOA-funded youth programs must provide. The SYVC is proposing the attached "New Jersey Out-of-School Youth Definition and Youth Work Experiences Definition." The purpose of the definitions is to provide the State of New Jersey and the local areas with the language necessary to articulate the needs and direct the investments for priority youth populations, as prescribed by WIOA.

Upon formal resolution by the SETC, the policy will be posted on the SETC website and shared with the NJ Department of Labor and Workforce Development, LWDBs, and One-Stop Career Centers. Subsequently, the policy will be submitted to the U.S. Department of Labor as part of the New Jersey Combined State Plan.

RESOLUTION:

As required under the Workforce Innovation and Opportunity Act (WIOA) of 2014, the State Employment and Training Commission formally adopts the "New Jersey Out-of-School Youth Definition and Youth Work Experiences Definition." This policy takes immediate effect and will be included in the New Jersey Combined State Plan

Attachment: New Jersey Out-of-School Youth Definition and Youth Work Experiences Definition

Commission Approved: October 9, 2015
Commission Approved as Updated: January 19, 2016

New Jersey Out-of-School Youth Definition

Out-of-school, or disconnected youth are young people between the ages of 16 – 24, that do not have a high school diploma or, have a high school diploma and are deficient in basic skills, are not enrolled in school, and are disconnected from work and/or underemployed.

New Jersey Youth Work Experiences Definition

On-The-Job Training; means training by an employer that is provided to a paid participant while engaged in productive work in a job that—

a) Provides knowledge or skills essential to the full and adequate performance of the job;

b) Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and

c) Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate. [WIOA Section 3 (44)]

Pre-Apprenticeship; is a program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship program(s).

a) Approved training and curriculum

b) Strategies for long term success

c) Access to appropriate support services

d) Promotes greater use of Registered Apprenticeship

e) Hands on Training

f) Facilitated Entry and or Articulation

Community Service/Volunteerism; is the principle that an individual or a group of individuals will donate their time and energy as a civic responsibility. These types of activities are performed for the benefit of the community and are coordinated with public entities such as; nonprofit organizations, government entities, community and faith based organizations.

Internship; is a pre-professional experience that provides an opportunity to gain relevant knowledge and skills prior to starting out in a particular career field.

According to the U.S. Department of Labor (USDOL), whether interns are deemed "employees" of an employer under the Fair Labor Standards Act (FLSA) (i.e., due at least minimum wage and overtime compensation) depends on all of the circumstances surrounding their activities for the employer. If the following criteria apply, interns are not "employees" within the meaning of the FLSA:

a) The internship includes supervised practical training.

b) The internship is for the benefit of the interns.

c) The interns do not displace regular employees, but work under close supervision.

d) The interns are not necessarily entitled to a job at the conclusion of the training period.

Unpaid Intern; is an individual who performs work for an employer for the purpose of training, under the following circumstances:

a) The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;

b) The internship experience is for the benefit of the intern;

c) The intern does not displace regular employees, but works under close supervision of existing staff;

d) The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;

e) The intern is not necessarily entitled to a job at the conclusion of the internship; and

f) The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

Externship/Job Shadowing; means to observe and evaluate an individual, typically a professional within an industry or a workplace of the individual's areas of interest.

- Externships are typically held for short time period lasting anywhere from a single day to eight weeks.

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* **Chris Christie**, *Governor*

POLICY RESOLUTION: SETC #2015-04

SUBJECT: New Jersey Regional Designations

Background

The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires that the State identify regions in the State, after consultation with the local boards and chief elected officials in the local areas, that are consistent with labor market areas in the State, are consistent with regional economic development areas in the State, and have available the Federal and non-Federal resources necessary to effectively administer activities under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter I, Part B, of WIOA) and any other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools.

Process to Identify Workforce Planning Regions

The state-led WIOA Governance and Planning Workgroup, comprised of Local Workforce Development Board (LWDB) directors and State Employment and Training Commission (SETC) members, examined the requirements of WIOA, the labor market areas and regional economic development areas, and resources in the State, and considered the potential opportunities and challenges involved in creating regional partnerships.

The SETC adopted three regional designation options as part of "Pathways and Partnerships: New Jersey's Blueprint for Talent Development" in June 2015. Presentations of these three regional designation options were subsequently provided to the New Jersey Association of Counties, to LWDB Chairpersons and Directors, and One-Stop Operators, and Local Chief Elected Officials at regional meetings held throughout the state. In addition, the regional designations presentation was made available for written public comment.

The SETC Governance Committee reviewed the workgroup recommendations, the feedback provided through the regional workforce meetings, and the public comment received. The committee is now proposing that **Option 1**, as illustrated by the attached regional map, be used for the purpose of creating three (3) workforce planning regions in New Jersey:

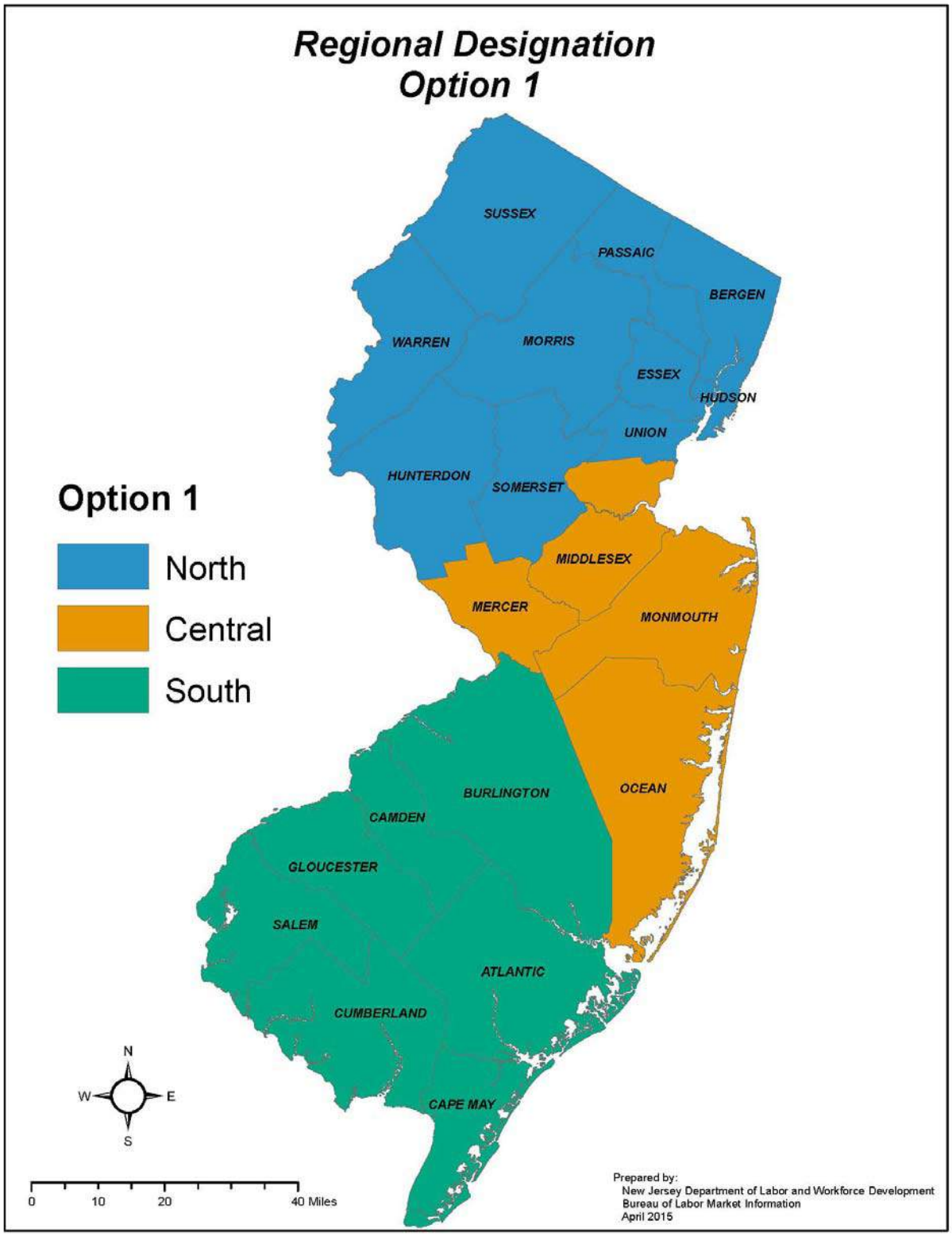
- **North Region:** Bergen, Essex, Newark, Hudson/Jersey City, Passaic, Union, Greater Raritan (Somerset/Hunterdon) and Morris/Sussex/Warren
- **Central Region:** Mercer, Middlesex, Monmouth, Ocean
- **South Region:** Burlington, Camden, Gloucester, Cumberland/Salem, Atlantic/Cape May

Upon formal resolution by the SETC, the policy will be posted on the SETC website and the policy document distributed to the Local Chief Elected Officials and Local Workforce Development Board Chairpersons and Directors. Subsequently, the policy will be submitted to the U.S. Department of Labor as part of the New Jersey Combined State Plan, and be available for public comment as part of the State Plan.

RESOLUTION:
As required under the Workforce Innovation and Opportunity Act (WIOA) of 2014, the State Employment and Training Commission hereby resolves that three (3) workforce planning regions be designated in New Jersey: North, Central and South, as illustrated in the attached regional map. This policy takes immediate effect and will be included in the New Jersey Combined State Plan.

Attachment: Regional Designation Option 1 Map

Commission Approved: November 10, 2015



OPTION 1 Map - Local Areas

North Region: Bergen, Hudson/Jersey City, Essex, Newark, Passaic, Union, Greater Raritan (Somerset/Hunterdon) and Morris/Sussex/Warren

Central Region: Mercer, Middlesex, Monmouth, Ocean

South Region: Burlington, Camden, Gloucester, Cumberland/Salem, Atlantic/Cape May

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* Chris Christie, *Governor*

PROPOSED POLICY RESOLUTION: SETC #2015-06
SUBJECT: SCALES Policy Recommendations: Adult Basic Education - WIOA Title II Adult Education and Family Literacy Act

Purpose
The importance of New Jersey's adult literacy system to the overall success of the state's public workforce system is clearly and concisely articulated throughout New Jersey's combined state plan under WIOA.

Background
The State Council for Adult Literacy Education Services (SCALES) focuses on improving the adult literacy delivery system. It is a bipartisan body created within the SETC by statute in 1999 to facilitate state and local policy development, planning and oversight in consultation with stakeholders in the area of adult literacy education.

In July 2015, SCALES created a taskforce that consisted of current SCALES members and local area adult basic education practitioners and experts. The taskforce held weekly conference calls and reported to the broader SCALES members through quarterly meetings. Over three months, SCALES was able to focus on three policy initiatives that can effectively strengthen both New Jersey's adult literacy system and the public workforce system. The recommendations are provided here as the **Adult Basic Education - WIOA Title II Policy Recommendations** framework document.

For more than ten years, federal program aid coming from the Workforce Investment Act has been allotted to a lead agency in each county or workforce area. The lead agency selects other eligible agencies in the region to also deliver adult literacy services, and manages the funding and compiles the required fiscal and programmatic data and reports. The grants are not managed by the local Workforce Development Boards (WDBs). The aid is awarded directly to the lead agency, based on an annual application process to the NJ Department of Labor and Workforce Development (NJLWD). The role of each WDB has been to review and comment on the application before it is submitted to NJLWD to ensure alignment with the local area's WDB plan.

Because no individual program has the resources and expertise to provide appropriate services to learners at each stage of their chosen career pathway, collaboration between programs is a necessity, rather than a luxury. WIOA requires programs at the regional and local levels to coordinate their activities in order to place career pathways at the heart of various services. For adult literacy learners to successfully navigate their chosen career pathway, there needs to be a partnership between adult literacy providers, postsecondary education and the employer system. SCALES will recommend three over-arching policy initiatives that have the potential to positively direct the adult literacy system in a more substantial role within New Jersey's public workforce system.

Upon formal resolution by the SETC, the policy will be posted on the SETC website and shared with the NJ Department of Labor and Workforce Development, LWDBs, and One-Stop Career Centers. Subsequently, the policy will be submitted to the U.S. Department of Labor as part of the New Jersey Combined State Plan.

RESOLUTION: The State Employment and Training Commission accepts the policy recommendations in the attached Adult Basic Education - WIOA Title II Policy Recommendations framework document provided by SCALES, for incorporation into New Jersey's Combined State Plan.

Commission Approval: November 10, 2015

SCALES Policy Recommendations
ADULT BASIC EDUCATION
WIOA TITLE II ADULT EDUCATION AND FAMILY LITERACY ACT

This Act provides most of the aid for adult literacy, adult secondary education and English-as-Second Language in New Jersey. The purpose of the adult literacy programs is to enable undereducated adults to obtain the knowledge and skills for employment and economic self-sufficiency, and to succeed in their roles as family members and citizens.

Major Changes for Adult Literacy Programs As Required by WIOA

- Performance accountability measures focus primarily on employment outcomes, not on basic skills;
- Career pathways are emphasized as the way to move learners through adult literacy to postsecondary education and family-sustaining employment;
- It will be necessary for adult literacy to establish and maintain working partnerships with a variety of other programs and organizations if it is to achieve its goals under WIOA;
- The emphasis changes from enrolling students in "siloed' programs to transitioning them into postsecondary education and family-sustaining employment.

Policy Recommendations for the NJ State Employment and Training Commission

1. **How do we ensure that all levels of adult learners are adequately served by the New Jersey Workforce System?**
    - The educational needs of all learners, including access to career pathways, must be considered in designing the Workforce System. This is particularly true in respect to lower-level learners.
    - Programs need to tailor curriculum to each student's level;
    - For all level of learners, the Workforce System needs to provide the support (e.g. counseling, financial aid) that is necessary for progress through career pathways;
    - For lower-level students, there needs to be recognition of realistic student outcomes, including indicators of "measurable skill gains".

2. **How do we develop and support the program partnerships that are necessary to enable adult learners to move through adult literacy to postsecondary education and family-sustaining employment?**
    - State, regional and local collaborations are necessary if the Workforce System is to meet its goals. This is true because individual programs and

organizations alone cannot develop the programs that are necessary for students to transition from adult literacy to postsecondary education and family-sustaining employment. Assistance in developing and maintaining partnerships must be provided at all levels and local WDB plans must specify how One-Stop programs will be coordinated to promote partnerships.

- Local planning must include identifying, combining and coordinating multiple sources of funding and directing the resulting "consolidated' funding to adult literacy goal attainment.
- WDB plans for local and regional adult education networks will require that WDBs establish active Adult Literacy Councils representing all literacy providers in the area.

3. **How to develop the skills and knowledge adult literacy teachers, administrators and counselors need to function effectively in the New Jersey Workforce System?**
    - The state must develop, and adequately fund, a comprehensive, ongoing professional development system that enables adult literacy staff to meet new WIOA requirements,
    - The state must require WDBS to conduct joint planning and training for One-Stop, adult literacy and WDB staff directed toward establishing partnerships, resource sharing and appropriate and necessary student referrals
    - Professional development must utilize multiple delivery modes to reach part-time and other hard to reach staff. This includes a mix of in-person meetings, synchronous online events and resources made available online.

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* **Chris Christie**, *Governor*

POLICY RESOLUTION: SETC #2016-01
SUBJECT: New Jersey Local Workforce Development Board Certification Process for 2016

Purpose
The Local Workforce Development Boards (LWDBs) are critical to the strategic direction, operation and oversight of programs and services in the local area. The Workforce Innovation and Opportunity Act (WIOA) of 2014 reinforces the importance of each Local Workforce Development Board by requiring the Governor in partnership with the State Workforce Development Board, to establish criteria based on specific items outlined in WIOA Section 107 to certify local boards.

Background
WIOA Section 107, and New Jersey's administrative code N.J.A.C 12:42-4, requires that the Governor shall, once every 2 years, certify one local board for each local area in the State. Such certification shall be based on meeting membership criteria and the extent to which the local board has ensured that workforce investment activities carried out in the local area have enabled the local area to meet the corresponding performance accountability measures and achieve sustained fiscal integrity, as defined in section 106(e)(2) of WIOA. All New Jersey Local Workforce Development Boards were certified under WIA as of June 2014.

The LWDB certification process for 2016 will use an updated process and items required for submission, as outlined below, which is slightly abbreviated from the 2014 certification process. In 2018, the LWDB certification process will return to the full process, and may contain additional items required by the State Employment and Training Commission.

Additional information concerning Local Board Certification, Recertification and Decertification is provided in the New Jersey Administrative Code, N.J.A.C. 12:42-4: Local Workforce Investment Boards: Certification, Recertification and Decertification, including consequences and appeals for local boards that do not successfully achieve certification.

Timeframe
All items identified in the 2016 LWDB Certification process are due to the SETC by **April 1, 2016.**

Date	Activity/Outcome
January 2016	WDB Recertification Process Rollout
Feb 2016 – June 2016	Technical Assistance and Capacity Inventory
April 1, 2016	Required Local Area Documents due to the SETC
May 16, 2016	Final Application Form, Signed by Chief LEO, WDB Chair and WDB Director
June 19, 2016	SETC vote to approve/deny LWDB Certification Requests
July 1, 2016	LWDB Certification Completed

Commission Approved: January 19, 2016
Attachment: *LWDB Certification Application/Checklist*

Application for Workforce Development Board 2016 Certification

Date: (Date Submitted) **Due by May 16, 2016**

To: **New Jersey State Employment and Training Commission**

This application for recertification is submitted on behalf of the (Area name) Workforce Development Board (WDB).

By signature below, we certify that the required materials and information have been provided to the New Jersey State Employment and Training Commission (SETC) as outlined in the chart below, pursuant to N.J.A.C. 12:42-4.

Submitted by: ***Signature*** ***Date***

_____ _____

(Name), (Title of Chief Elected Official), (City/County name) City/County

_____ _____

(Name), Chairperson, (Area name) Workforce Development Board

_____ _____

(Name), Director, (Area name) Workforce Development Board

Item Number	Required Materials and Information
1	A current list of local board members appointed by the chief elected official in a local area in accordance with SETC Policy Resolution 2015- 01 – Local Workforce Development Board Member Appointment and Process. The list will show: • That the WDB membership follows the guidelines set forth in the WDB Member Handbook • That the WDB has a 51% business membership • That the WDB Chair is a business member • The list must note if board development is needed, and the plan to achieve board membership compliance, including the recruitment and orientation process for new board members.
2	The Local Workforce Development Area (LWDA) Programs Budget, required under N.J.S.A. 34:15C-15e(4), and the Local WDB Staff Budget, for the extant and two preceding program years (Program Years 14 and 15). • LWDA Program Budget must include all workforce program funding allocations to the local area, including WorkFirst New Jersey (WFNJ) and indicate the levels of service (participants) for each program. • Summary of Leveraged Resources, including Grants and Special Initiatives • IRS Tax Status Letter / 501(c)3 Status documentation must be provided, if applicable.
3	The local board's annual reports, required under N.J.S.A. 34:15C-15e(5), for the extant and two preceding program years (Program Years 13 and 14).
4	The local board's meeting minutes for extant and two preceding program years (Program Years 14 and 15) • Minutes should reflect regular meetings, held at least quarterly • Minutes should reflect the LWDB budget approval process
5	List of local board staff, including: • Name • Title • Office address • Name/title of who they report to • Percent of time dedicated to WDB activity

6	Memorandum of Understanding (MOU) between local board and local elected officials: • The MOU must outline the process for board member appointment and removal • Multi-county areas must provide the MOU which establishes the lead county, if a separate agreement
7	MOUs between the local board, One-Stop Operator and One-Stop Partners. • A Resource Sharing Allocation Agreement must be included in the MOU.
8	Youth Transition Plan from WIA to WIOA: 75% out of School and 20% work experience • The local area Youth Plan must be in place and implementation must be in progress. <u>Strategic initiatives</u> • Youth Investment Councils • Leveraging of partnerships <u>Operational Initiatives</u> • RFP process (securing all 14 program elements) • 75% out of school youth (recruitment and retention) • 20% Work experience. • Innovation/Promising Practices • Local Area Challenges
9	Regional Planning Activities: • Provide a two-page narrative summary of the regional and local planning activities held to date. ***For subsequent certifications, starting in 2018:*** *Local areas will be required to participate in the development and submission of a regional workforce development plan, as required under WIOA Section 106, in addition to the local strategic plan, required under WIOA Section 108.*

10	Local Performance Measures: As outlined in the Local Workforce Investment Boards: Certification, Recertification and Decertification Rule, N.J.A.C. 12:42-4.4(e): • Where the Commission determines that the local board has during the preceding two years failed to ensure that the workforce investment activities carried out in the local area have enabled the local area to meet the local performance measures, that the local board has failed to satisfactorily carry out its functions under N.J.S.A. 34:15C-15e and *20 CFR 661.305*, that either the local board, or any of its members, has engaged in fraud or abuse, as those terms are used within *29 U.S.C. §2832*(c)(3)(A), or that either the local board, or any of its members, has engaged in any of the prohibited conduct listed as cause for corrective actions and penalties under *N.J.A.C. 12:42-3.6*, the Commission shall deny the chief elected official's application for recertification of the local board. • The SETC will evaluate the local WDB's application for recertification based on the local area achievement of the 9 negotiated performance outcomes for the area's Workforce Investment Act (WIA) funding for Program Year 2013 and Program Year 2014. The recommendation for WDB recertification will be made with consideration for any corrective actions and penalties instituted for the local area under the Local Workforce Investment Areas and Local Workforce Investment Boards: Performance, Technical Assistance, Corrective Actions and Penalties Rule, N.J.A.C. 12:42-3. ***For subsequent certifications, starting in 2018:*** *The local area performance success will be determined using the WIOA Primary Indicators (effective PY 2016) and any additional performance measures identified as part of the State Plan.*

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* **Chris Christie**, *Governor*

POLICY RESOLUTION: SETC #2016-02
SUBJECT: New Jersey Subsequent Local Area Designation

Background

The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires that the Governor designate local areas that are consistent with labor market areas in the State, are consistent with regional economic development areas in the State, and have available the Federal and non-Federal resources necessary to effectively administer activities under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter I, Part B, of WIOA) and any other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools. This is to be done through consultation with the State workforce development board and after consultation with chief elected officials and local boards, and after consideration of comments received through the public comment process as described within 29 U.S.C. 3112(b)(2)(E)(iii)(II).

Initial Designation and Timeframe

WIOA states that during the first 2 full program years following July 22, 2014, the Governor shall approve a request for initial designation as a local area from any area that was designated as a local area for purposes of the Workforce Investment Act of 1998 (WIA) for the 2-year period preceding July 22, 2014, performed successfully, and sustained fiscal integrity. The period of initial designation for local areas is from July 1, 2015 – June 30, 2017. This covers Program Years 2015 and 2016. Local areas must submit requests for initial designation using the process included in SETC Policy #2015-02.

Subsequent Designation and Timeframe

WIOA further states that after the initial designation period, the Governor shall approve a request for subsequent designation as a Local Workforce Development Area (LWDA) from such local area, if such area has performed successfully, sustained fiscal integrity and in the case of a local area in a planning region, met the requirements described in 29 U.S.C. 3121(c)(1). In addition, the SETC is requiring that the LWDA demonstrate its ability to coordinate planning with its regional partners, and fully support its WDB roles, through the Regional Coordination metric and WDB Certification metric, as defined in the Combined State Plan. **Requests from local areas for subsequent designation must be provided to the SETC by March 31, 2017. The subsequent Local Workforce Area designation will be effective July 1, 2017.**

Option 1: Existing Local Area, No Changes

The Local Workforce Development Area (LWDA) requests that its designation be continued under WIOA, with no changes to its current area configuration. The LWDA provides a letter of request to the SETC and NJLWD, and a signed Agreement with the Chief Elected Official, using the process, timelines and templates provided in this policy. The existing LWDA must demonstrate its ability to work effectively with its regional partners, as measured by the Regional Coordination metric outlined below. The existing LWDA must also demonstrate its ability to effectively carry out the WDB duties required under WIOA, as measured by the WDB Certification metric defined in the Combined State Plan.

Option 2: Modification of Local Area

If a local area, after consultation with all affected Local Workforce Development Board Directors and CEOs, opts to be subsequently designated as a different Local Workforce Development Area (LWDA) under WIOA, the Board Directors must contact the SETC and NJLWD **by December 31, 2016.** The SETC and NJLWD will then work with the Board Director and CEO(s) to plan the designation of the new LWDA, which will be held to the same criteria as other local areas seeking subsequent designation.

The new proposed LWDA must be consistent with labor market areas, align with regional economic development areas, must have available resources necessary to effectively administer activities under WIOA, must demonstrate performance success under the initial local area designation period, and must conform with New Jersey regional designation areas. The new LWDA must demonstrate how it will successfully achieve the Regional Coordination metric and WDB Certification metric, as defined in the Combined State Plan.

Examples of local area modification include: two existing local areas proposing to merge into a new combined single LWDA or various local areas that will be combined into a new single LWDA.

The new LWDA will then provide a letter of request to the SETC and NJLWD, and a signed Agreement with the Chief Elected Official, using the process, timelines and templates provided in this policy.

RESOLUTION:

As required under the Workforce Innovation and Opportunity Act (WIOA) of 2014, the State Employment and Training Commission hereby resolves that Local Workforce Development Area (LWDA) requests for subsequent Local Workforce Development Area (LWDA) designation be submitted, and approved or denied, as outlined in this document, for subsequent LWDA designation beginning on July 1, 2017.

Commission Approved: January 19, 2016

New Jersey Local Area Initial Designation Policy, Process and Definitions

Option 1 - Timeline/Process for Existing Local Area, No Changes

1. Letter of Request, signed by LWDB Chair, with Local Elected Official Approval of Request, and CEO Agreement for Single or Multi-Jurisdictional Local Area: **Submit to SETC by February 28, 2017.**
2. SETC and NJLWD verify local area performance and fiscal integrity by **March 31, 2017**.
3. SETC approves or denies local area requests for initial designation: **April 2017**
4. SETC provides notice of approval/denial of initial designation requests to local areas: **May 2017**

Option 2 - Timeline/Process for Option 1 (Modification of Local Area)

1. Local WDB Directors must contact the SETC and NJLWD to advise of the desired modification to the local area by **December 31, 2016**.
2. The SETC and NJLWD will then work with the affected local area(s) to determine if the required conditions are met to enable this modification.
3. Letter of Request, signed by LWDB Chair, with Local Elected Official Approval of Request, and CEO Agreement for Single or Multi-Jurisdictional Local Area: **Submit to SETC by February 28, 2017.**
4. SETC and NJLWD verify local area performance and fiscal integrity by **March 31, 2017**.
5. SETC approves or denies local area requests for initial designation: **April 2017**
6. SETC provides notice of approval/denial of initial designation requests to local areas: **May 2017**

Chief Elected Official(s) (CEOs) Memoranda of Understanding (MOU) Executed with the Local Workforce Development Board(s)

This agreement ensures the local CEO of a single jurisdiction LWDA, or all local CEOs in a multi-jurisdiction LWDA understand and agree to the following items.

- Identification of counties and/or cities comprising the LWDA.
- Compliance with statutory and regulatory requirements In accordance with WIOA (P.L. 113-128), and organize and implement activities pursuant to WIOA and in accordance with requirements established by the Governor of the State of New Jersey for purposes of implementing programs and services under WIOA.
- Identification of the Chief Elected Official(s) in the LWDA who are parties to the agreement.
- Designation of the Grant recipient – Identification of the CEO who will serve as the local Grant Recipient responsible for the WIOA funds allocated to the LWDA.
- Designation of the Fiscal Agent – Designation by the Grant Recipient CEO of:
    - A local governmental grant sub-recipient or fiscal agent to assist the CEO in the administration of the grant funds; or
    - Acknowledgement that a Fiscal Agent will be designated, and that the entity will have reliable internal controls for financial management and disbursement of funds.
    - Membership of the LWDB – Recognition to appoint a LWDB. If the LWDA is multi-jurisdictional, then identification of each local CEO's role in appointing the LWDB.

Local boards should take steps to ensure that the MOUs with the Chief Elected Officials are kept current. The SETC will require the latest version to be submitted as part of the Local Workforce Development Board Certification process.

Performance Success

An area shall be determined to have performed successfully, for the purposes of subsequent designation, if:

a) the local area has met any additional metrics, including the Regional Coordination metric and WDB Certification metric, as defined in the Combined State Plan

AND met either of the following criteria:

b) the local area has met or exceeded all common measures under WIA in the two preceding program years, Program Years 2014 and 2015. To meet the measure, the local area must have achieved at least 80% of the performance target

OR

c) the local area did not meet one or more of the common measures in either/both of these program years and subsequently created a performance improvement plan or corrective action plan, which was approved by the SETC. The area must have followed through on the planned improvements and subsequently met or exceeded that measure in the following program year.

With regard to the above definition of "performance success," the State has provided local areas with a degree of flexibility in a manner consistent with pertinent State rules; specifically, N.J.A.C. 12:42-3.1 et seq.

Fiscal Integrity

An area shall be determined to have sustained fiscal integrity, if the Secretary of the United States Department of Labor has not made a formal determination, during either of the last 2 consecutive years preceding the determination regarding such integrity, that either the grant recipient or the administrative entity of the area misexpended funds provided under 29 U.S.C. 3151 through 3181 (Chapter 32, Subchapter 1, Part B, of WIOA) (or, if applicable, title I of the Workforce Investment Act of 1998 as in effect prior to the effective date of such part B of this subchapter) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

Appeals

Any unit of general local government (including a combination of such units) or grant recipient that requests but is not granted designation of an area as a local area may appeal that determination pursuant to the procedure set forth at N.J.A.C. 12;42-3.11 (Appeals). When utilizing the procedure at N.J.A.C. 12;42-3.11 for the purpose of challenging a denial of local area designation, one should substitute the phrase, "denial of local area designation" for the phrase, "corrective action and/or penalty determination;" and one should substitute the term "State Employment and Training Commission" for the term "Assistant Commissioner."

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* **Chris Christie**, *Governor*

POLICY RESOLUTION: SETC #2016-03
SUBJECT: New Jersey Local Workforce Development Area (LWDA) Programs Budget and Local Workforce Development Board (WDB) Budget and Staffing Requirements

LWDA Programs Budget – Background

Local Workforce Development Boards (WDBs) have specific oversight roles and responsibilities, including budgeting, which are outlined in WIOA Section 107. As part of the board's responsibility for strategic planning, the board must ensure that the Local Workforce Development Area (LWDA) program budget reflects the goals and priorities of the regional and local workforce plans.

LWDA Programs Budget - Process and Requirements

1. Workforce funding allocations are provided by the NJ Department of Labor and Workforce Development (NJLWD) through Notices of Obligation (NOOs) to the Local Workforce Development Areas (LWDAs) for each new Program Year (PY), beginning July 1, 2016 (PY 2016).

2. The Local Workforce Development Board (WDB) staff will provide the local board with a draft LWDA Programs Budget showing all workforce funding streams, including the WorkFirst New Jersey (WFNJ) program, any external workforce grants received, and other sources of funding for the local area. The budget must also include the anticipated Level of Service (number of customers to be served) under each program in the local area. A template budget will be provided by the SETC.

3. The LWDA Programs Budget must reflect the amount set aside for local board staffing requirements. Local boards should review and approve the LWDA Programs budget and the WDB Staff Budget at the same time.

4. The local board will review and approve the LWDA Programs Budget and the WDB Staff Budget in an open and public process. This process must include:
    a. Initial budget review by a WDB-led budget committee, or an existing WDB committee;
    b. Budget presentation and recommendations made by this committee to the full WDB at one of its quarterly meetings;
    c. Approval by the full WDB within 90 days of receipt of the NOOs by the LWDA.

5. The WDB must then provide the approved LWDA Programs Budget and the WDB Staff Budget to the SETC and NJLWD within ten (10) days of approval.

6. If the budget(s) are modified at any time during the year, the modified budget must be approved by the local board in the same manner as outlined above, and the modified budget must be provided to the SETC and NJLWD within ten (10) days of approval.

7. Failure to provide these budgets to the SETC and NJLWD may negatively impact the provision of workforce funds to the local area.

WDB Budget and Staffing Requirements

The Workforce Innovation and Opportunity Act (WIOA) stipulates specific functions and responsibilities of the local workforce boards under P.L. 112-128 Section 107(d). Requirements fall within three primary categories: Strategic Functions; System Capacity Building; and Systems Alignment and Effective Operations. To provide the best opportunity for local area success, the State Employment and Training Commission (SETC) and the New Jersey Department of Labor and Workforce Development (NJLWD) are requiring a fiscal set-aside for Workforce Development Board (WDB) staff.

At a minimum, the staff must include a full-time WDB Director, two full-time professional policy staff, and a full-time support person to execute the WDB functions that fall within the three primary categories identified above. The staff must also operate the required councils and committees as outlined within WIOA and required by the SETC. Job descriptions that clearly identify functions to be performed by each WDB staff must be developed.

Staff Functions and Cost Classification

Staff functions are what influences the cost classifications of personnel. Costs are Administrative or Program and can be Direct or Indirect. The Code of Federal Regulations (CFR) defines Administrative Costs as a portion of necessary and reasonable costs that are not related to direct provision of workforce services. These are further defined around financial management, procurement and purchasing, personnel and property management, payroll, audit and general legal services, oversight and monitoring of administrative activities, developing information systems and procedures related to administrative functions. Administrative costs are limited to a percentage of the total award (program or grant). The CFR also defines direct and indirect costs, and indicates they can be either Administrative or Program. Direct Costs are costs identified with a specific grant or program and can be readily identified with a particular cost objective, and are program specific. Indirect Costs are costs shared among multiple programs or categories and are not readily identifiable with a particular cost objective but are rather shared across objectives. Indirect cost rates are a percentage of a specific direct cost base and are negotiated. Local areas negotiate independently to establish their indirect cost rate. If the local area has already negotiated an indirect cost rate with a Federal agency, that rate remains in effect until they renegotiate a new rate. For example, NJLWD has an indirect cost rate of 2.87% set with USDOL, which remains in effect through June 30, 2106. The local area fiscal agent should have the specific knowledge pertaining to the indirect cost rate for the local area.

WDB Budget - Process

Workforce funding allocations are provided by the NJ Department of Labor and Workforce Development through Notices of Obligation (NOOs) to each Local Workforce Development Area (LWDA). Local areas are then required to develop a budget (template to be provided by the SETC) that reflects all workforce funding streams, including WorkFirst New Jersey, all external workforce grants, and any additional sources of funding for the local area.

The LWDA Programs Budget, beginning with PY16, must clearly delineate a sufficient set-aside for the WDB staff. The local board will be required to develop job descriptions that define staff functions to ensure the local area can properly classify functions with cost categories of administrative, program, direct or indirect. The WDB Staff Budget and Job Descriptions must be approved by the local board and submitted to the SETC and LWD within 100 days of receiving the NOO, along with the LWDA Programs Budget, as outlined above. The contract between LWD and the local fiscal agent should include the budget that reflects the amount set aside for local board staffing.

RESOLUTION:

The State Employment and Training Commission hereby resolves that the Local Workforce Development Area Programs Budget and the Workforce Development Board Budget, including the required staffing costs, must be reviewed and approved by the Local Workforce Development Board, through an open and public process, within 90 days of the receipt of the Notice of Obligations by the LWDA, and provided to the SETC and NJLWD within 10 days of that approval. This policy takes effect for the Program Year 2016 budgets, starting July 1, 2016.

Commission Approved: January 19, 2016

POLICY RESOLUTION: SETC #2016-04

SUBJECT: Local Area Funding Formula Allocations

Background and Purpose:

Under WIA, the funds were allocated using the federal formulae provided by USDOL-ETA. The Workforce Innovation and Opportunity Act (WIOA) maintains the same basic categories of funding and provides some additional flexibility for states to set priorities for local area allocations.

New Jersey will distribute WIOA Title I funds to local Workforce Development Areas based on the following formulae. These formulae are designed to ensure that funds are allocated based on the best estimates of the number of individuals in need of services, and reflective of the priorities identified in the *New Jersey Blueprint for Talent Development*. The formulae incorporate the federal required elements. The formulae also use data sources that are reliable, available at the county and city level and updated on a regular basis. The "hold harmless" provisions under WIOA will apply to these funding allocations.

RESOLUTION:

The State Employment and Training Commission hereby resolves that the New Jersey will use the following formulae for distribution of WIOA Title I funds to local Workforce Development Areas. This policy takes effect beginning with Program Year 2016, as of July 1, 2016, and will be included in the New Jersey Combined State Plan.

Commission Approved: January 19, 2016

Youth Funding				
Percentage of Total Youth Funds			**Indicator**	**Explanation**
WIA Formula:	**WIOA Requires:**	**NJ Proposal:**		
33.3%	At least 23.3%	**40%**	Relative number of disadvantaged youth in each local area, compared to the total number of disadvantaged youth in the state.	A disadvantaged youth is an individual age 16 through 21 who received an income, or is a member of a family that received a total family income, that, in relation to family size, does not exceed the higher of— the poverty line; or 70 percent of the lower living standard income level
33.3%	At least 23.3%	**25%**	Relative number of unemployed individuals in areas of substantial unemployment in each local area, compared to the total number of unemployed individuals in areas of substantial unemployment in the state.	Any area that is of sufficient size and scope to sustain a program of workforce investment activities and that has an average rate of unemployment of at least 6.5 percent for the most recent 12 months.
33.3%	At least 23.3%	**25%**	Relative excess number of unemployed individuals in each local area, compared to the total excess number of unemployed individuals in the state.	The number that represents the number of unemployed individuals in excess of 4.5% of the civilian labor force in the State; or the number that represents the number of unemployed individuals in excess of 4.5% of the civilian labor force in areas of substantial unemployment in such State.
	Up to 30% at state's discretion	**10%**	Excess poverty in urban, rural, and suburban local areas.	Poverty concentrations.

Adult Funding				
Percentage of Total Adult Funds			**Indicator**	**Explanation**
WIA Formula:	**WIOA Requires:**	**NJ Proposal:**		
33.3%	At least 23.3%	**25%**	Relative number of disadvantaged adults in each local area as compared to the total number of disadvantaged adults in the state.	A disadvantaged adult is an individual age 22 through 72 who received an income, or is a member of a family that received a total family income, that, in relation to family size, does not exceed the higher of—the poverty line; or 70 percent of the lower living standard income level.
33.3%	At least 23.3%	**25%**	Relative excess number of unemployed individuals in the local area as compared to the total excess number of unemployed individuals in the state.	The number that represents the number of unemployed individuals in excess of 4.5% of the civilian labor force in the State; or the number that represents the number of unemployed individuals in excess of 4.5% of the civilian labor force in areas of substantial unemployment in such State.
33.3%	At least 23.3%	**25%**	Relative number of unemployed individuals in areas of substantial unemployment in the local area as compared to the total number of unemployed individuals in areas of substantial unemployment in the state.	Any area that is of sufficient size and scope to sustain a program of workforce investment activities and that has an average rate of unemployment of at least 6.5 percent for the most recent 12 months.
	Up to 30% at state's discretion	**25%**	High school diploma attainment.	Lack of high school diploma.

Dislocated Worker Funding				
This formula utilizes the most appropriate information available to distribute amounts to address the State's worker readjustment assistance needs.				
Total Dislocated Worker Funds			**Indicator**	**Explanation**
WIA NJ Weights	**WIOA Requires:**	**WIOA NJ Weights:**	WIA and WIOA provide the same six categories for the funding allocations. The State decides the weight for each.	
20%	State Decision	**25%**	Declining Industries	Based on the total projected employment change in declining industries.
20%	State Decision	**25%**	Insured Unemployment Data	Based on number of Unemployment Insurance claimants.
20%	State Decision	**25%**	Long-term Unemployment	Based on number of claimants who have exhausted Unemployment Insurance.
20%	State Decision	**25%**	Unemployment Concentration	Number of Unemployed Individuals
20%	State Decision	**0%**	Plant Closing and Mass Layoff Data	An accurate source of data is not available at the state or local level.
	State Decision	**0%**	Farmer-Rancher Economic Hardship Data	An accurate source of data is not available at the state or local level.

POLICY RESOLUTION: SETC #2016-05
SUBJECT: College and Career Readiness Standards for Adult Education

Purpose:
The State Council for Adult Literacy Education Services (SCALES) recommends establishing the College and Career Readiness Standards as the standards for New Jersey's Adult Basic Education (ABE) and English as a Second Language (ESL) System. Equipped for the Future (EFF) standards are currently the recognized standards for New Jersey's Adult Literacy system. In order to create a consistent and comprehensive adult literacy system, the standards should align with the standards recognized by USDOL-OCTAE (Office of Career, Technical and Adult Education) and NRS (National Reporting System for Adult Education).

Background:
SCALES focuses on improving the adult literacy delivery system. It is a bi-partisan body created within the SETC by statute in 1999, to facilitate state and local policy development, planning and oversight in consultation with stakeholders in the area of adult literacy education. In carrying out its role, the Council is responsible for developing a broad-based State Literacy Plan, appropriate performance standards, system-wide impact measures, statewide benchmarks to evaluate adult literacy services, and advocating for professional development and information sharing for practitioners and policy makers.

In 2000, Equipped for the Future (EFF) were established as standards for New Jersey's Adult Literacy system. The EFF standards expanded the traditional goals of adult literacy reading, writing and math, to include a wider range of the skills adults need to be successful in their families, communities and work. The EFF standards created broad guidelines for New Jersey's Adult Literacy system.

In 2013, USDOL-OCTAE released the College and Career Readiness (CCR) Standards for Adult Education. These standards include a subset of the Common Core State Standards in English language arts/literacy and mathematics that are most appropriate for adult education. The College and Career Readiness Standards for Adult Education are aligned to the needs of both employers and the post-secondary community. Many states have adopted these standards for their adult literacy systems, in order to meet the new requirements under WIOA. The College and Career Readiness Standards for Adult Literacy not only meet the requirements of WIOA, the standards measure proficiencies up to a 12th

grade level and beyond. In turn, USDOL-OCTAE is revising the EFL descriptors for Adult Basic Education and Adult Secondary Education to reflect the CCR standards.

The NRS is the state accountability system for the federally funded adult education program. It defines the descriptive, participation and outcome measures that each state must report on adult education students, specifes the methods states are to use to collect these measures and establishes reporting procedures. States report NRS data annually to the USDOL-OCTAE using data tables that contain aggregated state totals. The data provide a picture of adult education students that USDOL-OCTAE uses to report about the program to Congress, other Federal agencies, states and the public. USDOL-OCTAE also uses this data to set state performance levels and incentive awards.

WIOA promotes better coordination between local area Title II providers, One-Stop Career Center programs and services, and the various workforce development partners. Better collaboration of One-Stop partners, implementation of proven EFF concepts and resources and alignment of college and career readiness standards, presents New Jersey's Adult Literacy system with the opportunity to improve. The opportunities for improvement include service delivery, leveraging of available resources, professional and curriculum development.

RESOLUTION: In order to better align WIOA Title II programs with the federally recognized standards and data measures, the SETC formally adopts the College and Career Readiness Standards for Adult Education as the standards for New Jersey's Adult Literacy system. This policy takes immediate effect and will be included in the New Jersey Combined State Plan.

Commission Approved: January 19, 2016

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* Chris Christie, *Governor*

POLICY RESOLUTION: SETC #2016-06
SUBJECT: New Jersey's Definition for Employment First

Purpose

In April 2012, Governor Chris Christie declared that New Jersey would become the 14th *Employment First* state in the United States. According to the United States Department of Labor's, Office of Disability Employment Policy; *Employment First* means that competitive employment is the first and preferred post-education activity for everyone, including individuals with the most significant disabilities. The Workforce Innovation and Opportunity Act (WIOA) requires states and their LWDBs to invest prescribed resources to promote the creation and implementation of workforce development and training programs and services designed specifically for individuals with significant disabilities. A unified *Employment First* Definition for New Jersey would ensure the public workforce system has a singular focus and vision that ensures all workforce development/training resources dedicated for individuals with disabilities, including individuals with the most significant disabilities, have the potential for yielding the highest return on investment.

Background

Employment First, a framework for systems change that is centered on the premise that all citizens with disabilities, including individuals with the most significant disabilities, are capable of full participation in integrated employment and community life. Individuals with disabilities are a multi-skilled workforce resource for employers. An inclusive workplace promotes diversity, expands the tax base and creates an expanded pool of qualified candidates for available jobs. 'Employment First' is about creating an environment for individuals with disabilities, including individuals with the most significant disabilities, that empowers them with choices for their future, reduces poverty, shrinks enrollment in entitlement programs, eases demand on state and community based social service agencies and provides workers with a sense of achievement.

Employment First Definition

Competitive integrated employment will be seen as the first and primary option for all individuals with disabilities, including individuals with the most significant intellectual and developmental disabilities (ID/DD), who apply through informed choice for workforce services.

RESOLUTION: The State Employment and Training Commission hereby resolves that the State of New Jersey and its local area requests for defining *Employment First* for New Jersey, as identified above, be reviewed and approved or denied, as defined in this policy.

Commission Approved: January 19, 2016

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* **Chris Christie**, *Governor*

POLICY RESOLUTION: SETC #2016-07
SUBJECT: *Employment First* Career Pathways Framework

Purpose

In April 2012, Governor Chris Christie declared that New Jersey would become the 14th *Employment First* state in the United States. According to the United States Department of Labor's, Office of Disability Employment Policy; *Employment First* means that competitive employment is the first and preferred post-education activity for everyone, including individuals with disabilities. The Workforce Innovation and Opportunity Act (WIOA) of 2014 places a greater emphasis on career pathways across its titles. *Employment First* strategies must be developed within a Career Pathways Framework to ensure that individuals with disabilities, including individuals with significant intellectual and developmental disabilities, have equal access to competitive integrated employment in the general workforce and opportunities for economic self-sufficiency.

Background

Employment First is a framework centering on the premise that competitive integrated employment is the first and preferred outcome for individuals with disabilities, and New Jersey commits to support the development of an *Employment First* Framework utilizing Career Pathways to improve competitive integrated employment for individuals with significant intellectual and developmental disabilities.

Capitalizing on the work already done by the New Jersey Department of Labor in identifying industry sectors that engage employers and align the skills and training to the needs of targeted industry sectors, New Jersey's workforce development system will strive to:

- Increase the availability of integrated workforce, education and employment opportunities for individuals with disabilities.
- Increase the number of youth with disabilities who earn a post-secondary industry-valued credential or degree in their chosen careers;
- Increase knowledge among individuals with disabilities and their families of the variety of pathways that lead to competitive integrated employment; and
- Increase the number of individuals with disabilities who obtain competitive integrated employment.

RESOLUTION: The State Employment and Training Commission undertakes a commitment to support the development of an *Employment First* Career Pathways Framework to improve competitive integrated employment for individuals with disabilities, including individuals with significant intellectual and developmental disabilities.

Commission Approved: January 19, 2016

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* **Chris Christie**, *Governor*

POLICY RESOLUTION: SETC #2016-08

SUBJECT: The relationship between the State Employment and Training Commission (SETC) and the State Rehabilitation Councils (SRCs) for both the Division of Vocational Rehabilitation Services (DVRS) and Commission for the Blind and Visually Impaired (CBVI).

Purpose

It is recommended that both the State Rehabilitation Councils (SRCs) of the Division of Vocational Rehabilitation Services (DVRS) and the Commission for the Blind and Visually Impaired (CBVI) be recognized as the disability advisory and policy development entities for the SETC. The two SRCs are able to provide the SETC with expertise, advocacy and data when necessary, as it pertains to disability employment and workforce related issues that will impact New Jersey's public workforce system.

Background

Under WIOA, State and Local Workforce Development Boards are encouraged to establish and maintain a standing committee that focuses on all the development of policies, planning, and performance for individuals with disabilities in New Jersey's public workforce system. The SETC first established a disabilities issues committee in 2001. In 2008, the SETC's Disabilities Issues Committee was rebranded as the Discoverability Committee. The committee's work focused on a Medicaid Infrastructure Grant that had various policy-related initiatives, however the work of the committee became more operational in nature and was less focused on policy development and advisory roles.

The two State Rehabilitation Councils (SRCs) were established in Section 105 of the Rehabilitation Act of 1973, as amended. The Governor appoints the members of the SRCs. The SRCs give advice to, and work in partnership with, DVRS and CBVI. The two SRCs assist their respective agencies with the development of state goals and priorities, and evaluate the effectiveness of Vocational Rehabilitation programs. The SRCs are a partnership of individuals with disabilities, community-based organizations, state government agencies, advocates, employers and other interested persons. They are committed to ensuring through policy development, implementation and advocacy that New Jersey has rehabilitation programs that are not only comprehensive and consumer-responsive but also effective, efficient and significantly funded. The SRCs are dedicated to ensuring that individuals with disabilities receive rehabilitation services that result in employment. The SRCs are performing many of the functions that the SETC Disability Issues Committee was tasked with providing for the SETC in the past.

The SRCs will provide the SETC with information as it pertains to the needs, wants, and barriers facing individuals with disabilities who are served by Vocational Rehabilitation programs within New Jersey's public workforce system. The SRCs are qualified to perform this function for the following reasons:

- Each SRC contains members who have the expertise and depth of knowledge to appropriately inform the SETC on the policy needs of individuals with disabilities.

- The SRCs conduct extensive statewide needs assessments of their customers, employees and employers, as well as ongoing customer satisfaction surveys.

- The SRCs provide oversight of programs and services for their respective state agencies.

- Each SRC has the necessary data that will help the SETC in making policy decisions that will further advance the opportunities for individuals with disabilities.

Process

As appropriate, the chairs of the DVRS and CBVI State Rehabilitation Councils will present information, reports, and policy recommendations to the SETC for its consideration. Agenda items will be considered at the discretion of the SETC Chairperson.

RESOLUTION:

The State Employment and Training Commission hereby recognizes the DVRS and CBVI State Rehabilitation Councils as the entities which will provide disability expertise, policy recommendations and information to the SETC in order to improve New Jersey's public workforce system and its services to individuals with disabilities.

Commission Approved: January 19, 2016

PROPOSED POLICY RESOLUTION: SETC #2016-10
SUBJECT: New Jersey Additional Performance Measures

Background

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

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

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

Co-Enrollment of WIOA Title I and Title III Participants

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

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

Core Performance Measures Required by WIOA

SEC. 116. PERFORMANCE ACCOUNTABILITY SYSTEM.

(A) PRIMARY INDICATORS OF PERFORMANCE.—

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

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

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

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

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

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

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

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

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

4. **Percentage of program participants responding to survey who are satisfied with their training/counseling after exiting from the program**

Additional Performance Measures for WIOA Title I ONLY

5. **Workforce Development Board (WDB) Certification**
   The State will evaluate the WDB's local area achievement based on its ability to meet all WDB certification requirements.

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

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

- **Employer Driven Partnerships:** Partnerships shall include private sector employers, and may include but are not limited to: educational institutions; nonprofit organizations or industry associations; and local or state government agencies.

- **Clear Roles and Responsibilities:** The program shall have clearly delineated roles and responsibilities for all partner participants, including a clear coordinator, convener, or backbone organization. Participants should have a shared vision and mission around a challenge area, and a joint approach to solving it through agreed upon actions, such as may be found in a strategic plan.

- **Employer Valued Degree or Credential:** The education and/or training provided by the program leads to skills, degrees, or credentials that create advanced opportunities for students or job seekers in high-demand fields or identifiable career pathways. Programs should use existing career pathways models, or develop new pathways models.

- **Data Informed Strategies:** The program shall integrate quantitative and qualitative labor market or institutional data in identifying industry sector demand. This data will be shared broadly among all partner participants. The program will endeavor to provide education and/or training in a skills or credentials in-demand category as identified by the NJ Department of Labor and Workforce Development's Credential Review Board.

- **Collaborative Curriculum:** Curriculum shall be demand based, and developed in collaboration with partnership participants. The program includes at least one of the following: career readiness; mentorship; internship, apprenticeship, or other experiential learning; and/or employability skills training.

- **Program Effectiveness:** Program provides for measurable evaluation of the partnership which could include such tangibles as evaluation of improved skills, employment for students or job seekers, program growth, or increased funding. Additionally, the program shall lead to an industry valued degree, credential, or employment for students or job seekers. Program measures and evaluates job placement effort made by, or in collaboration with, a Partner Organization responsible for connecting students or job seekers to employment opportunities.

- **Sustainable Plans:** The program shall have a plan for continued funding of initiative, which may include single-source or a variety of funding streams, including braided funding strategies. This should include a plan for continuing staffing and resource allocation sufficient to continue or expand the effort.

7. **Regional Coordination**

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

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

Implementation

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

Resolution:

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

Commission Review: March 29, 2016

PROPOSED POLICY RESOLUTION: SETC #2016-11
SUBJECT: Industry-Valued Credentials

Background

In preparation to implement the Workforce Innovation and Opportunity Act (WIOA) of 2014, New Jersey adopted *Pathways and Partnerships: New Jersey's Blueprint for Talent Development* that includes seven policy goals and related strategic actions as a guide. Among those strategic actions is a focus on increasing the number of individuals in New Jersey who have earned an industry-valued post-secondary credential or degree. To support this goal, New Jersey is developing a list of industry-valued credentials based on extensive analysis of labor market data and based on extensive feedback from employers.

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A credential is defined as a recognized degree, diploma, certificate or certification; awarded by an occupation. Industry-valued credentials will have the following characteristics:

- Valued and demanded by employers
- Portable – skills learned are transferable and provide broad opportunities
- Stackable – skills learned may lead to opportunities for continuous or advanced training and education
- Leads to higher wages, career advancement, and/or increased job security

The State will use this list to guide training investments across federal and state workforce programs. This list will also act as a consumer protection for those in search of training. Job seekers and those seeking career advancement can be assured that a credential is valid and recommended by knowledgeable employers, educators, and workforce professionals.

The Statewide Demand Occupations List still stands and will be maintained as required by New Jersey state law.

Process to Create and Recognize the Industry-Valued Credentials List

New Jersey will develop the industry-valued credential list on an annual basis using the following process. This effort is currently underway and a draft Industry-Valued Credentials list was released for public comment in March 2016. The final list for 2016-2017 will be released in May 2016 and will go into effect on July 1, 2016.

1. Analysis of Labor Market Data

Labor market analysts in the Department of Labor and Workforce Development (LWD) have initially identified credentials in demand by the seven major industry clusters in New Jersey. These are Advanced Manufacturing; Financial Services; Health Care; Life Sciences; Retail, Hospitality & Tourism; Technology; and Transportation, Logistics & Distribution. Credential information will also be included for the Utility and Construction industries. This research includes the review of New Jersey specific labor data and occupational employment projections. LWD has identified occupational employment trends by industry and wages, major employers, demand occupations, and demand degrees/certifications. LWD has also analyzed job-postings data to identify credentials and degrees that are included in employer's hiring efforts. Labor market analysts have also reviewed relevant labor market reports and analysis developed by established industry associations, universities and the federal government.

2. Feedback from Employers

The state's Talent Networks are being used to obtain feedback from employers and industry experts during the development of the industry-valued credentials list. Directors associated with our major industries reviewed and updated the draft credentials list prior to meetings with all Talent Network partners. Subsequently, ten industry-specific meetings were held with those partners to solicit additional employer feedback and create a preliminary list of industry-valued credentials. Among the topics discussed in the meetings were current credentials in demand, relevance of current labor market information, and the importance of credentials in the hiring process.

Expanded input from employers is being gathered through an on-line survey distributed by the LWD Office of Research and Information with the assistance of the Talent Networks and industry associations. The survey will be used to obtain direct feedback from employers on the value of various credentials and degrees.

3. Feedback from Stakeholders

In February, an initial list of industry-valued credentials and degrees was released for public comment. Educational institutions, workforce development boards, training providers and other stakeholders will be encouraged to provide feedback on the initial list.

4. Formal adoption of the list by the Credential Review Board

In accordance with state law, LWD's Center for Occupational Employment Information will create a Credential Review Board. This Board, made up of representatives from LWD, the Department of Education, the Office of the Secretary of Higher Education and the State Employment and Training Commission, will review the draft list, all available data and information and the feedback from employers and stakeholders. The Credential Review Board will establish the industry-valued credentials list. The Credential Review Board will make final recommendations and approve the list no later than May 2016. The adopted list will be published no later than May 31, 2016.

Process to Maintain and Update the Industry-Valued Credentials List

There will exist a need to update the list based on changes in an industry or the economy. In the first year following adoption of the list by the Credentials Review Board, the Board will be assembled at least once per quarter to review and update the existing list. Subsequently, the CRB will be assembled at least once every six months to review and update the existing list. Changes to the list may be initiated at any time by changing labor market conditions, a request by an employer or other responsible and authorized body, or by call of the CRB itself. A public comment period will be held for any proposed changes to the list prior to adoption by the CRB.

Goals

The State intends to create a workforce system valued by employers that also creates bridges for individuals to attain post-secondary credits. Our goal is to dedicate at least 80% of all federal and state funds spent on occupational training to programs that result in an industry-valued credential or degree. The five-year plan will proceed incrementally for each Local Area as follows:

State Fiscal Year 2017 *(July 1, 2016 through June 30, 2017)* – 50%

State Fiscal Year 2018 *(July 1, 2017 through June 30, 2018)* – 60%

State Fiscal Year 2019 *(July 1, 2018 through June 30, 2019)* – 70%

State Fiscal Year 2020 *(July 1, 2019 through June 30, 2020)* – 75%

State Fiscal Year 2021 *(July 1, 2020 through June 30, 2021)* – 80%

Resolution:

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

Commission Review: March 29, 2016





New Jersey State Employment and Training Commission

ATTACHMENT H

Economic Competitiveness in Union County (Updated 2013)

John J. Heldrich Center for Workforce Development

Economic Competitiveness in Union County, 2006-2012: An Update and Look Ahead

by Jennifer Cleary

December 2013

research report

Table of Contents

Acknowledgments ii

Executive Summary 1

Introduction 5

Union County Today: An Update 6

Economic and Workforce Policy Developments in Union County 13

A National Perspective: Strategies for Aligning Public Workforce Systems to Support Economic Development in Key Industries 16

Other Promising Sector Practices from Publicly Run Workforce Systems 19

Conclusions and Recommendations 26

Endnotes 27

References 28

Executive Summary

In 2006, the Union County Board of Chosen Freeholders launched the **Union County Economic and Workforce Competitiveness Project** to support economic growth in the region. The county contracted the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey to analyze economic data and recommend workforce strategies to support growth in key industry sectors. The first report to result from this effort encouraged that the county target workforce strategies toward three of its largest high-wage, job-producing industries: **transportation, logistics, and distribution (TLD); health care; and pharmaceuticals manufacturing** (John J. Heldrich Center for Workforce Development, 2008).

In response to that report, Union County launched strategies and partnerships to advance workforce and economic development in these and other key sectors, including **retail**. This report is designed to inform these policy efforts by providing an updated look at Union County's economy. It offers new recommendations for targeting workforce efforts and discusses promising program models used in other states to align workforce development efforts in support of economic growth.

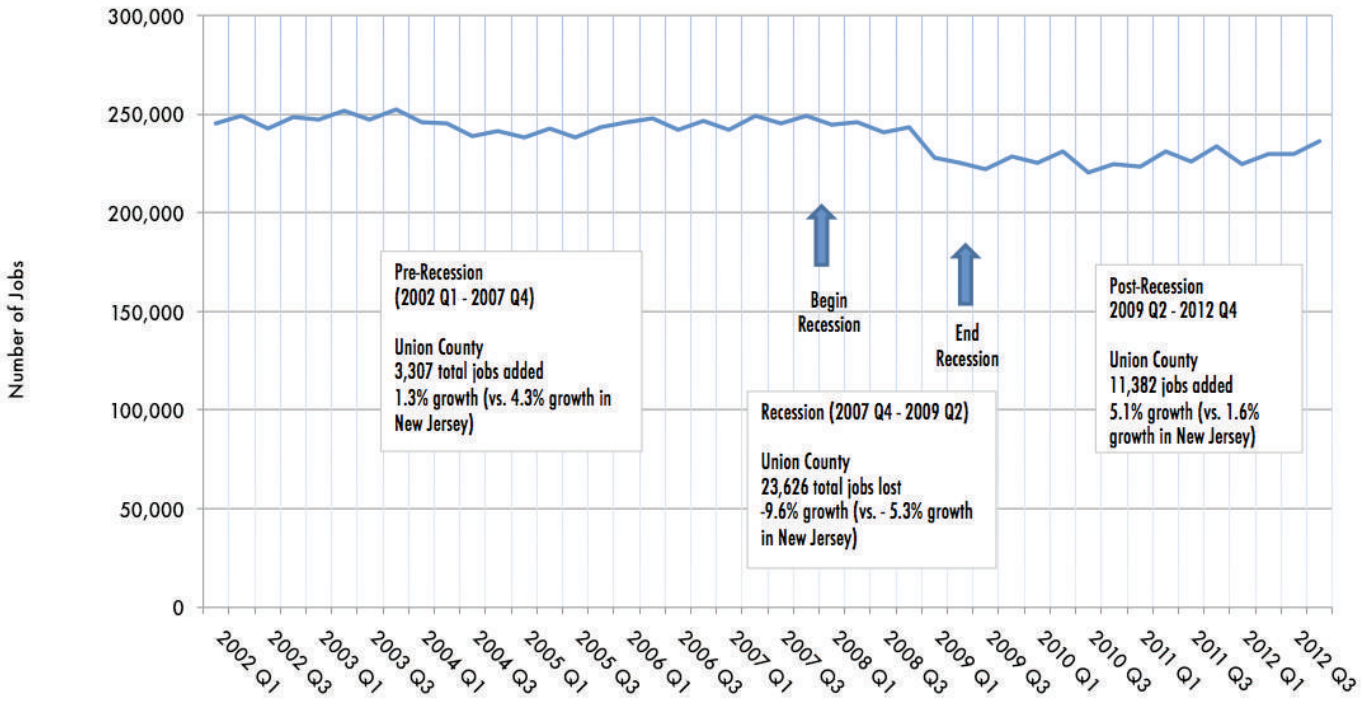
Key Findings

The Heldrich Center identified several key findings, as described below:

Finding #1. Union County's manufacturing-based economy was hard hit by the recession. Recovery is slow, but is outpacing recovery statewide and wages remain higher than average.

Union County lost over 23,600 jobs, nearly 10% of its total employment, during the Great Recession (December 2007 to June 2009). This was nearly twice the percentage of jobs lost statewide. By the end of 2012, Union County had recovered over 11,000 jobs, a growth rate of 5.1% since June 2009. (See Figure 1.) While more growth is needed, the economy is recovering faster in Union County than statewide, where employment levels have grown only 1.6% since the end of the recession.

Figure 1. Total Employment, Union County, 2002 Q1 to 2012 Q4



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Many of Union County's job losses were concentrated in manufacturing, which lost 6,700 jobs during the recession, a drop of over 18%. Taking a wider view, the county's manufacturing industry shed over half of its jobs in the past decade, dropping from 44,000 jobs at the start of 2002 to just over 20,300 jobs at the close of 2012. Pharmaceutical and medicine manufacturing alone lost over 15,000 jobs between 2007 and 2010 (U.S. Census Bureau, 2012a).

Despite the restructuring of jobs in Union County over the past several years, average monthly wages in Union County in 2012 were $5,150, slightly more than the statewide average of $4,948. Average wages for new hires also remained somewhat higher in Union County ($3,736) compared to New Jersey ($3,042) (U.S. Census Bureau, 2012a).

Finding #2. Health care, TLD, retail, and other industries now dominate the local economy, but manufacturing still accounts for nearly 1 in 10 jobs.

The health care and social assistance, TLD, and retail industries now rank as the three largest industries in Union County. (See Table 1.) Together, they provided nearly 4 out of 10 jobs in Union County in 2012. Manufacturing, while much leaner than in the past, accounted for nearly 1 in 10 jobs (U.S. Census Bureau, 2012a). Statements from local company representatives indicate that the pharmaceutical manufacturing industry is still committed to providing new jobs in the county, though primarily in areas outside of manufacturing, including management, administrative, and research & development jobs. This shift may be partially reflected in the growth witnessed in the administrative and support and waste management industry, which moved from the sixth to the fifth largest industry in the county between 2006 and 2012. Educational services employment also grew over this period, moving the industry from the fifth largest to the fourth largest.

Finding #3. Many county residents lack skills needed for high-skill, high-wage employment.

Compared to New Jersey, fewer residents in Union County have Bachelor's degrees (31% vs. 35%) and more residents have not attained a high school diploma or GED (16% vs. 13%). Among the foreign born in Union County, 25% have not attained a high school diploma or GED. Adults who have limited English skills comprise nearly twice the share of residents in the county as compared to the state (21.3% in Union County vs. 12.3% in New Jersey) (U.S.

Table 1. Rank and Percentage of Total Employment for Union County's Largest Industries, 2012 Q4 and 2006 Q4

Industry	2012 Q4		2006 Q4	
	Rank	% of Total Employment	Rank	% of Total Employment
Health Care	1	14%	2	13%
Transportation, Logistics, and Distribution	2	13%	4	11%
Retail Trade	3	12%	3	12%
Educational Services	4	10%	5	9%
Administration and Support & Waste Management and Remediation Services	5	9%	6	6%
Manufacturing	6	9%	1	15%
All Others	NA	33%	NA	34%
Total	NA	100%	NA	100%

Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Census Bureau, 2012b). Together, these trends suggest that more residents may need additional education and training to gain the skills needed to attract high-skill, high-wage jobs.

Finding #4. Union County supports sector initiatives to speed growth in key industries.

Union County has taken steps to align workforce and education with employer needs in key industries. Efforts include having the Workforce Investment Board establish supportive policies, including a resolution to focus workforce efforts and training funds on supporting employers and workers in TLD, health care, and other key industries identified as economic growth targets; partnering with regional and statewide groups, such as the New Jersey talent networks, North Jersey Partners, and Together North Jersey, which use federal and state grant funds to improve workforce responsiveness to industry needs; developing new curricula to support the workforce needs of employers in key industries; and restructuring workforce services to increase support for job seekers with barriers to employment.

Finding #5. Research on sector strategies supports Union County's activities and suggests additional strategies to benefit employers and workers.

Participants in well-managed, sector-focused education and training were employed more steadily and earned nearly $4,500 more over two years than those in other programs, according to the first experimental national study of sector strategies (Maguire, Freeley, Clymer, Schwartz, & Conway, 2010). A John J. Heldrich Center for Workforce Development (2007) study of a sector-focused construction training program in Essex County also demonstrated positive earnings results for many participants. Other studies show that employers report satisfaction, increased productivity and profits, and an overall strong return on investment for supporting sector strategies (Conway, Blair, & Helmer, 2012).

Characteristics of promising sector-focused programs include: developing supportive policies; establishing strong links with employers; convening employers and partners and/or connecting with existing collaborative efforts; sharing up-to-date industry information with employers and job seekers; providing sector-specific training aligned with employer skill needs, including industry-contextualized basic skills and English as a Second Language (ESL) training, if needed; providing the supports needed to promote successful completion and job placement; building training that leads to career advancement; and recruiting and screening participants based on employer needs (Maguire et al., 2010; National Association of Workforce Boards and National Network of Sector Partners, 2012). Providing stipends to hard-to-serve job seekers and encouraging employment stability — not necessarily job stability — may also help to improve outcomes for participants and businesses (Hamilton & Scrivener, 2012).

Conclusions and Recommendations

Union County's economy has moved from being based on manufacturing to one with jobs requiring a wider range of skills and education levels. The Union County Board of Chosen Freeholders, the Workforce Investment Board, and other county offices have taken important steps toward supporting growth in key industries important to economic growth. However, changing industry needs and demographic characteristics of residents suggest that Union County needs to do more to prepare all residents to succeed in its new economy and to continue to attract high-wage jobs. Promising practices from public systems in other states suggest the following additional strategies to consider:

Recommendation #1. Continue to support the growth of the health care and TLD sectors and expand efforts in other target industries.

Given the evidence for the effectiveness of sector-focused strategies, county officials should consider continued support for sector-focused employment and training initiatives in **health**

care and TLD, the county's largest industries. County officials should also consider efforts in other industries targeted for economic development, including **retail and hospitality**, which is now the county's third largest industry, as well as **advanced manufacturing, biopharma, and green jobs**, which are important targets for stimulating new, high-wage job growth in Union County.

Recommendation #2. Improve connections with New Jersey's talent networks.

The New Jersey Department of Labor and Workforce Development established talent networks to improve connections among job seekers, employers, and workforce and education systems in seven key industries[1] — TLD, health care, advanced manufacturing, biopharma, technology, financial services, and retail and hospitality. By working with talent networks in targeted industries, Union County can leverage talent network connections and resources to improve staff and job seeker knowledge of the skill and hiring needs of key industries in the local economy, engage employers in local efforts, provide resources and host events that benefit local employers and job seekers, and help local officials identify new funding.

Recommendation #3. Dedicate staff to support sector-focused efforts and targeted job seekers.

While connecting with the state's talent networks will enhance local efforts, it cannot replace them. To be successful, Union County should dedicate several staff to focus on and ensure the success of sector initiatives. Roles for dedicated staff may include: establishing metrics and measurement techniques to track the success of key initiatives, acting as local "sector experts" at One-Stop Career Centers to advise job seekers and local employers about industry trends, providing or arranging for supportive services that allow persons with barriers to employment to succeed in sector-focused training and employment, and implementing sector-specific recruitment and screening practices.

Recommendation #4. Ensure sector training provides contextualized basic skills and ESL training for workers who need these skills.

Many residents and businesses in Union County would benefit from improved access to adult and postsecondary education, including ESL and basic skills training. A number of studies have shown, however, that contextualized education — teaching these skills using work-relevant examples — is most effective for employers and workers. Union County should consider enhancing its existing TLD, health care, and other industry-specific training to include basic skills and ESL instruction to the greatest extent possible. To reach additional residents who may not come to the One-Stop Career Centers for services, county officials should consider partnering with local nonprofit providers to offer training.

Recommendation #5. Establish long-term goals for industry-focused economic and workforce development.

To align local programming with best practices and enhance outcomes for job seekers and employers, Union County officials should consider convening appropriate stakeholders to set long-term goals for its industry-focused strategy. Key efforts that align with best practices, but that may take significant time and coalition building to support and build, include enhancing the county's "stackable" non-credit credentials model by linking it to for-credit degree programs and offering credit based on proven competencies, establishing regional partnerships with other counties and municipalities that share common economic interests, and seeking new sources of federal and nonprofit funding to support key initiatives.

Introduction

Union County is an important hub of economic and trade activity in New Jersey. Home to many transportation assets, including Newark Liberty International Airport, Elizabeth Marine Terminal, and a number of major rail lines and highways, Union County serves local, regional, national, and international markets. The county is a vibrant, culturally and economically diverse community with nearly one-quarter million workers spanning dozens of industries.

To implement sound policies that ensure prosperity for Union County, policymakers need up-to-date information on economic and demographic trends and information on what policies have worked in similar areas. This information can be used to develop strategic economic development plans and workforce strategies that support economic growth by providing current and prospective employers in the area with the skilled and productive workforce they need to be competitive in a challenging global economy.

As part of an initiative of the Union County Board of Chosen Freeholders to develop such a strategic growth plan, the county contracted the John J. Heldrich Center for Workforce Development in 2007 to analyze the local economy and workforce, to identify promising target industries and strategies for workforce and economic development, and to provide technical assistance for early start-up activities.

2008 Report: A Brief Summary

From 1997 to 2007, Union County's economy steadily supported nearly a quarter million jobs and wages remained higher than the state average (John J. Heldrich Center for Workforce Development, 2008). While the county shed jobs in equipment and other manufacturing during this period, it added jobs in pharmaceuticals; transportation, logistics, and distribution (TLD); health care; and several other industries, resulting in a stable employment picture. Lower-than-average educational attainment among residents and a growing number of individuals who reported having difficulty speaking English, however, demonstrated that county officials needed to support development of a skilled workforce for its key industries to promote continued economic growth and to ensure prosperity for employers and residents.

The research resulted in a report, completed in 2008, that recommended that county policymakers develop an economic and workforce competitiveness strategy focused on three industries — **pharmaceuticals, TLD, and health care**. The pharmaceutical industry, which is highly concentrated in Union County, has a historical presence in the area, provides high-wage jobs, and attracts highly skilled residents to the area. TLD and health care offer large numbers of jobs and have numerous entry-level and middle-skill job opportunities to help county residents at all levels of education to advance and become prosperous.

An Updated Look at Union County and Key Strategies for Supporting Economic and Workforce Development

Following the release of the Heldrich Center's 2008 report, the Great Recession and ensuing economic crisis challenged economies around the globe. This report examines the effects that the recession and recovery have had on jobs in Union County and provides an updated look at the county's economy, residents, and recent steps toward securing a prosperous economic future for residents and businesses.

This report provides an update on the county's economic and resident profile, examines the implications for existing industry-focused workforce efforts, and recommends new sector workforce practices based on promising and successful efforts launched in other states.

The Heldrich Center analyzed recent labor market and demographic data and conducted web-based research to identify effective and promising workforce practices that support economic development. The practices identified the role that One-Stop Career Centers and

Table 2. One-Stop Career Centers Investigated for this Study

Location	One-Stop	Population Served	Management Type
Los Angeles, CA	Logistics/Transportation Academy	Urban	Nonprofit
Santa Rosa, CA	Sonoma County JobLink	Urban	Nonprofit
Greenwood Village, CO	Arapahoe/Douglas Works!	Urban/Suburban, Denver/ Aurora Metro Area	Government
Chicago, IL	Chicago ServiceWorks & ManufacturingWorks	Urban	Nonprofit
Salem, MA	North Shore Career Center	Suburban (Boston)	Government
Six Locations in Southeastern Minnesota	Workforce Development Inc.	Rural	Nonprofit
New York, NY	Workforce 1	Urban/New York City	Nonprofit
Portland, OR	Worksystems Inc.	Urban/Portland Metro Area	Nonprofit
Lancaster, PA	CareerLink	Urban	Government

Workforce Investment Boards (WIBs) can play in the implementation of "sector strategies," the most commonly used approach to support economic growth through workforce development.

Heldrich Center staff consulted numerous research reports to gather information on effective and promising practices. In addition, staff conducted in-depth, web-based research on a number of individual programs (see Table 2).

Sector strategies, which align workforce preparation with the needs of employers in industries identified as economic growth targets, are a relatively new approach to workforce development, especially when implemented at the local level by WIBs and publicly run One-Stop Career Centers. As a result, some examples of promising practices presented in this report focus on the efforts of nonprofit One-Stop Career Centers. However, efforts were made to find the most transferable options to profile when identifying particular practices.

Union County Today: An Update

The economy and demographics of Union County have changed significantly in recent years, presenting new challenges and opportunities for policymakers. The following sections provide an overview of the changes that occurred recently in jobs, wages, and demographics. In addition, this report provides an update on the policy developments and programs developed by county officials since the 2008 report.

Jobs

The number of jobs in Union County remained relatively stable between 2002 and 2007, hovering at or near 250,000 jobs. Union County was home to nearly 246,400 jobs at the end of 2006, a figure that rose to nearly 249,000 just prior to the Great Recession, which struck in the fourth quarter of 2007. The economic recession that began in December 2007 and ended in June 2009 had a particularly damaging effect on county employment, as it did elsewhere around the globe. During the Great Recession, Union County shed 23,626 jobs, nearly 10% of its total employment. By contrast, New Jersey shed just over 5% of its total

jobs over the recession period. (See Figure 1 on page 1.)

While Union County has not rebounded to pre-recession job levels, the recovery has been somewhat more robust in the county that it has been statewide. From the end of the recession in June 2009 through the end of 2012, jobs in Union County grew by 5.1% (11,382 jobs). By contrast, jobs have grown by only 1.6% over the same period throughout the state. **This represents a significant change in direction for Union County compared to the state, as prior to the recession, the county was growing jobs at a slower rate than the state (1.3% vs. 4.3%), and the county lost nearly twice the percentage of jobs as the rest of the state during the recession (9.6% vs. 5.3%).** (U.S. Census Bureau, 2012a).

Industry Highlights

The Heldrich Center's 2008 report recommended that Union County officials consider aligning economic and workforce development efforts around the **manufacturing (especially chemical and pharmaceutical manufacturing), health care, and TLD** industries due to their vital contributions to the local economy and their ability to provide good jobs for county residents. This section explores job growth trends in these industries in recent years and identifies other industries influencing the county's economy since the release of the 2008 report.

In 2006, manufacturing, health care, TLD, and retail trade were the four largest industries in Union County in terms of total employment. As noted in Table 1 on page 2, together, they accounted for half of all jobs in 2006. While manufacturing employment had been in decline for at least a decade prior to 2006, it was still Union County's largest industry, providing 15% of all jobs in the county in 2006. Many of those jobs were concentrated in chemical and pharmaceutical manufacturing, which led to the recommendation in the 2008 report that pharmaceutical manufacturing be a target for workforce and economic development.

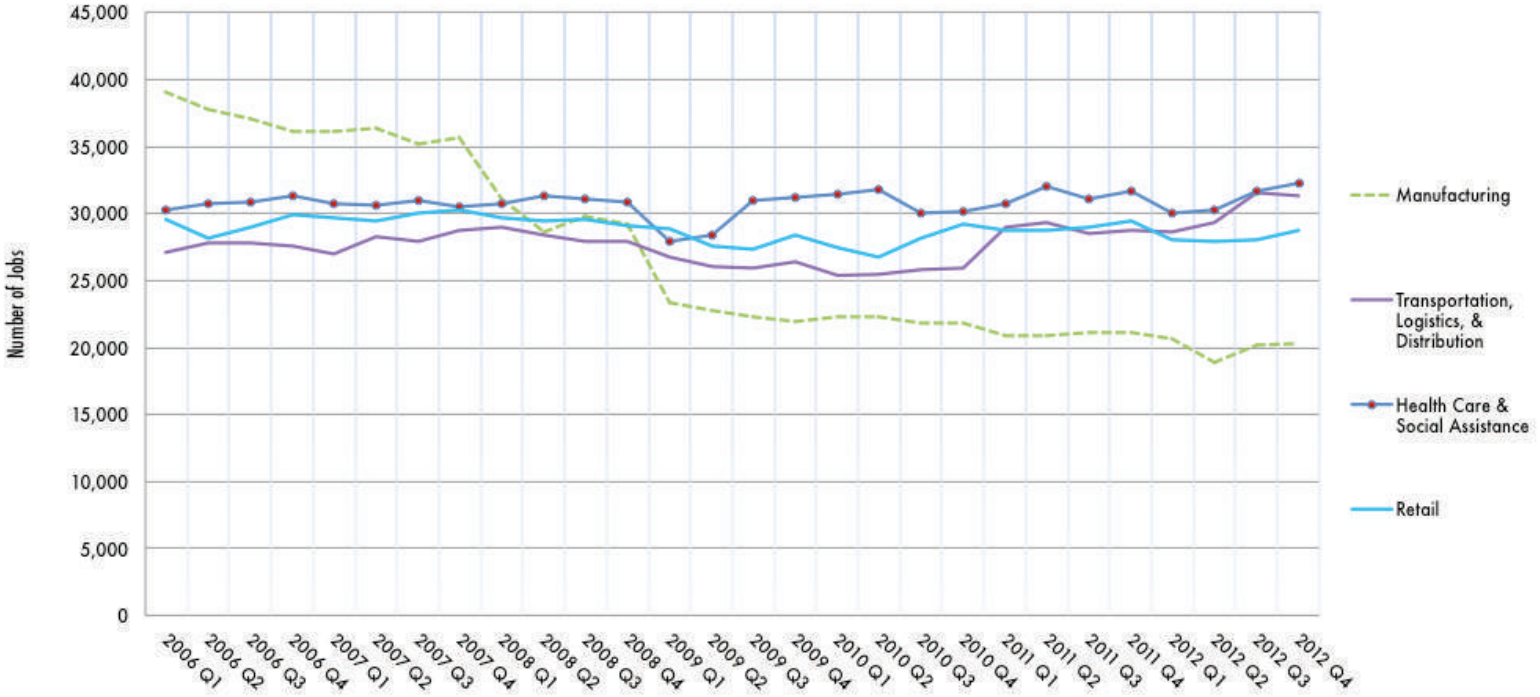
Health care, TLD, and retail trade continue to be strong forces in Union County's economy. Together these three industries accounted for one-third of all jobs in the county in 2012. Health care provided 14% of county jobs in 2012, compared to 13% in 2006. TLD increased from 11% to 13% of all jobs and retail trade remained stable at 12%. By 2012, however, manufacturing's share of employment had dropped from 15% to just 9% of all jobs in Union County, moving it from the largest industry in the county to the sixth largest industry.

As indicated in Figure 2, the recession had a particularly negative effect on the manufacturing industry in Union County. The industry shed over 6,700 jobs during the recession, and has continued to lose jobs since then, though at a slower pace. Overall, as shown in Figure 3, the industry lost over 15,000 jobs between 2006 and 2012.

Health care and social assistance, TLD, and retail, on the other hand, all fared relatively well between 2006 and 2012. While some recession effects are apparent in all of these industries, health care and TLD both recovered well. TLD jobs grew exceptionally well, especially in 2012. In fact, TLD added over 3,700 jobs between 2006 and 2012, making it the county's second fastest growing industry next to administrative and support and waste management and remediation services (see Figure 3). Health care has returned to pre-recession employment levels, adding nearly 900 jobs between 2006 and 2012. The retail industry has not yet experienced a full recovery from the recession-era job losses. The county's retail industry had nearly 1,200 fewer jobs at the end of 2012 compared to the end of 2007. However, the retail industry added jobs throughout much of 2012, putting it on a track to full recovery.

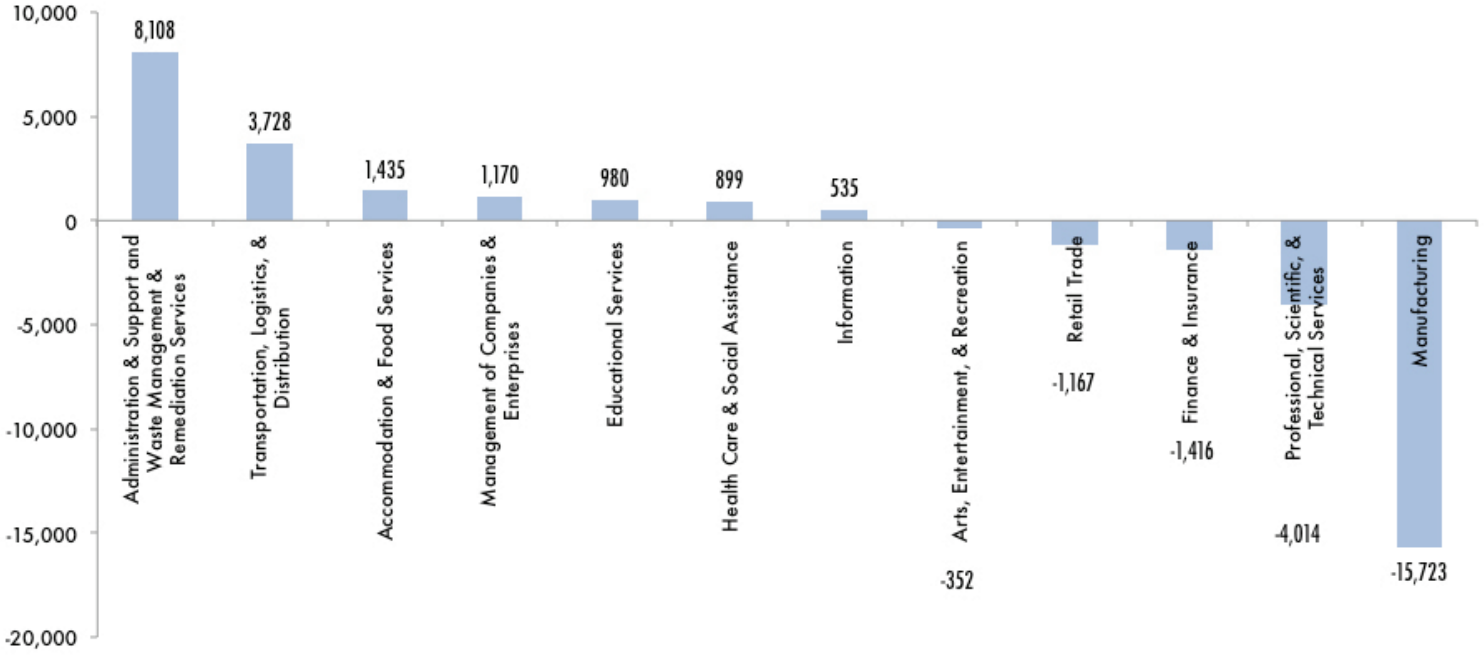
Administrative and support and waste management and remediation services added over 8,100 jobs between 2006 and 2012 (see Figure 3), making it the county's fastest growing and fifth largest industry by 2012. In addition, several other major industries added jobs over the period, including accommodation and food

Figure 2. Employment in Key Union County Industries, 2006 to 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Figure 3. Job Gains and Losses in Union County Industries with Over 5,000 Workers, 2006 to 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

services, management of companies and enterprises, educational services, and information.

Key Industries: A Look Ahead

As the state and national economies continue to emerge from the effects of the recession, however, recovery may not occur on a steady upward trajectory for all industries, so some caution on the part of policy stakeholders is warranted.

There is reason to hope for the future growth prospects of key industries in Union County, however. The future for TLD looks bright. In early 2012, the New York Shipping Association reported record levels of cargo coming into Port Newark and Elizabeth Terminal, the world economy is picking up gradually, and a major expansion of the port's capacity is scheduled over the next few years and will likely lead to growth in transportation, warehousing, and other parts of the industry. Most experts also project the health care industry to grow as people age and Baby Boomers require additional care and social assistance.

Despite the large and precipitous loss of manufacturing jobs, Union County also maintains important links to the pharmaceutical industry, which has historically been a large presence in the county. However, the nature of the business in Union County is changing. Merck Pharmaceuticals reported at a 2012 Union County Means Business! meeting that the pharmaceutical industry is still quite strong in Union County, but the make-up of industry jobs is shifting from a manufacturing focus to global corporate management and research & development.

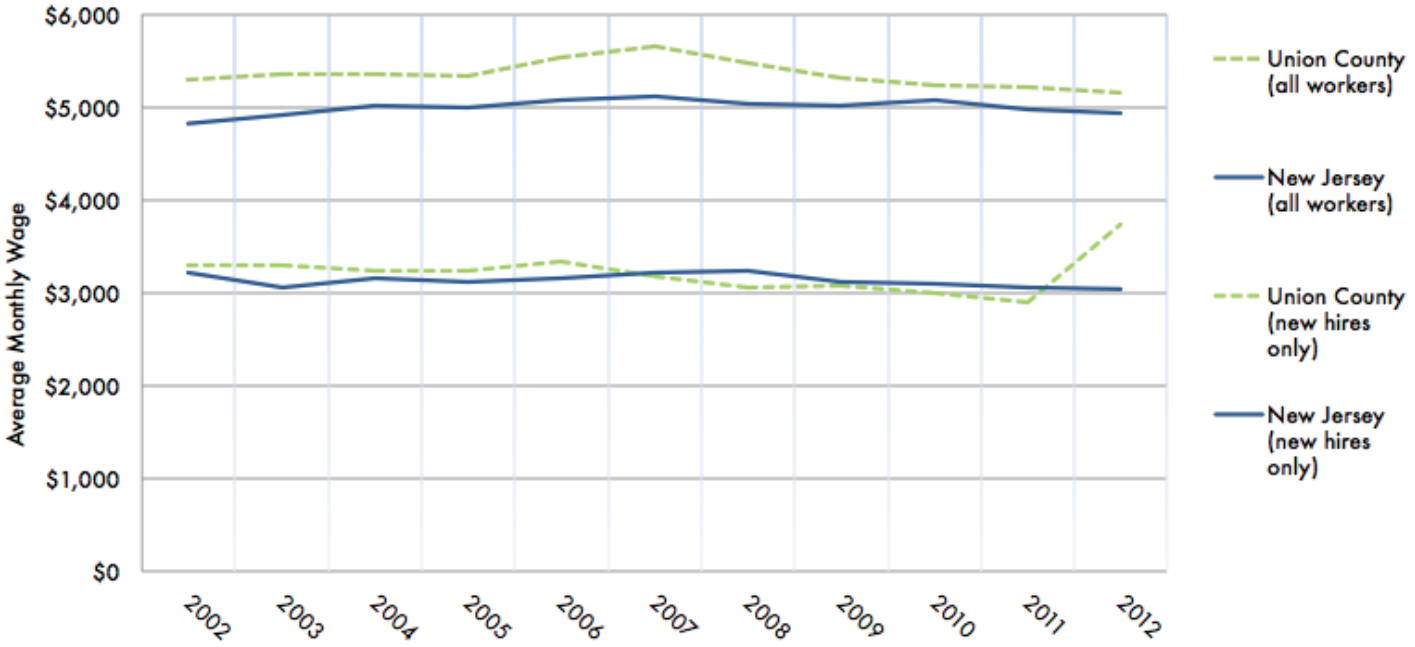
Wages

Following a peak just prior to the Great Recession, wages for all workers in Union County have been on a downward trend. (See Figure 4.) Recessionary job losses in Union County, many of which were in the high-wage manufacturing sector, are likely responsible for this trend. Despite this, Union County still maintains a slight advantage over the state with regard to average monthly wages for all workers and for new hires. As indicated in Figure 4, average monthly wages for all workers in Union County peaked in 2007 at $5,652,[2] nearly 11% higher than the statewide average wage of $5,115. By 2012, the average monthly wage in Union County had dropped by nearly 8% to $5,150. Statewide, average monthly wages dropped less than 3% over the same period. However, despite the sharper drop, Union County's average monthly wages still remained higher than the statewide average in 2012 (U.S. Census, 2012a).

As seen in Figure 4, Union County maintained a slight advantage over the state with regard to wages for new hires prior to 2007. Following the recession and continuing through 2011, however, wages for new hires dipped slightly below the state average wage for new hires. Figures for 2012 are more promising, but given the dramatic uptick since 2011, it is possible that these figures will be revised downward in future estimates. Given that Union County has a higher cost of living than several other counties in New Jersey, a downward or even a stable trend in new hire wages compared to the state could make it more difficult for newly hired workers to thrive in Union County.

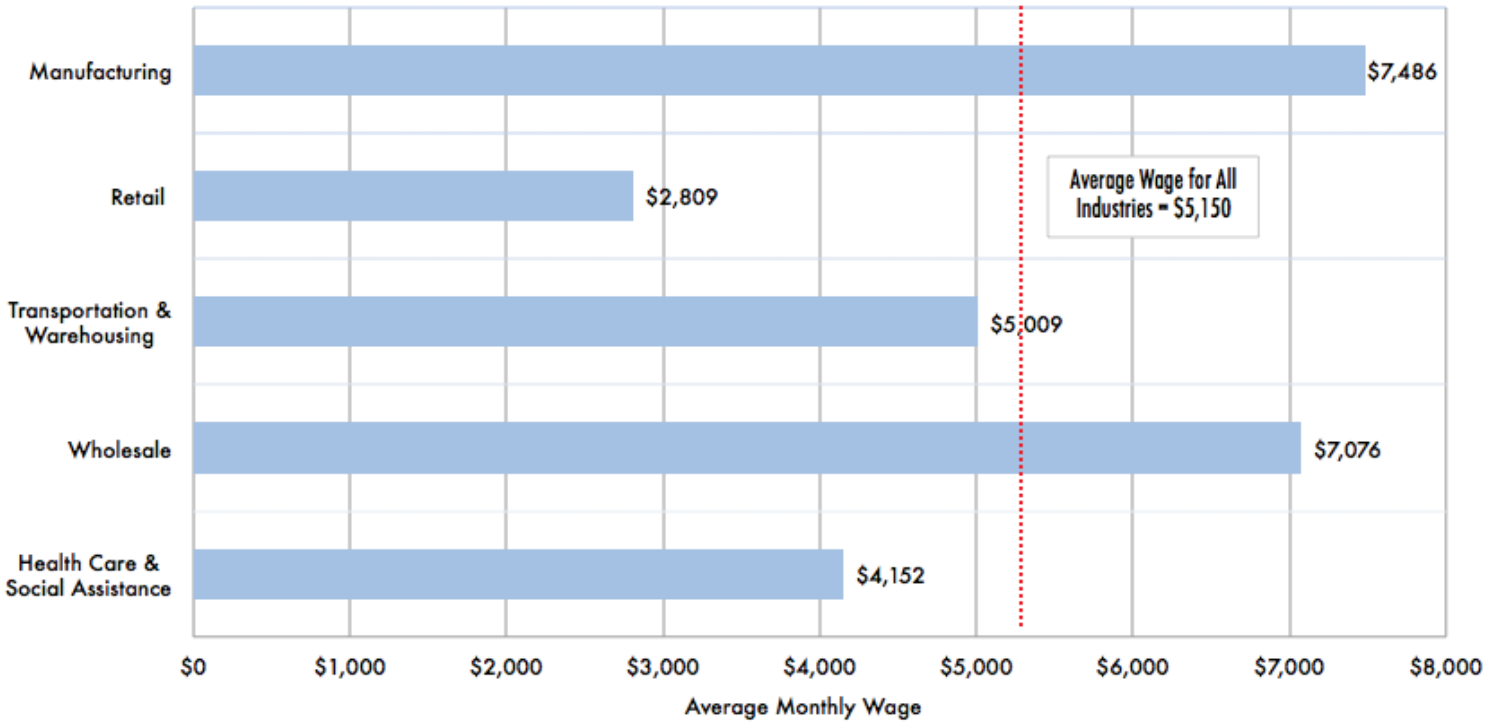
Several of Union County's key industries paid above $5,150, the average wage for all workers in 2012 (see Figure 5). Manufacturing had the highest monthly average wage among the county's top industries, paying workers an average of $7,486 per month, over $2,300 more per month than the average worker in Union County. Wholesale trade, a major component of the county's TLD industry, had a monthly average wage of $7,076 in 2012, over $1,900 more than the average for all industries. Transportation and warehousing and health care and social assistance paid wages slightly below the county average for all workers in 2012, paying workers $5,009 and $4,152, respectively. Retail had the lowest average monthly wage ($2,809).

Figure 4. Average Monthly Wages for All Workers and New Hires in Union County and New Jersey



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

Figure 5. Average Monthly Wages for Key Industries in Union County, All Workers, 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

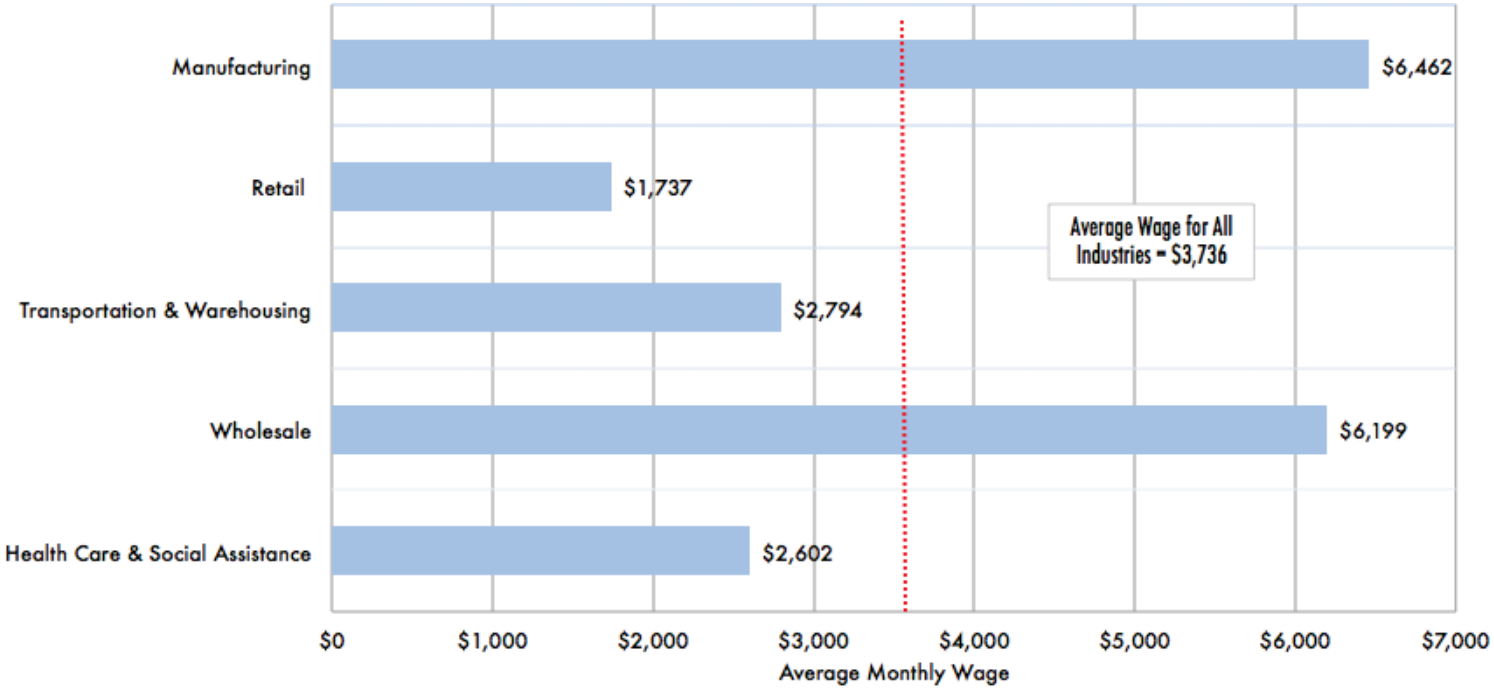
Patterns are similar when looking at average monthly wages for new hires (see Figure 6). The average new hire's monthly earnings for 2012 were $3,736. Manufacturing jobs paid new hires $6,462, which is more than $2,700 higher than the average monthly wage for all new hires. Wholesale trade paid an average $6,199 to new hires, also significantly above the average. Transportation and warehousing and health care and social assistance paid $2,794 and $2,602, respectively, or nearly $1,000 less than the average for new hires across all industries. Retail had the lowest average monthly wage for new hires at $1,737 — nearly $2,000 less than the average. It should be noted, however, that the average wage for new hires in 2012 was approximately $1,000 higher than it had been in 2011. It is difficult to tell whether this is due to a change in the jobs structure in the county during that time, or whether this may be a data error. When accessing the most recent data through the U.S. Census, initial figures are subject to later revision.

Demographic Characteristics

In 2010, the most recent year for which comparative demographic data are available, Union County was home to 536,499 residents, or 6% of the state's population. The population in Union County grew by 2.7% between 2000 and 2010, compared to a growth rate of 4.5% throughout the state.

Union County households are slightly less well off than households in other parts of the state, but other measures of wealth and poverty are nearly equal. Median household income averaged $66,791 during the 2006 to 2010 period, approximately $3,000 less than the median household income statewide ($69,811) in the same period. At the time of the Heldrich Center's 2008 report, the median household income in Union County was approximately $2,200 less than the figure for the state as a whole. However, per capita annual income (in 2010 inflation-adjusted dollars) was $34,096

Figure 6. Average Monthly Wages for Key Industries in Union County, New Hires Only, 2012



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

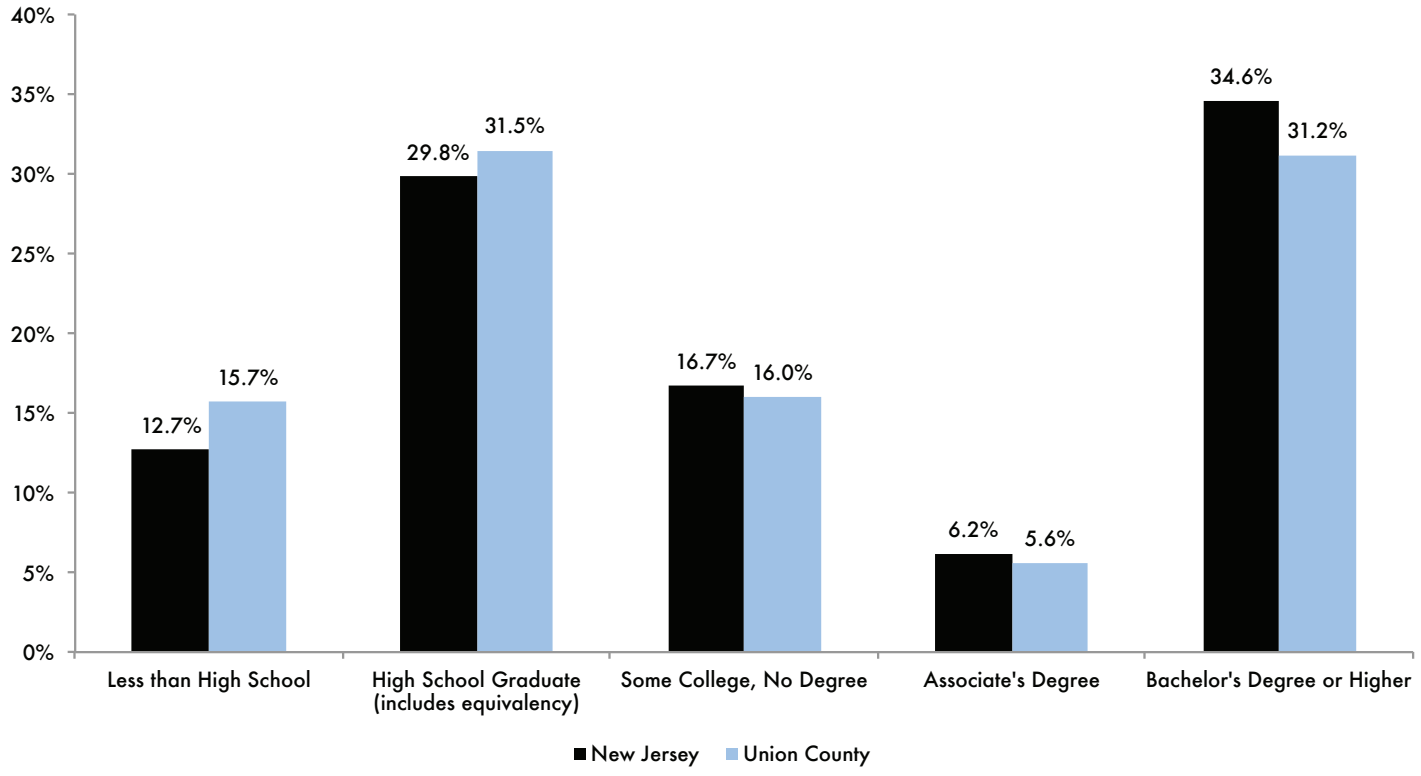
between 2006 and 2010, roughly the same as the statewide figure ($34,858). Also, 9.1% of all residents in both Union County and the state had incomes below the poverty level in 2010, up from 6% in Union County in 2006.

As shown in Figure 7, compared to the statewide average, residents in Union County have attained less formal education. Nearly half (47.2%) of those age 25 or above in Union County have earned a high school diploma/equivalent or less, compared to just 42.5% statewide. The rate of adults completing at least some college or an Associate's degree is roughly the same (22.9% statewide compared to 21.6% in Union County), but Union County has fewer adults who have completed a Bachelor's degree or above (31.2% in Union County vs. 34.6% statewide). These figures and trends are roughly the same as those examined in the Heldrich Center's 2008 report.

With nearly 3 in 10 residents born outside of the United States, Union County is second only to Hudson and Middlesex Counties in terms of its share of immigrants (2006 to 2010). Statewide, just over 2 in 10 residents indicated that they were foreign-born during this period. The percentage of foreign-born residents has risen by approximately one percentage point in Union County and in the state since the Heldrich Center published the 2008 report.

Not only does Union County have a large share of immigrants, the profile of this immigrant population is quite different than the profile of the foreign-born statewide. As illustrated in Figure 8, nearly 60% of foreign-born adults in Union County have earned only a high school diploma/equivalent or less, compared to 46% statewide. Foreign-born adults in Union County are slightly more likely to have completed some college or an Associate's degree (19.2% vs. 17.8% statewide), but only 22% of immigrants in Union County have earned a Bachelor's degree or above, compared to 36.2% statewide. Also, residents who reported difficulty speaking English make up a growing share of the county's population. The percentage of residents who reported difficulty speak-

Figure 7. Highest Level of Educational Attainment, New Jersey vs. Union County, 2010



Source: Quarterly Workforce Indicators, Local Employment Dynamics, U.S. Census Bureau, 2012

ing English rose from 14.7% in 2001-2003 to 21.3% in 2008-2010. Currently, Union County has nearly twice the share of residents who reported difficulty speaking English compared to the state (21.3% in Union County vs. 12.3% statewide). (See Figure 9.)

Economic and Workforce Policy Developments in Union County

Since the release of the 2008 report, Union County has implemented a number of important initiatives to support economic and workforce development in key industries, including TLD, health care, and pharmaceuticals, the three industries recommended as targets based on economic analysis, and green jobs, an emerging job area in Union County. This section outlines Union County's key accomplishments in these areas.

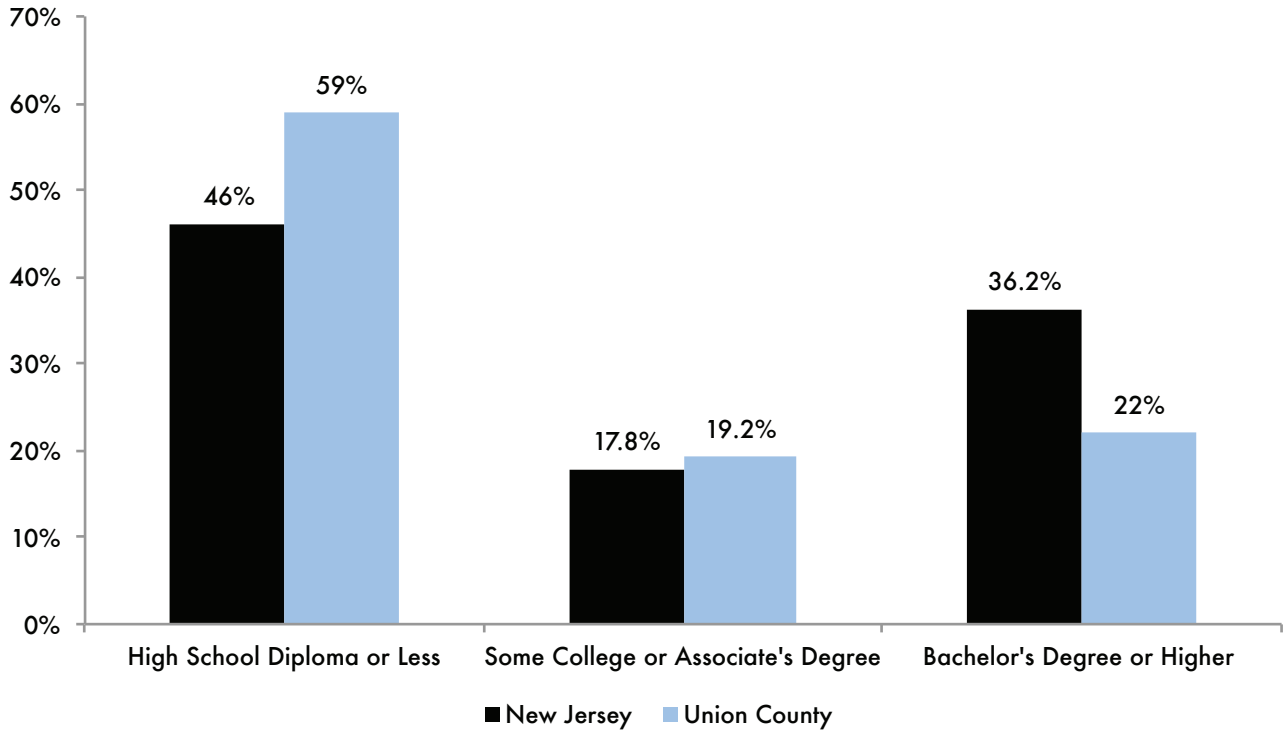
Strategy #1. Developed a formal agreement to align workforce development activities with economic development goals.

In 2008, the Union County WIB passed a resolution to focus WIB efforts on TLD and health care, two industries that provide large numbers of entry-level and middle-skill jobs. WIB officials pledged to support economic growth in these industries by participating in local and regional efforts to develop a pipeline of skilled workers for the industry. The resolution passed by the WIB represented a formal pledge to align workforce development activities with economic development goals.

Strategy #2. Built key partnerships in regional and state sector-focused workforce and economic development strategies.

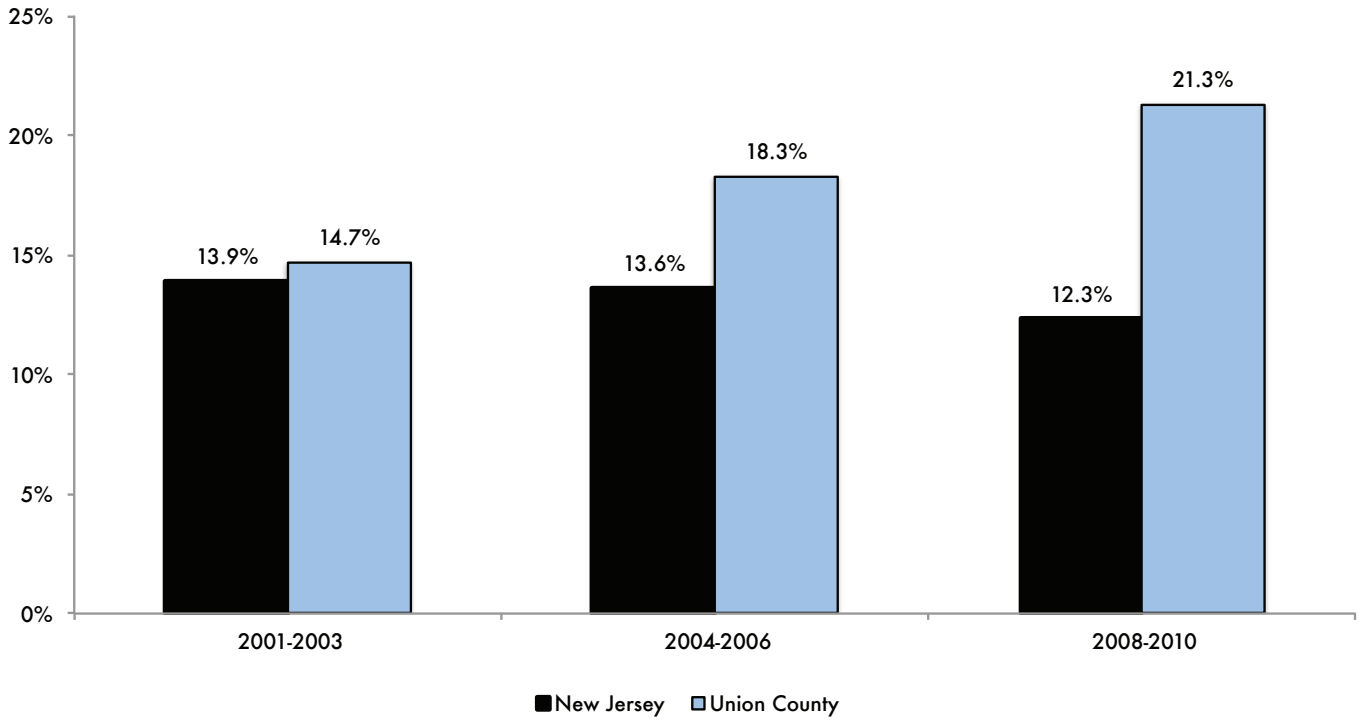
Union County has been a leader in sector-focused workforce and economic development efforts in New Jersey for many years. The county was a founding participant in the North Jersey Partners collaborative, a sector-focused

Figure 8. Educational Attainment of Foreign-born Residents Age 25 and Above, Union County vs. New Jersey, 2010



Source: American Community Survey, U.S. Census Bureau, 2012

Figure 9. Percentage of Residents Who Speak English Less than Very Well, 2001-2010, New Jersey and Union County



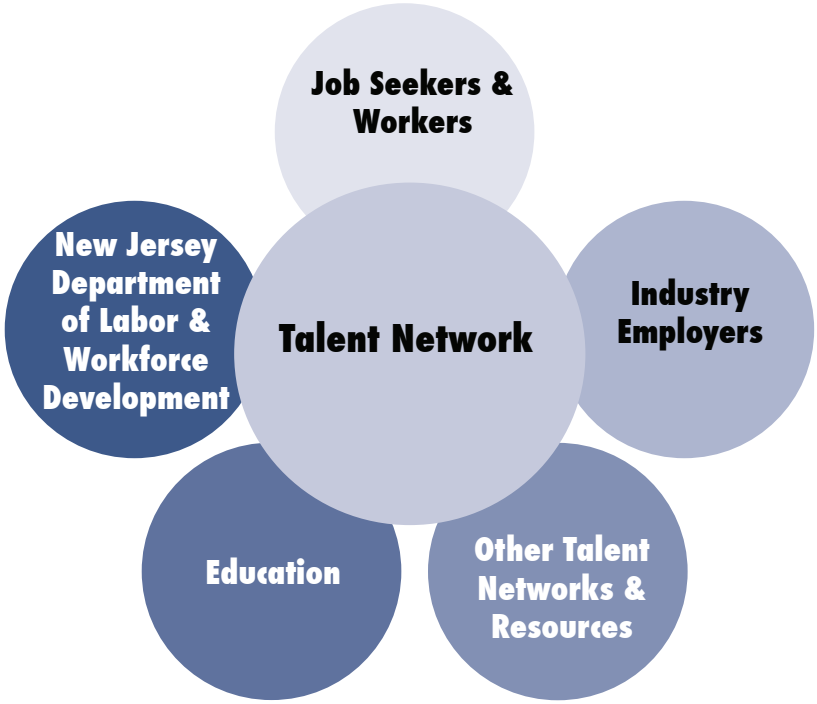
Source: American Community Survey, U.S. Census Bureau, 2012

regional initiative funded by a $5 million Workforce Innovation Regional Economic Development (WIRED) grant from the U.S. Department of Labor and later supported through state-funded Innovation Partnership Institute (IPI) and Regional Economic Development Initiative (REDI) grants. The WIRED, IPI, and REDI grants funded curriculum development and training in TLD, health care, and technology, and supported the development of employer roundtables that allowed partners to obtain regular input from industry employers about their workforce needs. A key accomplishment was Union County College's development of a new entry-level curriculum for warehouse workers in the TLD sector.

More recently, Union County has partnered with New Jersey's TLD and health care talent networks. In 2011, the New Jersey Department of Labor and Workforce Development began the talent network initiative, which now includes talent networks covering seven major industries in the state, as well as an eighth talent network designed to assist businesses affected by Superstorm Sandy. Talent networks bring employers in the state's key industries together with workforce, education, and economic development staff who can address employers' workforce concerns and help them to stay competitive in today's difficult economic climate. Figure 10 illustrates the key relationships that the talent networks were established to maintain and enhance. The talent networks have several key goals, including: acting as a single point of contact for employers; gathering intelligence on the emerging workforce needs of the industry; educating job seekers and workforce intermediaries, including One-Stop Career Center staff, WIB staff, colleges, and others, about the workforce needs of the industry; hosting and attending events that enhance connections between workforce, education, and economic development systems and employers; and developing and implementing key strategies to address industry workforce needs.

As part of its work on the New Jersey TLD Talent Network, Union County was engaged in sourcing skilled workers for large employers in the region, such as Continental Airlines, and has been participating in discussions regard-

Figure 10. The Systems and Stakeholders Connected through New Jersey's Talent Networks



ing how to improve connections among One-Stop Career Centers, employers, community colleges, and other partners. One-Stop Career Center and college staff in Union County assisted in recruiting job seekers and employers for job fairs and career awareness events in the region. Union County College also hosted several events in partnership with the talent networks that attracted key TLD employers and job seekers.

Strategy #3. Supported business growth in key industries through training.

The Union County WIB has allocated much of its federal training vouchers toward key industries. According to officials, 50% of Workforce Investment Act training vouchers must support training in TLD or health care, while an additional 30% can go toward training in one of five other industries designated for economic development in New Jersey by the Governor's Office.

Union County College and county officials have also been active in creating new curricula to support the emerging skill needs of employers in the county's key industries.

As many businesses transform their operations to include green products, services, and/or processes, Union County has developed new training programs to aid businesses and job seekers in "going green." Businesses are transforming their product lines and business processes in many industries, including TLD, health care, and pharmaceuticals; this transformation may require new and existing workers to learn new skills. With a $400,000 grant from the U.S. Congress, Union County College and other partners have come together to develop "green" courses. A partnership between the utility workers' unions in New Jersey and other states is also working to "green" training programs for utilities, including Elizabethtown Gas.

More recently, Union County workforce officials have been working with administrators at Union County College to develop the Union County Directions and Choices program. The "choices" portion consists of introductory courses designed to prepare middle-skill workers for jobs in TLD, health care, and other key industries (the "directions" portion is discussed below). In health care, non-credit credentials will "stack" together to allow students multiple points of entry and exit. Currently, the

programs are designed to meet the demands of employers for middle-skill workers with at least a high school diploma. In the future, additional steps will be taken to integrate more entry-level and basic skills and ESL courses.

Strategy #4. Provided specialized supports for job seekers who face barriers to employment.

Union County has moved several of its public workforce system staff to offices that serve individuals in the Temporary Assistance to Needy Families (TANF) and other intensive social assistance programs. These staff are able to provide more one-on-one support for job seekers and workers who face barriers to employment, as well as more easily link them to needed supportive services, including transportation, housing, and basic skills training or ESL assistance.

In addition, the "directions" portion of Union County College's new Directions and Choices program (see above) will allow workforce staff to leverage technology more effectively to serve workers who face fewer barriers to employment. From help with skills assessment and job search techniques to résumé development, job seekers will be able to access a robust set of online tools,and staff will be organized to support job seekers effectively, while freeing up additional time to assist those who need more intensive support.

A National Perspective: Strategies for Aligning Public Workforce Systems to Support Economic Development in Key Industries

Access to a skilled workforce is often the primary factor businesses consider when choosing a location. In today's fast-paced, skills-intensive economy, workforce development is economic development. However, many states and localities are struggling to understand what works and to effectively align the activities of their publicly funded workforce systems to support the economic growth of important industries.

Sector-focused employment and training strategies may offer the most promising approaches for connecting unemployed workers to jobs and assisting employers to address their critical skill needs. While numerous national studies of traditional workforce training approaches have revealed minimal gains in employment and wages among participants over time, some sector-based strategies are producing better outcomes for participants and, presumably, for employers as well.

The National Network of Sector Partners (2002), a leading national group dedicated to advancing the practice of sector-based initiatives, defines these efforts as having four characteristics:

> "(1) they target and focus deeply on the needs in a single industry, building partnerships between multiple employers and community players to build an effective bridge to the jobs in the industry;
>
> (2) they target low income or low wage workers to improve their relationships to the industry and create pathways to skilled employment;
>
> (3) they are led by strategic intermediaries, whose role is to build and sustain the partnerships needed and to achieve a 'win/win' for the industry, workers, and community; and
>
> (4) they achieve changes in the industry — whether in improved human resource policies, improved competitiveness, or expanded career ladders — along with skill and support service gains for workers."

This section explores recent evidence on the success of sector-focused employment and training strategies and identifies recent efforts that One-Stops and WIBs are taking in other areas of the United States to better support economic prosperity for workers and employers through sector-focused initiatives.

The Evidence for Sector-based Employment and Training Strategies

In 2010, Public/Private Ventures (P/PV) released a summary report of an experimental design study — the gold standard of research — of three mature sector-focused employment and training programs. The project was the first rigorous study of such programs to be conducted on a national scale (Maguire et al., 2010).

The findings from the P/PV report revealed that participants in sector-focused training initiatives earned approximately $4,500 more, on average, than control group members over a two-year period. Participants were also employed more steadily, especially in the second year following the program. Over half of the participants, compared to just 41% in the control group, were employed during all 12 months of the second year following program completion. Despite working more hours, earnings gains resulted from participants working in higher-wage jobs than the controls, not just from working more hours. Participants were much more likely than controls to work more hours in jobs that paid at least $11 per hour. They were also more likely to work in jobs with benefits. Finally, earnings gains for participants were higher for every subgroup examined. So, people of every gender, race, and background benefitted to some degree from the sector program (Maguire et al., 2010).

By contrast, a recent national study of non-sector-specific workforce services provided to individuals receiving TANF found far less to highlight in terms of results. In 2012, MDRC released the results of an experimental design study of 12 programs across the United States using different models to assist TANF recipients to retain and advance employment. Only three of the programs had any positive results compared to the control group. All three programs produced annual earnings gains that ranged from $500 to $640 above the earnings of control groups. Two of the three programs also showed some improvement over controls in the rate of employment, but these gains were very modest (Hamilton & Scrivener, 2012). These results are similar to the results of other large evaluations of publicly funded employment and training programs.

While no systematic research is available on the effects of sector-focused employment and training initiatives on regional economic growth or employer profits, the positive gains for workers suggest that employers are finding enough value in these programs to hire and retain these workers. Better employment outcomes for participants, therefore, may equal gains not only for job seekers and workers, but also for employers in key industries.

The following programs were included in the P/PV study: the Wisconsin Regional Training Partnership, an effort among unions and employers that develops two- to eight-week training programs in construction, manufacturing, and health care, which was developed in response to employer requests and clear market demand; Jewish Vocational Services in Boston, a community-based nonprofit that operates One-Stop Career Centers in the Boston area offering training in medical billing and accounting; and Per Scholas, a social venture in New York City that trains computer and other electronic repair technicians through a computer refurbishment and recycling program.

Maguire et al. (2010) and Hamilton and Scrivener (2012) do reveal some important information about the types of sector-focused strategies that contribute to success for job seekers and workers. All of the programs in the P/PV study were run by non-governmental organizations, though it is not clear if this was a major factor in their success. Researchers did note a number of common program elements that appeared to be important factors, including:

Element #1. Strong and adaptive program organization aided by a mix of public and private funding.

All of the programs demonstrated a strong ability to understand the skill and workforce needs of employers, to source candidates who fit those needs, and to obtain the fund-

ing and resources needed to build appropriate responses. To do so successfully, the organizations displayed an ability to understand and adapt quickly to change. If local labor markets changed, staff had that knowledge right away and made immediate changes to enrollments and curricula. If funding changed, they made staff changes to ensure quality service delivery.

Researchers note that having access to resources and support from public and private sources appeared to assist organizations in adapting to new information and changes in any one source of revenue. Mixing private funding with public resources also allowed programs to experiment with new approaches that may be more constrained under public spending rules.

Element #2. Strong links to local employers.

All of the organizations included in the study have a long history of building effective relationships with employers. Each leveraged these relationships and built new ties in their target sector. They brought together employers and sometimes workers to understand the skill needs of employers in targeted sectors. Several organizations also hired staff from the target sector and organized internal activities around key aspects of the industry. Employers were also involved in not only identifying skill needs, but monitoring and shaping the training provided to job seekers.

By building strong, focused linkages with employers and unions (where relevant), program providers understood the specific skills and credentials local employers preferred, and job counselors had an in-depth understanding of the application and hiring process. Staff were able to provide detailed guidance to job seekers on how to navigate union processes in the construction industry to ensure they were included on hiring lists, for example. Staff were also knowledgeable about relevant industry certification tests and training, and job conditions and requirements that may not be listed in job descriptions.

Programs used several strategies to improve and deepen their relationships with sector employers, including developing internships as part of their training delivery strategies. Many trainees gained hands-on experience with sector employers during training and were able to show employers their skills first hand. Another strategy used was to focus on job development with small- and medium-sized employers, such as local doctors' offices. Participants were also encouraged to target smaller employers in their job searches as a way of practicing the networking skills learned in job readiness courses.

Element #3. Contextualized basic skills and technical training.

Many workforce and community college programs offer generic basic skills, ESL, and job readiness skills courses that are prerequisites for entering occupational training programs. The programs included in the study, however, integrated all of this instruction into an occupationally focused program that taught all of these skills within the context of the targeted occupation. For example, an 80-hour construction training program provided participants with basic math instruction using industry-based tools and examples, and taught these concepts alongside more advanced technical training. Real-world examples of common problems encountered on the job were used in some programs to encourage participants to transfer classroom knowledge to applied situations. All programs included components on job readiness. Foundation courses that discuss expected behaviors, work conditions, and workplace norms for the sector are required for all participants. Contextualized life skills training was also offered, including résumé assistance, listening and speaking skills, and other modules. Instructors for these courses were often workers who had the in-depth knowledge of the target job and the credibility needed to relate effectively to participants. Often, staff with industry experience and staff more experienced with general job preparation would teach courses together.

Element #4. Targeted recruitment and screening of applicants based on employer skill needs.

Successful programs profiled in the P/PV report did an excellent job of identifying, screening, and training candidates who met the skill and job readiness requirements employers specified. Staff developed checklists that helped them to determine whether individuals would benefit from the program and whether they would be likely to succeed in the job after training. Entrance requirements reflected the basic skills needed to complete training and the industry's key job requirements. No specific tools were used, but staff interviewed each candidate at least once after basic skills testing and group orientation sessions to determine appropriateness. Orientation sessions and interviews also allowed candidates to determine whether they were truly interested in the training and the targeted career path (Maguire et al., 2010).

Element #5. Services to support training completion and placement.

All of the programs provided a range of individualized support services to help participants complete training and obtain and retain a job in the target sector. From childcare to transportation to assistance with housing, immigration, or other legal issues, all programs had some way to ensure participants had access to needed services. Internal or external case managers or employment specialists were generally responsible for assessing participants' needs during intake, and handling referrals from other program staff throughout the program. Some agencies provided services directly or had formal agreements with support agencies, while others worked effectively with TANF case managers and other public agencies to address participants' support needs.

Element #6. Financial incentives in addition to other employment services.

All of the programs that were found to be successful in the MDRC study provided financial stipends to TANF recipients in addition to workforce services. These stipends, typically several hundred dollars per month, tended to increase employment and earnings among participants. No effects were observed on job advancement, however, and some of the earnings effects disappeared over time, but that may have been reflected by the economic downturn (Hamilton & Scrivener, 2012).

Element #7. Encourage employment stability, not job stability.

Programs that encouraged workers to stay in the same job did not have promising results, but those that encouraged stable employment, regardless of employer, were more successful. Low-wage workers may do better in the labor market by switching employers rather than staying with one employer and hoping to move up a career ladder. Wage and job advancements were more likely for those who changed jobs, but who maintained a steady record of employment.

The P/PV study provides evidence that, under the right conditions, sector-focused employment and training programs can improve outcomes for job seekers, employees, and businesses. It should be noted, however, that the employment outcomes observed in the study were achieved prior to the economic recession. In today's challenging environment, sector-focused efforts still have the potential to outperform other methods, but results may not be as dramatically positive as those observed by researchers.

Other Promising Sector Practices from Publicly Run Workforce Systems

One-Stop Career Centers are designed to act as workforce intermediaries between job seekers and employers. A workforce intermediary is "an organization with a deep understanding of worker and employer issues in a specific industry" (National Network of Sector Partners, 2013). WIB and One-Stop Career Center staff

have important roles to play in sector initiatives. Across the nation, local WIBs are engaging in sector strategies in a variety of ways. Key roles the public workforce system is playing in sector initiatives in other states include:

- Developing policies that support sector initiatives;
- Convening partners and/or joining existing collaboratives to understand local demand, design sector approaches, and integrate funding streams;
- Acting as a sector-focused labor market intermediary;
- Gathering, using, and sharing data on job demand and workforce/education supply;
- Developing sector-specific jobs; and
- Building career pathways through industry-specific job search assistance, training, and other support services to job seekers.

Promising Practice #1. Developing policies that support sector initiatives.

A key way that WIBs and local policymakers can contribute to the development and success of sector initiatives is to create supportive policies that promote their implementation in the community.

The workforce investment system is built around the concept of consumer choice. To make responsible and informed choices, however, job seekers often need guidance, information, and support. Several states and local areas have taken steps to guide consumers toward training choices that provide them with the best opportunities for finding a job that fits their skills and that helps to develop a pipeline of skilled workers for targeted industries.

The DC Workforce Investment Council in Washington, D.C. sets policies that established its commitment to support key sectors. In addition, the Council dedicated funding to support training for occupations in demand in these key industries. The Council established such policies in health care, which resulted in a strong partnership with the D.C. Hospital Association and its member affiliates. Illinois and Washington State have also established similar policies and have aligned funding priorities with the skill needs of targeted sectors (National Association of Workforce Boards and National Network of Sector Partners, 2012).

Minnesota - Workforce Development, Inc. (WDI) provides workforce services on a sliding scale according to its list of hot jobs. If the employment assistance relates to a listed hot job, WDI will fund the training for up to two years. If the job is not on the list but is growing, WDI will fund the training for up to one year. Declining jobs are not eligible for training support. Reimbursement for other allowable expenses also depends on this sliding scale.

Pennsylvania - CareerLink identified seven industry clusters as priorities for its services, based on their growth, competitiveness, and ability to provide family-sustaining jobs. For job seekers who are considering longer-term training, the CareerLink Web site (n.d.) expresses that "the training that the customer wishes to pursue must provide them with skills that are in demand."

Promising Practice #2. Convening partners and/or joining existing collaboratives to understand local demand, design sector approaches, and integrate funding streams.

WIBs and One-Stop Career Centers organize meetings of local industry employers or engage in wider efforts designed by others to bring employers together to discuss their workforce needs. Employers can provide insight into occupations experiencing skills shortages, pro-

vide valuable feedback on the skills or credentials that many candidates lack, and help to guide the development and implementation of education and training efforts.

To be successful, sector initiatives require coordination among:

- WIBs and One-Stop Career Centers;
- Nonprofits that provide support services to job seekers;
- Education and training providers; and
- Other key stakeholders, including economic development officials (National Association of Workforce Boards and National Network of Sector Partners, 2012).

Convening partners is time consuming, so WIBs should look to join regional and statewide initiatives designed to accomplish similar goals. Coordinating local and regional or state outreach efforts will also help to ensure that employers are not overburdened by requests from various entities for similar information. These wider efforts can provide a regional perspective and strengthen the connections local WIBs can build with industry leaders and other stakeholders interested in addressing industry skill needs. Participation in such efforts, however, should not replace local outreach efforts to employers, as these employers need to be familiar with local workforce and education staff in order to engage with them on the sometimes difficult work of building new curricula and designing other complex approaches to building a skilled pipeline of workers.

The Greater Cincinnati Workforce Network, a collaboration of four local WIBs, employers, and other stakeholders from Indiana, Kentucky, and Ohio, had employers take the lead in planning education and training initiatives to address skill gaps in three key industries — health care, advanced manufacturing, and construction. Employers identified skills shortages and training needs, recruited incumbent workers for training, and provided financial support for training.

WIBs also play an important role in convening local partners to ensure that sector-specific approaches to addressing industry workforce needs are planned and accomplished effectively. Convening partners can also help to identify complementary funding sources than can be woven together to support initiatives.

California - Partnerships Instrumental for the Logistics/Transportation Academy

Community Career Development (CCD), a workforce development nonprofit, operates a One-Stop WorkSource Center in Los Angeles. In response to an RFP from Los Angeles' WIB for a One-Stop to explore a training program on logistics, CCD partnered with community colleges to form a logistics training program and was awarded the funds. CCD has since convened a logistics working group to provide training programs for entry-level and incumbent workers to meet employer needs in the transportation/logistics industry. CCD partnered with the Los Angeles County Metropolitan Transportation Authority to form a highly regarded bus operator bridge program, through which it offers on-site training.

Together, partners can help to identify potential revenue streams to support sector-specific education, training, and job search assistance, as well as wraparound supports for workers. Some funds other programs have used to support WIB-led sector initiatives include:

- Workforce Investment Act (WIA) discretionary funds
- State appropriations/general revenue
- Incumbent worker training

- Adult education
- WIA incentive funds
- WIRED grants
- Postsecondary education
- TANF
- Community-based job training grants
- Other federal government funds
- Philanthropic foundations
- Partnership contributions
- Unemployment Insurance surplus
- Fund pool from nursing home assessment
- Wagner Peyser (www.sectorstrategies.org, n.d.).

Promising Practice #3. Acting as a sector-focused labor market intermediary.

One-Stop Career Centers can provide sector-specific services and information to job seekers and employers to facilitate meaningful employment connections that help employers to grow and job seekers to succeed economically. The most common approaches are to disseminate information on industry job demand and supply to workers and to dedicate staff to provide specialized support and counseling for job seekers interested in industry jobs and training. These services can be integrated into the operations of a generalized One-Stop Career Center or carried out through the establishment of sector-specific One-Stops.

Promising Practice #4. Gathering, using, and sharing data on job demand and workforce/education supply.

To meet the workforce needs of industries targeted for economic development, WIBs and One-Stop Career Centers need to understand the local economic landscape, including recent employment trends and emerging demand for jobs. Knowledge of existing education assets and the skill sets of job seekers are also necessary for identifying and addressing education and skill gaps in key industries. Finally, workforce systems need to share data and information on industry and job trends with job seekers, employers, and others to facilitate informed decision-making.

The Workforce Boards of Chicago conducted employer surveys and analyzed education and labor market information in target industries, including transportation and health care, to inform the development of employer panels and key strategies to address employer workforce needs in key industries. Using quantitative and qualitative information from employers and educators, they developed detailed industry reports and strategies to address industry skill needs.

In **Colorado, Arapahoe/Douglas Works!** conducted a study from July 2008 to June 2009 to determine the effect of its sectoral programs on job placements, business earnings, and sales in its service area. While the results are not publicly available, the study measured the center's effectiveness in keeping key industries competitive. The center will use the study to partner with business leaders in key industries, other workforce centers, and education systems to supply a steady stream of labor to support the local economy.

Minnesota - Workforce Development, Inc. undertook a labor market analysis to identify jobs with the greatest demand in health care, manufacturing, high technology and bio-science, and services and trades.

In some states, WIB and One-Stop staff are directly engaged in collecting and analyzing labor market information and other data to improve decision-making and response to industry skill needs. While convening employers is important, such meetings do not allow WIBs and One-Stops to observe broader patterns in the local industry labor market that may be important. Labor market information can also help program planners to identify areas of the industry with large employment, which can help them to develop strategic plans for recruiting employers for more in-depth discussions on skill needs.

Local area staff can often work with state officials or existing statewide sector strategy groups to obtain and analyze labor market data and degree completion data to better understand what education exists and where potential skill gaps may be emerging. Some WIBs also conduct surveys with local employers. This data, **when coupled with hands-on knowledge of the industry based on relationships with employers**, can help local areas to identify jobs that are in high demand, potential gaps in the education pipeline, and other information. New data from online job postings are now available to many state labor market information analysts. These data contain specific information about the skill needs of local employers and may be helpful to local areas.

WIBs and One-Stops around the United States are also packaging and sharing labor market information with job seekers and other stakeholders to assist job seekers to connect with in-demand jobs in industries targeted for economic growth. Ideally, this information should reflect trends in the local economy and give job seekers access to data and information that is helpful for making decisions about which jobs, education, and training to pursue based on employer demand.

In **Oregon, Worksystems Inc.** publishes a monthly newsletter to inform job seekers of Oregon labor market trends. It also develops special publications on job vacancies to alert job seekers about industries that are experiencing labor shortages

The Web site for **Arapahoe/Douglas Works! Workforce Center** lists the top 10 industries for growth and the top 10 industries with projected job losses. The content is provided by the One-Stop Career Center's workforce economist. The site also features information to educate job seekers, including industry profiles, occupational saturation tables, and a job-creating industries report.

WIBs can also connect to state-level resources that provide local information. Examples include:

Pennsylvania's CareerLink system has identified seven industry clusters as priorities for its services, based on their growth, competitiveness, and ability to provide family-sustaining jobs. For job seekers to learn more, the Web site features reports on each industry cluster, occupations within that cluster, and the industries that comprise the cluster. The CareerLink site also highlights high-priority occupations and a list of 100 hot jobs for job seekers to consider.

Virginia created virginiaview.org, which links data from multiple sources and provides an easy way for job seekers, employment counselors, and others to access the data. The site can help employment counselors work with clients to determine if job and training targets offer "good bets" in terms of employment and training.

Promising Practice #5. Creating sector-focused job development efforts.

Some One-Stop Career Centers are hiring or designating staff to become experts in industries targeted for economic and workforce development. These staff are tasked with keeping up with industry trends via labor market information and through building ties with industry employers, and providing industry-specific job search advice and assistance to interested job seekers.

Colorado - Arapahoe/Douglas Works! dedicated One-Stop staff to opening an on-site health care recruiting center to match workers with employment and training opportunities in response to a local nursing labor shortage. The center trained 209 registered nurses to offset a 7% local vacancy rate.

Massachussetts - Modeled on an earlier experience in sector strategy, the North Shore Career Center became involved in the Jobs in Aerospace Manufacturing Project (JAM) in Massachusetts. The center appointed staff in its business services unit to attend JAM meetings to establish relationships and gain expertise on the industry. A JAM case manager is based at the center, as well. Career center staff attend JAM program events and provide JAM students with assessment, job preparation, and job development services.

California - Sonoma County Job Link staff cover certain industries to better address local labor shortages. When Santa Rosa's tourism industry was experiencing a shortage, Job Link staff addressed the gap by working with a local community college to connect job seekers to certification courses in hotel management and the culinary arts.

Oregon has two One-Stop Career Centers for the health care industry. The Oregon Health Care Career Center helps young people identify opportunities and connect with appropriate training for in-demand skills in the field. The Oregon Center for Nursing is a nonprofit career center launched in 2002 to address a nursing shortage. It offers nursing workforce analysis and research, nursing workforce diversity, nursing leadership development, long-term care leadership development, and support of nursing education initiatives and innovations.

New York, NY - Workforce1 has three sector-based career centers for health care, transportation, and manufacturing. Each has an industry advisory council to provide in-depth knowledge of the industry and employer needs. Each center has a different operator. A for-profit contractor runs the transportation center, LaGuardia Community College runs the health care center, and a nonprofit will run the manufacturing center. The Workforce1 Transportation Center was launched in June 2008, and offers job preparation, occupational training, and job placement assistance tailored to the transportation industry for both unemployed and incumbent workers. According to its Web site, the center has achieved 1,300 job placements, enrolled more than 340 individuals in occupational training, and provided over 80 employers with recruitment and training services. The Workforce1 Healthcare Career Center is located on LaGuardia Community College's campus, and provides training and placement in health care careers. It was opened in October 2009 in response to employer demand for skills in the health care industry. According to its Web site, the center expects to help over 750 workers receive job placements or promotions in its first two years. LaGuardia Community College offered eight stimulus-funded training programs geared toward the health care field. Over 200 students were expected to enroll in the programs.

Other areas are dedicating entire One-Stop Career Center sites to servicing the workforce needs of particular industries. Such an approach provides a single point of contact for employers and job seekers, but may be more vulnerable if economic changes force quick employment shifts in a particular industry. Such centers can dedicate all of their staff and other resources to addressing the skill and workforce needs of a particular industry. Sometimes, satellite offices of One-Stop Career Centers are created to focus on the needs of a targeted sector and to provide services in a location that is convenient for job seekers and employers.

Minnesota – Ramsey County WIB has partnered with several hospitals, adult education staff, and local colleges to develop a stackable credential model in health care that allows job seekers to earn a medical records clerk certificate for credit. This credential, in addition to counting toward an Associate's degree, also counts toward the receipt of a medical records certificate, thus allowing access to a wider range of jobs. Students who need basic skills training attend Adult Basic Education (ABE) and/or ESL courses that are co-taught by ABE/ESL instructors and industry training instructors.

Promising Practice #6. Building career pathways through industry-specific job search assistance, training, and other support services to job seekers.

Public workforce systems are taking two key steps to build career pathways for job seekers that include industry-specific job search assistance, targeted and stackable training for key industry jobs, and supportive services for job seekers.

Step #1, Create stackable credential models for training that address industry skill shortages and use contextualized approaches to teaching basic skills.

Working with partners such as employers and community colleges, WIBs and One-Stop staff around the United States are working to design **accelerated, contextualized, industry training programs** to allow job seekers to earn smaller credentials that "stack" together to comprise a more substantial credential. For example, a job seeker may take a course that results in an industry certification and credits that can be used toward an Associate's degree. These programs allow job seekers to enter and exit training based on their schedules and resources.

Such stackable credentials training, sometimes referred to as career pathways training, also links a range of technical, basic, job readiness, and, where needed, ESL skills that are needed for an occupation. Unlike traditional training models, basic, ESL, and job readiness skills are often taught alongside technical skills and are taught within an industry context rather than in a generic format. In addition, various training tracks that lead to related careers are often developed together, allowing job seekers to access credentials for a range of related jobs that lead to higher wages. For example, an introductory course for warehouse workers may include an overview of warehouse operations and safety requirements, an introduction to job readiness requirements in the warehousing sector, ESL instruction on warehouse-related vocabulary, and the technical skills needed to earn a forklift operator's certificate. Career pathways training may also provide job seekers with a broad overview of careers in the industry to allow them to plan future career and education moves. Finally, courses are generally accelerated to accommodate the scheduling needs of job seekers and employers. Courses do not follow a traditional semester schedule, but meet more often and at times that are convenient for students.

Step #2, Ensure job seekers have access to the supports needed to succeed at training and work.

To increase the likelihood of successful training completion and successful job placement and retention, WIBs and One-Stop Career Centers can assist job seekers to access the

support services they need. Through partnerships with nonprofits, TANF, Food Stamps, and other government programs, WIBs can devise ways to assess job seekers' circumstances and support needs. Referrals to local partners can often be sufficient to help job seekers access needed housing, transportation, or other types of assistance.

Conclusions and Recommendations

Union County's economy and demographic profile are changing rapidly. There are fewer high-paying manufacturing jobs, more goods movement and service occupations in industries such as health care and retail, and a rising percentage of residents who lack key skills and credentials needed to succeed in high-wage employment. These trends present both challenges and opportunities for Union County.

Sector-focused workforce and economic development efforts undertaken in Union County in recent years have provided valuable support for employers and workers. Union County's economy, while hurt worse than New Jersey during and after the recession, is also recovering faster and average monthly wages in the county remain higher than the state average.

Union County has taken a number of important policy steps in recent years that align with current best practices in other areas. Recent evidence of the economic benefits of sector-focused employment and training strategies and examples of promising models from One-Stop Career Centers around the nation offer additional guides for Union County. Building upon existing local and statewide sector initiatives, Union County officials can improve their current efforts by considering the following recommendations.

Recommendation #1. Continue to support the growth of the health care and TLD sectors and expand efforts in other target industries.

Given the evidence for the effectiveness of sector-focused strategies, Union County officials should consider continued support for education and workforce initiatives in **health care and TLD** as a key means to support economic development. County officials should also consider efforts in other industries targeted for economic development, including **retail and hospitality**, which is now the county's third largest industry, as well as **advanced manufacturing, biopharma, technology, and green jobs.** All of these industries are important targets for stimulating new, high-wage job growth in the county.

To ensure that education programs align well with both the demand for workers and the skill needs of targeted occupations, it is important to ensure that education and training institutions engage multiple employers in the curriculum development process. Employers need to have input at every stage of the process and engagement with employers can be greatly improved if they have multiple, ongoing points of contact with the program through job shadowing, internship/co-operative education projects, and structured feedback sessions. This engagement is often the most difficult part of the process for educational and workforce institutions to maintain, but is critical to success. The Systematic Curriculum and Instructional Development process can be helpful in this regard. More information can be found at: *http://www.dacumohiostate.com/SCID.htm*.

Recommendation #2. Improve connections with New Jersey's talent networks.

The New Jersey Department of Labor and Workforce Development established talent networks to improve connections among job seekers, employers, and workforce and education systems in seven key industries — TLD, health care, advanced manufacturing, biophar-

ma, technology, financial services, and retail and hospitality. Recently, another talent network was formed to focus on recovery efforts from Superstorm Sandy. The talent networks work closely with industry employers to understand employers' skill and workforce needs. By working with talent networks in targeted industries, Union County can leverage connections and resources to improve staff and job seeker knowledge of the skill and hiring needs of key industries in the local economy, engage employers in local efforts, provide resources and host events that benefit local employers and job seekers, and help local officials identify new funding. Talent networks are already assisting local areas to develop and implement sector-focused workforce and economic development solutions.

Recommendation #3. Dedicate staff to support sector-focused efforts and targeted job seekers.

While connecting with the state's talent networks will enhance local efforts, it cannot replace them. To be successful, Union County should dedicate several staff members to focus on and ensure the success of sector initiatives. Roles for dedicated staff may include: establishing metrics and measurement techniques to track the success of key initiatives, acting as local "sector experts" at One-Stops to advise job seekers and local employers about industry trends, providing or arranging for supportive services that allow persons with barriers to employment to succeed in sector-focused training and employment, and implementing sector-specific recruitment and screening practices.

Recommendation #4. Ensure sector training provides contextualized basic skills and ESL training for workers who need these skills.

Employers who offer high-wage jobs need ready access to workers who have the skills and education needed to perform well. Many residents in Union County lack important skills and credentials that many employers require. These residents would benefit from improved access to adult and postsecondary education, including ESL and basic skills training. Many studies have shown, however, that contextualized education — teaching these skills using work-relevant examples — is most effective for employers and workers. Union County should consider enhancing its existing TLD, health care, and other industry-specific training to include basic skills and ESL instruction to the greatest extent possible. To reach additional residents who may not come to the One-Stop for services, county officials should consider partnering with local nonprofit providers to offer training.

Recommendation #5. Establish long-term goals for industry-focused economic and workforce development.

To align local programming with best practices and enhance outcomes for job seekers and employers, Union County officials should consider convening appropriate stakeholders to set long-term goals for its industry-focused strategy. Key efforts that align with best practices, but that may take significant time and coalition building to support and build, include enhancing the county's "stackable" non-credit credentials model by linking it to for-credit degree programs and offering credit based on proven competencies, establishing regional partnerships with other counties and municipalities that share common economic interests, and seeking new sources of federal and nonprofit funding to support key initiatives.

Endnotes

1. Another talent network was recently established to focus on recovery efforts from Superstorm Sandy.

2. All wages are expressed in 2012 dollars to adjust for inflation.

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About the Heldrich Center

The John J. Heldrich Center for Workforce Development, based at the Edward J. Bloustein School of Planning and Public Policy at Rutgers University, is a dynamic research and policy center devoted to strengthening the nation's workforce. It is one of the nation's leading university-based centers dedicated to helping America's workers and employers respond to a rapidly changing 21st Century economy.

The Center's motto — "Solutions at Work" — reflects its commitment to offering practical solutions, based on independent research, that benefit employers, workers, and job seekers. The Center's policy recommendations and programs serve a wide range of Americans at all skill levels.

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ATTACHMENT I

WDB Resolution 3-2015 Performance Reporting

RESOLUTION NO.: 03 – 2015
DATE: September 18, 2015

Resolution of the Union County Workforce Development Board

Whereas, the Union County Workforce Development Board of Directors has been granted oversight authority under the Workforce Innovation and Opportunity Act of 2014 (WIOA) to design staffing and programing budgets; allocate funding to sub-grantees through a procurement process; and develop a strategic workforce vision for countywide implementation; and

Whereas, the Union County Workforce Development Board of Directors has ultimate responsibility for the quantitative and qualitative performance outcomes of the American Job Center of Union County—formerly the One Stop Career Center; and

Whereas, the Union County Workforce Development Board of Directors—through the work done in both the American Job Center Oversight Committee and the Adult Education & Literacy Committee—has engaged in dialogue to review and evaluate various instruments to measure the efficacy and performance of the American Job Center—through quantitative (Attachments A-D) and qualitative methods—in the areas of client case management, placing residents into training and employment opportunities; and

Whereas, the Union County Workforce Development Board of Directors had retained the qualitative evaluation services of the Heldrich Center for Workforce Development at Rutgers University and a final report has been provided to the Workforce Development Board and the American Job Center; and

NOW, THEREFORE, BE IT RESOLVED, that the Union County Workforce Development Board of Directors shall require the Operator of the American Job Center of Union County—formerly the One Stop Career Center—to provide the Union County Workforce Development Board of Directors with a written Qualitative & Quantitative Performance Improvement Plan to be presented at the Workforce Development Board public meeting scheduled for November 13, 2015; and

BE IT FURTHER RESOLVED, that the attached hereto Quantitative Evaluations Forms—Attachment A: Systems Quantitative Evaluation; Attachment B: WIOA Client Tracking; Attachment C: Work First New Jersey Quantitative Evaluation; and Attachment D: Workforce Learning Link Quantitative Evaluation—shall be completed by the Operator of the American Job Center of Union County—formerly the One Stop Career Center—on a monthly basis and submit same to the office of the Workforce Development Director; and

BE IT FURTHER RESOLVED, that the aforementioned Quantitative Evaluations Forms are to be completed for the existing Program Year, July 1, 2015 –June 30, 2016.

Glenn Nacion, Chairman
Union County WDB _____ Date: 9-18-15

Erich Peter, Secretary
Union County WDB Erich Peter Date: 9-21-15

AMERICAN JOB CENTER OF UNION COUNTY
SYSTEMS QUANTITATIVE EVALUATION
MONTHLY REPORT

WORKFORCE SYSTEM EFFICIENCY	YOUTH	ADULT	DISLOCATED WORKER	WDP	TOTAL
SERVICE FLOW					
Individuals Accessed Core Services					
Individuals Provided Intensive Services					
Individuals Provided Individual Training Accounts (ITAs)					
Individuals Provided On-the-Job Training					
Youth Registered in AOSOS					
Youth Enrolled in Post-Secondary Education					
Workshops					
Number of Individuals Waiting for Training					
Average Wait Time for Occupational Training					
Number of Individuals Referred to WIA Title II Adult Literacy and Civics Education Consortium (ABLE Plus)					
Number of Clients Enrolled in Workforce Learning Link					
Number of Clients Exited From Workforce Learning Link					
Number of Employers Served					

KEY GROWTH INDUSTRY SECTORS							
WORKFORCE SYSTEM EFFICIENCY / KEY GROWTH SECTORS	OCCUPATIONAL TRAINING						EMPLOYER OUTREACH
SERVICE FLOW	YOUTH	ADULT	DISLOCATED WORKER	WDP		TOTAL PARTICIPANTS TRAINED	
Advanced Manufacturing							
Construction							
Financial Services							
Health Care							
Hospitality, Tourism & Retail							
Life Sciences							
Technology & Entrepreneurship							
Transportation, Logistics & Distribution							
Other:							

WORKFORCE SYSTEM EFFECTIVENESS	YOUTH	ADULT	DISLOCATED WORKER	WDP	TOTAL
SKILLS OUTCOMES					
Credential / Degree Attainment (Number of Participants)					
Literacy & Numeracy Gains (Number of Youth Participants)					
Number of WLL Participants Increased Literacy Levels					
EMPLOYMENT OUTCOMES					
Job Placements (Number of Participants)					
Job Placements Directly Related to Training					
Retention - 6 months (Number of Participants)					
Average Earnings					

WORKFORCE SYSTEM EFFICIENCY / KEY GROWTH SECTORS	JOB PLACEMENTS						
EMPLOYMENT OUTCOMES	YOUTH	ADULT	DISLOCATED WORKER	WDP	WLL	TOTAL PLACEMENTS	EMPLOYER OUTREACH
Advanced Manufacturing							
Construction							
Financial Services							
Health Care							
Hospitality, Tourism & Retail							
Life Sciences							
Technology & Entrepreneurship							
Transportation, Logistics & Distribution							
Other:							

AMERICAN JOB CENTER OF UNION COUNTY
WIOA CLIENT TRACKING
MONTHLY REPORT

	Participant		Date of Client Intake	Date of Client Program Enrollment	Program Funding (Adult/DW/WDP)	AOSOS Client No.	Occupational Training Program	Training in Industry Sector	Training School	Date of Client Exit	Date of Employment	Employer	Employer Address	Job Title	Hourly Wage	Placement in Training Related Employment (Y/N)
	LAST NAME	FIRST NAME														
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AMERICAN JOB CENTER OF UNION COUNTY
WORK FIRST NEW JERSEY QUANTITATIVE EVALUATION
MONTHLY REPORT

Agency	Program	Month Reported	Contract Amount	Total Paid YTD	YTD Balance	LOS -Client Referrals	LOS - Clients Enrolled	%	Placements	Referrals Returned/No Show		% of Referrals Returned	Terminations	% of Terminations
										NO SHOW	RETURNED			
Example: ABC LLC	TANF	Example: 5-15	$100,000.00	$10,000.00	$90,000.00	40	30	75%	10	5	3	**20%**	2	**5%**
	GA		$50,000.00	$5,000.00	$45,000.00	10	8	80%	3	1	2	**30%**	3	**30%**
	SNAP		$50,000.00	$5,000.00	$45,000.00	10	8	80%	2	2	1	**30%**	2	**20%**
	GA/SNAP		$75,000.00	$8,000.00	$67,000.00	20	15	75%	8	2	1	**15%**	5	**25%**
	TOTAL		**$275,000.00**	**$28,000.00**	**$247,000.00**	**80**	**61**	**76%**	**23**	**10**	**7**	**21%**	**12**	**15%**
	TANF							#DIV/0!						
	GA							#DIV/0!						
	SNAP							#DIV/0!						
	GA/SNAP							#DIV/0!						
	TOTAL		**$0.00**	**$0.00**	**$0.00**	**0**	**0**	**#DIV/0!**	**0**	**0**	**0**	**#DIV/0!**	**0**	**#DIV/0!**
	TANF													
	GA													
	SNAP													
	GA/SNAP													
	TOTAL		**$0.00**	**$0.00**	**$0.00**	**0**	**0**	**#DIV/0!**	**0**	**0**	**0**	**#DIV/0!**	**0**	**#DIV/0!**
	TANF							#DIV/0!						
	GA							#DIV/0!						
	SNAP							#DIV/0!						
	GA/SNAP							#DIV/0!						
	TOTAL		**$0.00**	**$0.00**	**$0.00**	**0**	**0**	**#DIV/0!**	**0**	**0**	**0**	**#DIV/0!**	**0**	**#DIV/0!**
	TANF							#DIV/0!						
	GA							#DIV/0!						
	SNAP							#DIV/0!						
	GA/SNAP							#DIV/0!						
	TOTAL		**$0.00**	**$0.00**	**$0.00**	**0**	**0**	**#DIV/0!**	**0**	**0**	**0**	**#DIV/0!**	**0**	**#DIV/0!**
				All Contracts Combined - TOTAL		**80**	**61**	**76%**	**23**	**10**	**7**	**#DIV/0!**	**12**	**#DIV/0!**

Balance of Funding Remaining - All Contracts Combined

Funding Source	Awards	Total Paid YTD	YTD Balance
TANF			**$0.00**
GA			**$0.00**
SNAP			**$0.00**
GA/SNAP			**$0.00**
Total Funding	**$0.00**	**$0.00**	**$0.00**
Percentage Expenditures		**#DIV/0!**	

AMERICAN JOB CENTER OF UNION COUNTY
WORKFORCE LEARNING LINK QUANTITATIVE EVALUATION
MONTHLY REPORT

	Participant		Date of Client Intake	Date of Client Program Enrollment	Date of Data Entry Into AOSOS	AOSOS Client No.	Educational Program (ESL, ABE, Computer Literacy)	Location of Program	Date of Client Exit	Goals Achieved				Date of Employment	Employer	Employer Address	Job Title	Hourly Wage
	LAST NAME	FIRST NAME								Educational Gain 1+ Levels	Entered Post-Secondary Education	Attained GED	Entered Employment					
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John J. Heldrich Center for Workforce Development

evaluation report

Evaluation of the Union County One-Stop Career Centers, 2015

by Ronnie Kauder, Ian Myre and Maria Heidkamp

Introduction

In late 2014, the Union County Workforce Investment Board (WIB) contracted with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey to conduct a qualitative process evaluation of the One-Stop Career Centers in Union County, New Jersey.

This evaluation is particularly well timed, as the recently enacted federal Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act (WIA), is now being implemented in New Jersey and across the nation. WIOA offers opportunities for a fresh strategic direction, a new type of partnership between Union County and the state, and a different role for the One-Stop Career Center system in the community. The new law offers a chance to ensure that the One-Stop system is flexible and responsive to changes in the economy, the labor market, and the community.

The One-Stop Career Centers in Union County, like One-Stop Career Centers throughout New Jersey and the nation, are comprised of collaborations of different agencies that provide services to people seeking jobs, career advice, and support for education and training. These agencies also provide services to employers. There are different funding streams for the various agencies and programs, each with its own rules, regulations, and performance expectations and measures.

There are two One-Stop Career Centers in Union County — one in Elizabeth and the other in Plainfield. There is also a satellite center at The Mills at Jersey Gardens in Elizabeth; however, the satellite center was not part of this evaluation.

This report contains the Heldrich Center's final evaluation of the Union County One-Stop Career Centers. The primary goals of this evaluation were to:

- Document the key services being provided at the One-Stop Career Centers in Elizabeth and Plainfield,
- Provide feedback to the county/WIB on the effectiveness of these services, and
- Highlight promising practices from one or both One-Stop Career Centers in terms of serving job seeker and employer customers.

Research Questions

The Heldrich Center customized a number of key questions for each party that would be interviewed in order to define answers to the following broader research questions:

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of Planning and Public Policy

1. How integrated are the services and staff at both of the One-Stop Career Centers? How integrated is the One-Stop with the rest of the community?

2. What are the primary reasons that job seekers visit the One-Stop Centers?

3. How are the facilities themselves, and how easy are they to access?

4. How do the customers feel about the services that are provided and about how they are treated by staff?

5. What is the division of labor between state and county staff, and how does that division of labor influence their activities?

6. How are the different statewide initiatives (e.g., Jobs4Jersey, Jersey Job Clubs, Talent Networks) being implemented and received at the One-Stops?

7. How does the One-Stop system in Union County tailor its services to meet the specific needs of job seekers in Union County?

8. Do the staff at the One-Stops have the resources needed to do their jobs effectively and efficiently?

9. How do the One-Stops determine whether their services are effective?

Data Collection Methodologies

The Heldrich Center used a number of qualitative research methods to carry out this evaluation.

Site Visits. The Heldrich Center team visited the Plainfield One-Stop on February 10, 2015 and the Elizabeth One-Stop on March 27, 2015. During the course of these visits, the research team conducted the following activities:

- ***Interviews*** with the WIB director, county One-Stop operator management staff, and the New Jersey Department of Labor and Workforce Development (LWD) Employment Services managers at each location. The purpose of these interviews was to understand their roles and invite their opinions on the services provided to job seekers and employers.

- ***Focus groups with frontline staff members.*** Nine staff members participated in each staff focus group, one held in Plainfield and the other in Elizabeth. The purpose of these focus groups was to understand the responsibilities of the staff and the services they provide.

- ***Focus groups with job seekers.*** The research team also conducted in-person focus groups with job seekers. A total of six job seekers in Plainfield and nine job seekers in Elizabeth participated in these focus groups voluntarily, and each was paid $20 for his/her participation. The job seekers in the focus groups were invited to participate by staff, who were asked to find people who had utilized a variety of different services. It should be noted that a few of the job seekers were Community Work Experience Program (CWEP) participants who were carrying out their work assignments at the One-Stops. The purpose of these focus groups was to understand how job seekers learned about the One-Stop Centers, the services they used, and their opinions about the services and staff.

- ***Employer survey.*** In order to obtain employer feedback on services received, a brief employer survey was sent via email to nine employers with whom the One-Stop Career Centers currently work. The employers were asked questions relating to their opinions on the services provided, how well the centers met their expectations, and whether they would use the services again to recruit new employees.

Program Description

One-Stop Career Centers provide a variety of employment and training-related services to people seeking employment, training, unemployment benefits, and public assistance. They also provide services to area businesses. The services offered at the One-Stop Career Centers in Elizabeth and Plainfield are generally the same as the services offered in One-Stops throughout the state. These include:

- Job search assistance, primarily provided by LWD. The services include the Jobs4Jersey website and job matching tool, Jersey Job Club activities, workshops for unemployment benefits recipients required to attend as a condition of continued receipt of benefits, job fairs and "positive recruitments," and one-on-one job search assistance for job seekers.

- Training assistance for job seekers interested in training or further education, primarily provided by Union County One-Stop operations staff funded through WIA Title I (soon to be WIOA).

- Assistance to customers applying for unemployment benefits or needing help troubleshooting problems with unemployment claims, provided by the LWD Division of Unemployment Insurance (UI).

- Job search, compliance, and case management activities related to General Assistance (GA) and the Supplemental Nutrition Assistance Program (SNAP, formerly known as Food Stamps), provided by LWD staff.

- Computer-assisted training in the on-site Learning Link, which offers instruction in English-as-a-Second Language (ESL), computer literacy, and basic math and reading literacy. This is a joint effort of the county and LWD.

- Public access resource area with computers, telephones, printers, and other resources to help job seekers with their job and training searches, and with applying for unemployment benefits.

- Staff fully dedicated to serving high-need veterans. Job seekers are screened for veteran status and referred to these staff members.

- Business services to help employers with their recruitment and training needs. This appears to be carried out by LWD staff.

The overall goal for One-Stop Career Centers is to meld a unified, customer-friendly, high-performing system from the various programs and funding sources that support the One-Stop system, with as much cooperation among partner agencies as possible. This is always a challenge, given different program and performance requirements, and overall resource limitations relative to customer needs.

This report presents the findings and recommendations of the Heldrich Center's review of the two full-service One-Stops in Union County.

Findings

Customer Flow

Finding #1. The majority of job seekers who visit the One-Stop Career Centers go there for the first time because they are required to do so.

The initial visit for most of the Union County One-Stop customers is the result of a requirement to show up. Some are unemployment benefits recipients who must attend Reemployment and Eligibility Assessment (REA) or Project Reemployment Opportunities Systems (PROS) programs as a condition of continued eligibility for benefits. Others are applying for or complying with work requirements under GA, Temporary Assistance for Needy Families (TANF), or SNAP. Staff in Plainfield did not say what proportion of those who visit their One-Stop Center are mandated to come in, but staff in Elizabeth estimated that about 60% to 70% of job seekers who visit do so because it is mandated. This proportion is consistent with other One-Stop Centers across the state.

Finding #2. Of those customers who come in voluntarily, most appear to do so because they want to file for unemployment benefits or have other UI-related issues.

According to staff, the majority of the individuals voluntarily visiting the Union County One-Stops are going there in search of assistance with UI benefits. However, others visit because they are interested in training, want to use the public access resource area, have heard about the One-Stop Centers through the Union County College (UCC) Job Connection newsletter, or are attending job fairs or "positive recruitments" with employers that are recruiting new employees. In addition, some people visit the One-Stops to see agencies such as Vocational Rehabilitation or other on-site partners.

Finding #3. There is limited outreach to non-mandatory customers about services.

By all accounts, many job seekers in Union County are not required to visit a One-Stop Center but could benefit from its services. As was heard in both job seeker focus groups, job seekers who find their way to a One-Stop Center consistently said that they greatly appreciated the resources that were available to them, but they would have liked to have found out about the services earlier and gained access to them faster. This was especially true for the unemployment benefits recipients who were not called in mandatorily.

Even though the information is available online, job seekers reported that it was difficult to find out what services were available to them, as well as determine what they had to do to see a counselor. A number of job seekers said that this was due to a lack of communication between partner agencies within the One-Stop system. They stated that UI staff did not inform them of the services that were offered by the One-Stop when they first applied for unemployment benefits, and once they did learn of the services, they were not told how to utilize them. One job seeker in particular said that she was initially told by staff at one center that she was not eligible for any services but was later told by staff at the other One-Stop Center that she was eligible. Another job seeker said that it took her a month to finally speak to a counselor. A number of job seekers said that they were not informed about how to register for a training orientation, or how to schedule an appointment with a counselor.

Finding #4. The reception area at both centers is highly structured and not integrated among the partners, meaning each agency has its own receptionist.

Essentially, a visitor to one of the One-Stops must know what he/she is there for first, and then, depending on the purpose, the security guard tells him/her to go to Line 1, Line 2, or Line 3 or to take a number to be served by UI staff. Several job seeker focus group participants noted that if they did not know what type of assistance they needed, it was more difficult for them to get to those services because they didn't know what to request. All three reception lines are staffed by participants on work assignments through CWEP (i.e., none are paid staff). Although these CWEP participants may do their best to help customers and many are bilingual, it appears that they do not understand all of the agencies and programs in the One-Stop Centers and are not trained to understand customer needs and direct customers to the most appropriate services.

The UI setup has an especially bureaucratic feel, with customers seated in chairs lined up in rows waiting for their number to be called. Although there were not many people present at the time of the research team's visit, the area where claimants would normally wait was small and cramped.

Finding #5. Jersey Job Club workshops were highly regarded by job seekers participating in focus groups.

Many job seekers from both focus groups shared positive comments regarding the Jersey Job Clubs, noting that the classes and workshops were very useful. The Jersey Job Club in Elizabeth is particularly well developed, and includes an orientation to services at the One-Stop Center, résumé and advanced résumé workshops, an interviewing skills workshop and mock interviews that are recorded, a networking workshop, a workshop on how to use Linkedin, and a monthly "chat session" that people can drop into. Job seekers mentioned that they especially liked the mock interview sessions and the informal support groups. In the mock inter-

view sessions, job seekers were able to sit down with the Jersey Job Club coordinator and practice their interviewing skills while being recorded, and then had the opportunity to review the video afterward to observe how they acted during the interview. Job seekers also greatly appreciated the support group ("chat") sessions for helping them cope with being unemployed and showing them that they aren't alone. Job seekers in the Elizabeth focus group were tremendously enthusiastic in their support for the Jersey Job Club coordinator, who provided moral support, empathy, and even homemade cookies during support group sessions. Heldrich Center researchers have visited One-Stop Centers throughout New Jersey and have not heard about such Jersey Job Club activities as recorded mock interviews and drop-in support group sessions in any other One-Stop Center. These activities are innovative and were praised by both job seekers and staff. The Heldrich Center considers them to be promising practices.

Finding #6. Support for occupational training was also highly valued by job seekers, but job seekers noted problems with the tuition waiver system, including frustration at having to wait until late registration to register for classes.

In both focus groups, a number of the job seekers were engaged in occupational training, and they expressed their appreciation for having access to training resources. Some job seekers were beginning new careers while others decided to pursue credentials based on previous experience, such as one individual who wanted to get an accounting degree since he took a number of college accounting classes in the past. This job seeker in particular was grateful for the opportunity to finish what he had started years prior.

Although job seekers were happy to be able to have tuition waived, they expressed frustration at being forced to wait until the late registration period to register for classes, at which point they are allowed to fill whatever seats remain. In many situations, the classes are already full by the time job seekers can register. This can be distressing for people who have mandatory classes in their programs of study and could potentially slow their progress toward earning their degree or credential.

Finding #7. Staff members utilize different forms of labor market information when helping job seekers choose a training program.

The primary use of labor market information within the One-Stop is the New Jersey LWD list of in-demand occupations. Job seekers meet with counselors and explore their interests, and then select an occupation that they would like to pursue. Staff then check the state list to determine if the occupation is in demand, and attempt to steer job seekers away from that occupation if it is not on the list. Heldrich Center researchers have visited a number of One-Stops in New Jersey where staff mentioned that the statewide in-demand occupations list is at least three years old and may not reflect the current job market. Union County management staff were aware that the state's in-demand occupations list is only to be used as a starting point when approving training programs. Job seekers can still pursue an occupation that is not on the list if they or the staff they are working with can show that the occupation is in demand in the local area. Staff usually determine this by using information from the Talent Networks, job fairs, a "top 50 jobs" list from labor market analysts, and the New Jersey Career Assistance Navigator, an online resource that presents current national, New Jersey, and local labor market information.

Finding #8. Job seekers reported long waits for services, and some job seekers also complained about having to "jump through hoops for no apparent reason" to get funding for training.

Some job seekers mentioned long delays for training orientation sessions (four to six weeks), which is the first step in the training approval process. A number of staff members confirmed this by saying that the training orientations were booked for at least one month in advance. Aside from the long waiting time for orientations, job seekers also expressed frustration over having to "jump through hoops for no apparent reason," such as being forced to take the Test of Adult Basic Education even if they had a Bachelor's degree. Even when job seekers were able to get into an orientation, see a counselor, and finish the process of choosing a training provider, they stated that they still had to wait for funding to come through. One job seeker

stated that although the process from the orientation up through choosing a training provider only took about two weeks, he had to wait an additional two weeks for his funding to come in. It appears that the whole training approval process can be time-consuming and that training funds are not always available at the end, leading to disappointment or additional waiting.

Finding #9. There are many high-need job seekers going to the Union County One-Stops but limited services to address these needs.

Both staff and managers indicated that one of the major challenges in Union County is a large number of high-need job seekers. Many of those accessing services from the One-Stop system have a high school education or less, few job skills, limited English language skills, and inadequate computer literacy. The One-Stop Centers are only able to address these issues in a limited way. For example, there are very few bilingual Spanish-English staff and a very small ESL and computer literacy capacity. Both staff groups mentioned that the centers need to focus on computer literacy because many of the job search and training resources are online, but many job seekers do not know how to use a computer.

Finding #10. The programs at the One-Stop Centers appear to run parallel to each other and do not often intersect.

While many partner agencies are co-located in the same building, the advantages of co-location are not being fully realized in terms of coordination and integration of services. Job seekers who participated in one focus group expressed frustration that the staff of the different agencies do not communicate with each other. This lack of communication, especially between the UI staff and other One-Stop staff, is one reason that job seekers do not learn about the services of the One-Stop Centers early enough in their unemployment periods.

Facilities

Finding #11. Both One-Stop Centers are in convenient locations.

Both locations are easily accessible via public transportation and have parking nearby. Both facilities are pleasant and appear to be well maintained.

Finding #12. Services are co-located.

The One-Stop Career Center in Elizabeth houses Union County One-Stop operations; LWD's UI, Employment Services, and Vocational Rehabilitation divisions; Reconnections (a prisoner reentry program); and Easter Seals (an employment program for adults 55+). The center in Plainfield houses all of the same organizations except Vocational Rehabilitation. Having all or most services available in a single location is more convenient for customers and makes it easier to coordinate and integrate services. Co-location is a necessary ingredient in a unified One-Stop system, but does not by itself bring about coordinated services to individuals.

Staffing

Finding #13. While staff understand their own responsibilities, knowledge of the responsibilities of partner staff appears incomplete.

Staff in one of the One-Stops appeared to have good informal communication and seemed to understand each other's roles and programs. In the other One-Stop, however, county staff could explain county tasks and LWD state staff could explain LWD tasks. However, only certain staff members understood both, adding to the impression of programs being siloed. It should also be noted that services did not seem to be less siloed at the One-Stop where there was good informal communication. Staff had a good understanding of what others within the system did, but they did not necessarily work together.

Finding #14. The UI presence in Elizabeth seemed to be both understaffed and lacking important language skills.

According to staff focus group participants at the Elizabeth One-Stop, UI was forced to close for a two-week period due to inadequate staffing. Also, staff reported that there are no bilingual UI staff, despite the fact that according to the Census Bureau's 2013 American Community Survey, Elizabeth has a population that is more than 50% Hispanic.

Finding #15. Job seekers who participated in one of the focus groups were positive about their experience with the One-Stop staff.

Job seekers from both Plainfield and Elizabeth characterized the One-Stop staff they dealt with as caring and responsive. In particular, job seekers at one center identified specific counselors by name with whom they said they had developed a good relationship. They said that although the counselors may push them, they are caring and are always there when job seekers need them. However, job seekers at the other One-Stop did express some frustrations with staff there. They said that they had to "shop around" until they found a counselor that they felt really cared about their situation. To further aggravate matters, these job seekers also said that since staff don't communicate with one another very well, they feel as though they have to start from the beginning every time they move to a new counselor.

As noted earlier, the Jersey Job Club leader in Elizabeth received special praise for not only being caring and respectful, but for also emailing job seekers regularly to tell them about different events that were coming up at the One-Stop.

Finding #16. Management staff reported few professional development opportunities for the staff.

In Union County and statewide, it appears that staff development has received relatively little attention in the past several years. Both management staff and the WIB director mentioned that there has been little staff development at the One-Stops in Union County, and have expressed that this is an issue.

Finding #17. The time demands associated with conducting required group activities and compliance functions leave staff little time for one-on-one activities with job seekers.

Almost all of the LWD Employment Services staff time appears to be occupied with required group activities, such as REA, PROS, and Jersey Job Club, and compliance activities related to public assistance recipients. This leaves little time for one-on-one activities with job seekers. It is not clear how staff allocations are made statewide by LWD to the local One-Stop Centers, but staff in both Elizabeth and Plainfield appear to struggle just to keep up with required activities. In Plainfield, there are no Employment Services counselors, only interviewers. Staff believe that customers greatly benefit from one-on-one counseling, but aside from helping with the training process, there is little time available for this to happen.

One-Stop Management and Partner Relationships

Finding #18. There is no unified management structure within the One-Stop system.

The current management structure within the two One-Stop Centers in Union County is comprised of two LWD Employment Services managers (one at each center) and two county One-Stop operations managers who go back and forth between the two One-Stops. However, both Employment Services managers are functioning in an acting capacity, and the One-Stop operations managers handle both centers instead of one manager per center. This has created a management structure where no one person or agency is in charge of each One-Stop. Consequently, there is no single person to contact who manages what happens in each facility. This management approach is consistent with the observations that programs appear to operate parallel to each other instead of a fully integrated system.

Finding #19. There appears to be little formal partner interaction at the One-Stops.

Based on comments from both focus groups, and all of the interviews, there appears to be limited formal interaction among the partners at the One-Stops. This includes a lack of staff sharing information about customers and limited knowledge of what other agencies are doing. It was not clear whether there was any interagency referral system. It appears that there are no regularly scheduled partner management meetings within the centers, which differs from other One-Stop Centers in the state. One staff member described his center as a "vertical maze" where people from different agencies do not talk to each other.

Finding #20. Though it is not an on-site partner, there appears to be a good working relationship with UCC.

Both staff and job seekers mentioned UCC's Job Connection newsletter, published weekly by UCC's Center of Economic and Workforce Development and supported by the county. This newsletter includes information about community events, including those at the One-Stops, as well as an extensive listing of job opportunities. It is distributed at the One-Stop Centers, among other locations. In addition to the widely praised newsletter, UCC appears to be a training institution of choice for many job seekers and accepts tuition waivers.

Technology

Finding #21. The antiquated unemployment benefits claims system has the effect of increasing traffic at the One-Stops.

Though this is a statewide issue, and not within the control of Union County, the outdated UI claims system results in frustrated customers visiting the centers to troubleshoot their problems with both the online and telephone systems. A number of staff and job seekers mentioned that this causes particular problems in Union County because UI is severely understaffed at the One-Stops.

Finding #22. Union County One-Stop staff reported several problems with the Jobs4Jersey system.

While Jobs4Jersey is a statewide system and not within the control of Union County, staff reported that it is difficult for non-computer literate and non-English-speaking job seekers to use, and many Union County job seekers are one or both. In addition to user limitations, the system also suffers from some technical problems. Both staff and job seekers mentioned that the search and matching algorithm is not accurate. This is especially true for less-skilled job seekers, who usually receive "matches" produced by the system that are too broad. Staff also said that they had received complaints from employers who said that the system is not user friendly on their end, and job seekers mentioned that the résumé builder can scramble their résumé once they upload it.

There was positive feedback on Jobs4Jersey from one of the people who handles business services. That individual said that the staff-assisted function facilitates ongoing relationships with employers.

Finding #23. There are different information systems, forms, and requirements for partner programs.

This creates additional work for staff and in some cases, "double data entry" issues. For example, America's One-Stop Operating System (AOSOS) does not communicate with other systems within the One-Stop, such as the system for TANF, SNAP, and GA. This creates a situation where staff must input the same information twice. Also, there have been complaints about the interface between Jobs4Jersey and AOSOS, where anything that is written in Jobs4Jersey overwrites everything in AOSOS. This has created situations where job seekers will accidentally make changes on their profile on Jobs4Jersey that then changes their profile in AOSOS.

Finding #24. None of the technology systems facilitate tracking outcomes in real time.

One frustration felt by staff and management is that there is no easy way to find out what happened to job seekers in real time. The Jersey Job Club staff member in Elizabeth keeps a Microsoft Excel spreadsheet that allows her to keep in touch with

Jersey Job Club participants, but the existing information systems do not facilitate follow-up with participants. The required information systems are a statewide issue.

Also, one person interviewed remarked on the unrealistic nature of the official performance targets set by the U.S. Department of Labor (expecting local areas to achieve employment rates of 80% to 90% for low- and moderately skilled populations). This individual stated that this leads to some manipulation of the reporting system, which in turn leads to the official reporting system being of limited use in understanding what does and doesn't work in terms of serving job seekers. This issue is not limited to Union County and may be a statewide and even a nationwide issue.

Business Services

Finding #25. Services to businesses are conducted primarily by the acting LWD Employment Services manager in Elizabeth and the LWD business services representative (BSR) in Plainfield.

Both the BSR and the acting Employment Services manager have made it their focus to reach out to businesses in the area to partner with the One-Stops. They organize positive recruitment sessions and bring businesses into the centers to help make the connection between job seekers and local businesses in need of employees. Their goal is to satisfy employers by referring qualified candidates. The BSR has countywide responsibility, while the acting manager, who was previously a BSR in a neighboring county, has experience in business services and has made this area a priority for his work in Elizabeth.

Finding #26. The Union County One-Stop Centers seem to have a closer relationship with the Talent Networks than One-Stops in other parts of the state.

According to the staff focus groups, and interviews with both acting Employment Services managers, the One-Stops in Union County utilize the Talent Networks in a number of ways. Around the state, each Talent Network comes into each One-Stop Career Center once a year to host an information session on what skills employers are seeking in that sector in local markets. These arrangements are made through the Jersey Job Club coordinators in each One-Stop Center. However, according to staff, the Union County One-Stop Centers engage with the Talent Networks in other ways. They use information from the Talent Networks for labor market information when trying to find training opportunities for job seekers. If a job seeker has a college degree or past experience in a Talent Network industry, then the One-Stop will work with the Talent Network to help the job seeker network and find more job leads. It appears that the One-Stop Centers work with the Transportation, Logistics, and Distribution and Health Care Talent Networks more than others, as those Talent Networks were mentioned by job seekers in particular, and a number of businesses that work with the One-Stops are in those fields.

Finding #27. Though few employers responded to an online customer satisfaction survey, those that did were positive about their experiences with the One-Stop Career Centers.

As was expected, few employers responded to the survey. (It is traditionally difficult to get employers to participate in focus groups or surveys about the public workforce system.) Those employers that responded indicated strong support for the Union County One-Stop Career Center services they received. They appear to value most the referral of qualified candidates for job openings. They were somewhat more mixed though still positive about other services (general customer assistance with navigating the workforce system, Jobs4Jersey.com/OnRamp information and assistance, and information about programs, services, and incentives). They each indicated they would use the services of the One-Stop Career Center again.

Recommendations

The implementation of WIOA offers opportunities for Union County to rethink the services of the One-Stop system and the place of the One-Stop Centers in the community. The Heldrich Center understands that many of the findings in this report are not within the sole control of Union County and require action by the state. LWD has taken an unusually collaborative approach to WIOA imple-

mentation, presenting a chance for Union County to work with LWD to develop a more integrated approach to providing services in the One-Stop Centers. At the same time, some issues, especially those relating to technology systems, are the state's responsibility to resolve.

The Heldrich Center recommends that the Union County WIB, in concert with the Union County One-Stop operator and other One-Stop partners, especially LWD, consider the following recommendations:

Recommendation #1. The county, state, and other partner agencies should better coordinate services offered within each One-Stop Center.

This will require more formal communication mechanisms, at least among on-site partner agencies. There should be regular management team meetings at each location and between the two centers, and team building and cross training for the staff.

Recommendation #2. The county and other partners should establish a unified management structure.

In order to better coordinate services, a different management structure is needed. The current structure reflects the parallel operations of the different programs. No one person is responsible for what happens in each building and no one person is responsible for organizing partner meetings or bringing people together. Some One-Stop Centers in other parts of the state and nation have figured out ways to organize the management structure so that it is more unified, while at the same time respecting the roles and responsibilities of the different agency managers. These structures vary from county to county, and at times even from One-Stop to One-Stop within certain counties. At times, the One-Stop operator(s) is clearly in charge of the center, while in some cases the Employment Services manager is in charge. Sometimes the WIB director is the convener. Regardless of which structure is used, there must be a management structure where someone is the point person for the entire operation at each center.

Recommendation #3. County and state partners should market and streamline services.

There must be better marketing of the services available as early in the unemployment period as possible. All of the agencies at the One-Stop Centers, including UI staff, need to improve their upfront communication with job seekers to tell them exactly what services are available to them. It may also be necessary to increase the frequency of training orientations so that job seekers can move through the process more quickly.

Recommendation #4. All of the partners in the One-Stop system should better address the needs of job seekers, particularly high-need job seekers.

While the county has already begun to move in this direction, more needs to be done. Addressing these needs could involve both changes at the One-Stops and additional relationships with other organizations in the larger community. Recommended strategies include:

- ***All partners should have more bilingual staff.*** The Census Bureau's 2013 American Community Survey reported that 74% of Elizabeth residents and 47% of Plainfield residents speak a language other than English at home. Serving this population necessitates staff at every agency that can communicate with these residents.

- ***The county should establish closer relationships with community organizations.*** Although the One-Stop Centers already have a good relationship with UCC, it would be beneficial to establish additional relationships with other community organizations (faith-based organizations, community-based organizations, libraries, etc.) in order to improve the One-Stop system's image and reach. Currently, the feeling among some staff and job seekers is that the One-Stops are disconnected from the rest of the community, and that the One-Stops have a "don't call us, we'll call you" reputation. By forging closer relationships with community organizations, the One-Stop Centers will be able to change their image to that of a community partner, and thus take advantage of other services in the community that support employment outcomes.

- ***The county should arrange for more ESL and computer literacy instruction.*** Given the extent of need, the One-Stop system should develop or connect with additional services specifically for the high-need population served by the One-Stop Centers. At a minimum, there should be additional classes offered directly or by partner and community organizations in ESL and computer literacy so that customers can function better in the job market. In light of LWD's emphasis on the Jobs4Jersey portal, customers with limited computer skills will need additional training so as not to be left behind in the job search process. There are a variety of modalities for offering such courses, such as in-person, teacher-led, online learning, and mixed-method. Different approaches may work for different people, and some of these approaches may be relatively inexpensive.

- ***The agencies in the One-Stop Centers should streamline and professionalize the reception/triage function.*** Currently, the reception desks are not integrated (each agency has its own receptionist) and they are all staffed with CWEP participants. It would be best if there were fewer people at the reception desk and that they be paid professional staff that understand all of the agencies and programs in the One-Stop Centers and are able to triage based on customer needs. One person interviewed stated that the county is already looking to move in this direction.

Recommendation #5. The state and county should further develop the staff.

In consultation with the state, the county should develop and implement a staff development plan for all One-Stop Career Center staff. Staff would benefit from team building and cross training, as well as efforts that bring staff up-to-date with labor market trends and current job search modes. This should involve general information sharing about the various partner programs and activities, information on labor market trends and changing demands for workers, and specific training to enhance the skills of staff in each discipline.

Recommendation #6. The WIB should analyze staffing and resource issues and set strategic priorities.

Clearly, the One-Stop Career Center system has resource limitations and cannot be all things to all people. It is important to identify what the One-Stops can do by utilizing all of the resources available and setting priorities. The delays that job seekers complained about can discourage and alienate customers, but this may not be the best way to reduce the workload.

Recommendation #7. The WIB should establish formal customer feedback mechanisms.

This could involve periodic surveys — on paper or online — to check in with both job seeker and employer customers. It might also include mechanisms to follow up with both types of customers individually after a period of time to gauge outcomes. This type of customer feedback would help the One-Stop system evaluate the value of its services, periodically redirect resources, and keep its strategic direction attuned to the needs of and input from customers.

ATTACHMENT J

Policy Resolution *WDB 2016-5, Procurement Policies & Procedures*

UNION COUNTY WORKFORCE DEVELOPMENT BOARD

PROPOSED POLICY RESOLUTION: WDB-2016-05

SUBJECT: PROCUREMENT POLICIES & PROCEDURES

PURPOSE: THE PURPOSE OF THIS RESOLUTION IS TO MEMORIALIZE THE ADOPTION OF EXISTING PROCUREMENT POLICIES AND PROCEDURES FOR THE WORKFORCE INNOVATION AND OPPORTUNITY ACT AND WORKFIRST NEW JERSEY—TANF/GA FUNDING AWARDS TO SUB-RECIPIENTS OF THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD AND THE UNION COUNTY BOARD OF CHOSEN FREEHOLDERS.

BACKGROUND:

THE PROCUREMENT AND CONTRACTING GUIDELINES WHICH GOVERN THE POLICIES AND PROCEDURES CONTAINED INCLUDE:

29 CODE OF FEDERAL REGULATIONS 97.36
2 CODE OF FEDERAL REGULATIONS 200.37
WORKFORCE INVESTMENT ACT PROCUREMENT AND CONTRACTING (MAY 2001) BY THE NEW JERSEY DEPARTMENT OF LABOR
NEW JERSEY CONTRACTS LAW AND REGULATION REFERENCE MANUAL: WITH RELATED AND SUPPORTING INFORMATION (APRIL 2014)
NEW JERSEY UNIFORM ETHICS CODE (FEBRUARY 2011)
NEW JERSEY WORKFORCE INNOVATION NOTICE 10-15 – WIOA YOUTH PROCUREMENT GUIDELINES
NEW JERSEY WORKFORCE INNOVATION NOTICE 12-15 – UNIFORM ADMINISTRATIVE REQUIREMENTS: COST SHARING PROVISIONS
NEW JERSEY STATE PLAN FOR TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) (FFY 2015 – FFY 2017)

TIMEFRAME: NOTICE IS IMMEDIATE.

ATTACHMENT:

A. WDB-2016-03: INTERNAL CONTROL PROCEDURES FOR PROCESSING VOUCHERS
B. REQUEST FOR PROPOSALS RELEASE, APPEALS AND CONTRACTING TIMELINE
C. REQUEST FOR PROPOSALS REQUIRED ATTACHMENTS
D. WDB-2016-04: BUDGET POLICIES AND PROCEDURES FOR MANAGING VENDOR AND SUB-RECIPIENT ACCOUNTS
E. WORKFORCE INVESTMENT ACT PROCUREMENT AND CONTRACTING (MAY 2001) BY THE NEW JERSEY DEPARTMENT OF LABOR
F. NEW JERSEY CONTRACTS LAW AND REGULATION REFERENCE MANUAL: WITH RELATED AND SUPPORTING INFORMATION (APRIL 2014)
G. NEW JERSEY UNIFORM ETHICS CODE (FEBRUARY 2011)
H. NEW JERSEY WORKFORCE INNOVATION NOTICE 10-15 – WIOA YOUTH PROCUREMENT GUIDELINES
I. NEW JERSEY WORKFORCE INNOVATION NOTICE 12-15 – UNIFORM ADMINISTRATIVE REQUIREMENTS: COST SHARING PROVISIONS
J. NEW JERSEY STATE PLAN FOR TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) (FFY 2015 – FFY 2017)
K. NOTICE OF PROPOSAL RECEIPT

RESOLUTION:

BE IT RESOLVED, THAT THE PURPOSE OF THESE POLICIES AND PROCEDURES IS TO PROVIDE GUIDANCE FOR STAFF OF THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD AND THE AMERICAN JOBS CENTERS OF UNION COUNTY AS IT RELATES TO THE PROCUREMENT AND CONTRACTING OF OCCUPATIONAL TRAINING AND SUPPORTIVE WORKFORCE SERVICES, ENSURE SUCCESSFUL PERFORMANCE OUTCOMES AND DRIVE EVALUATION TRANSPARENCY;

BE IT FURTHER RESOLVED, THAT THE CAP ON ALL FIXED COST ASSOCIATED WITH THE WORKFORCE TRAINING PROGRAMS REFERENCED HEREIN SHALL NOT EXCEED 20% OF THE AWARD AMOUNT WHILE THE 80% SHALL BE COMMITTED TOWARDS DIRECT SERVICES TO THE CLIENTS OF THE PROGRAM;

BE IT FURTHER RESOLVED, THAT ALL REQUEST FOR PROPOSALS SHALL REQUIRE A MINIMUM OF 10% IN-KIND CONTRIBUTION AND COMMITMENT FROM THE PROSPECTIVE SUB-RECIPIENT AS PART OF THE REQUEST FOR PROPOSAL;

BE IT FURTHER RESOLVED, THAT ALL IN-KIND CONTRIBUTIONS OR SHARE OF THE SUB-RECIPIENT'S EXPENSES SHALL BE PROPERTY DOCUMENTED AND VOUCHERED FOR UTILIZING THE STANDARDS SET FOR IN THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD'S RESOLUTION NUMBER WDB-2016-03 – INTERNAL CONTROL PROCEDURES FOR PROCESSING VOUCHERS (ATTACHMENT A);

BE IT FURTHER RESOLVED, THAT THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD AND THE AMERICAN JOB CENTERS OF UNION COUNTY SHALL EMPLOY THE TIME FRAMES OUTLINED IN THE ENCLOSED REQUEST FOR PROPOSALS RELEASE, APPEALS AND CONTRACTING TIMELINE (ATTACHMENT B);

BE IT FURTHER RESOLVED, THAT THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD AND THE AMERICAN JOB CENTERS OF UNION COUNTY SHALL REQUIRE THAT ALL REQUEST FOR PROPOSALS SUBMITTED FOR AWARD CONSIDERATION SUBMIT WITH SAME THE REQUEST FOR PROPOSALS REQUIRED ATTACHMENTS ENUMERATED IN ATTACHMENT C;

BE IT RESOLVED, THAT THE FOLLOWING GENERAL PROCEDURES SHALL BE EMPLOYED:
1. SUBSEQUENT TO FOLLOWING STEPS 1 THROUGH 4 AS OUTLINED IN THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD'S RESOLUTION NUMBER WDB-2016-04 –BUDGET POLICIES AND PROCEDURES FOR MANAGING VENDOR AND SUB-RECIPIENT ACCOUNTS (ATTACHMENT D), CONFIRM THAT THE DESIGN OF THE REQUEST FOR PROPOSAL IS IN COMPLIANCE WITH ATTACHMENTS:

E. WORKFORCE INVESTMENT ACT PROCUREMENT AND CONTRACTING (MAY 2001) BY THE NEW JERSEY DEPARTMENT OF LABOR
F. NEW JERSEY CONTRACTS LAW AND REGULATION REFERENCE MANUAL: WITH RELATED AND SUPPORTING INFORMATION (APRIL 2014)
G. NEW JERSEY UNIFORM ETHICS CODE (FEBRUARY 2011)
H. NEW JERSEY WORKFORCE INNOVATION NOTICE 10-15 – WIOA YOUTH PROCUREMENT GUIDELINES
I. NEW JERSEY WORKFORCE INNOVATION NOTICE 12-15 – UNIFORM ADMINISTRATIVE REQUIREMENTS: COST SHARING PROVISIONS
J. NEW JERSEY STATE PLAN FOR TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) (FFY 2015 – FFY 2017)

2. SUBSEQUENT TO CONFIRMATION OF REGULATORY COMPLIANCE, SUBMIT THE DRAFT PROPOSAL TO THE COUNTY OF UNION'S LAW DEPARTMENT FOR PROPER REVIEW AND AMENDMENTS;

3. SUBMIT PUBLIC NOTICE TO NJ ADVANCE MEDIA (REQUIRED BY N.J.S.A. 40A: 11-4.5 (A)) – NEW JERSEY PUBLIC LAW C.139 MADE IT MANDATORY TO POST A PUBLIC NOTICE, PUBLICLY OPEN AND AWARD ANY PROFESSIONAL SERVICES ET AL FOR A CONTRACT OVER $17,500 AS A FURTHER DETERRENT TO ANY UNDUE INFLUENCE OR PREFERENCE IN THE AWARD OF SUCH BIDS.
4. SUBSEQUENT TO REVIEW AND APPROVAL, THE COUNTY OF UNION'S LAW DEPARTMENT SHALL AUTHORIZE THE COUNTY'S WEB ADMINISTRATOR TO PUBLISH THE REQUEST FOR PROPOSAL ON THE COUNTY'S WEBSITE LOCATED AT http://ucnj.org/rfqs-rfps-rccps/ SO AS TO COMPLY WITH NEW JERSEY PUBLIC LAW C.139.

5. ELIGIBLE RESPONDENTS:

FULL AND OPEN COMPETITION- ALL PROCUREMENT TRANSACTIONS WILL BE CONDUCTED IN A MANNER PROVIDING FULL AND OPEN COMPETITION CONSISTENT WITH THE STANDARDS STATED IN FEDERAL AND STATE PROCUREMENT REQUIREMENTS (NJDOL WIA PROCUREMENT AND CONTRACTING, PG. 10)

a. PROPOSERS MAY BE PUBLIC AGENCIES, BUSINESS ORGANIZATIONS, PUBLIC OR PRIVATE NOT-FOR-PROFIT CORPORATIONS, COMMUNITY-BASED ORGANIZATIONS, LOCAL EDUCATIONAL

AGENCIES, OR PRIVATE FOR-PROFIT CORPORATIONS ORGANIZED IN ACCORDANCE WITH STATE AND FEDERAL LAWS. PROPOSERS ARE NOT ELIGIBLE IF THE ORGANIZATION, OR IF 2/3 OF THE OFFICERS OF THE ORGANIZATION, HAVE BEEN DEBARRED FROM ANY OTHER PUBLIC AGENCY IN THE UNITED STATES; INCLUDING, AT THE TIME OF PROPOSAL SUBMISSION, THOSE LISTED AS "DEBARRED, SUSPENDED, OR PROPOSED FOR DEBARMENT" ON THE EXCLUDED PARTIES LIST SYSTEM IN USE BY THE UNITED STATES GENERAL SERVICES ADMINISTRATION.

b. THE PUBLIC OR PRIVATE ORGANIZATION MAY BE FOR PROFIT OR NONPROFIT AND PROPERLY ORGANIZED IN ACCORDANCE WITH STATE AND FEDERAL LAW AND IN EXISTENCE FOR THE FIVE (5) YEARS PRIOR TO APPLICATION AND ACTIVELY PROVIDING THE SERVICE(S) PROPOSED. THE PROPOSER'S ORGANIZATIONAL MISSION STATEMENT WILL ENCOMPASS THE DESIGNATED SERVICES TO BE PROVIDED. ORGANIZATIONS MUST ALSO SHOW THAT IT HAS ADDITIONAL FUNDING SOURCES AND WILL NOT BE DEPENDENT ON WIOA FUNDS ALONE FOR ONGOING OPERATIONS.
c. AGENCIES SHOULD HAVE ADEQUATE FACILITIES AND STAFF IN THE AREA(S) THEY ARE PROPOSING TO SERVE. THE PROGRAM FACILITY MUST BE APPROPRIATE IN SIZE AND DESIGN TO ACCOMMODATE PROGRAM STAFF, PARTICIPANTS AND SERVICES. THE PROPOSER MUST ENSURE THAT THE BUILDING AND SPACE, IN WHICH STAFF AND WIOA PARTICIPANTS ARE HOUSED, MEET LOCAL FIRE, HEALTH AND SAFETY STANDARDS, AND COMPLY WITH THE STANDARDS OF THE AMERICANS WITH DISABILITIES ACT (ADA). TO HAVE THE GREATEST POSSIBLE COMMUNITY IMPACT, BOTH THE WIOA AND THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD, ENCOURAGE PARTNERING AND COLLABORATION TO DELIVER THE MOST EFFECTIVE SERVICES. IN ADDITION, PROVIDERS MUST BE CAPABLE OF LINKING PARTICIPANTS WITH THE AMERICAN JOB CENTER SYSTEM OF UNION COUNTY FOR LIFE-LONG JOB SEEKING SERVICES.
d. NO ORGANIZATION MAY COMPETE FOR FUNDS IF: (1) THE ORGANIZATION HAS BEEN DEBARRED OR SUSPENDED OR OTHERWISE DETERMINED TO BE INELIGIBLE TO RECEIVE FEDERAL FUNDS BY AN ACTION OF ANY GOVERNMENTAL AGENCY; (2) THE ORGANIZATION'S PREVIOUS CONTRACT WITH THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD WAS TERMINATED FOR CAUSE; OR (3) THE ORGANIZATION HAS NOT COMPLIED WITH AN OFFICIAL ORDER TO REPAY DISALLOWED COSTS INCURRED DURING ITS PERFORMANCE OF PROGRAMS OR SERVICES.
e. PROPOSERS (INCLUDING SUBCONTRACTORS) MUST BE APPROVED BY NJ DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT OR NJ DEPARTMENT OF EDUCATION EQUIVALENT FOR PROGRAMS THAT INCLUDE AN OCCUPATIONAL TRAINING CLASSROOM COMPONENT AND/OR A COMPREHENSIVE EDUCATIONAL COMPONENT, I.E. ADULT BASIC EDUCATION, ENGLISH AS A SECOND LANGUAGE, WORK READINESS AND OTHER TRAINING RELATED COURSES. THE PROGRAM MUST BE *LISTED* ON THE NJ DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT *ELIGIBLE TRAINING PROVIDER LIST*.

6. TECHNICAL ASSISTANCE CONFERENCE –THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD WILL HOLD A TECHNICAL ASSISTANCE CONFERENCE TO GUIDE POTENTIAL SUB-RECIPIENTS ON THE CONTENT OF REQUEST FOR PROPOSALS PROPOSAL;

7. PROPOSAL SUBMISSION

a. RESPONDENTS WHO HAND-DELIVER THE PROPOSAL WILL BE ISSUED A "NOTICE OF PROPOSAL RECEIPT" (ATTACHMENT K). HAND-DELIVERED PROPOSALS SHALL BE ACCEPTED UP TO THE DAY AND TIME OF THE PROPOSAL DUE DATE AS ON THE REQUEST FOR PROPOSALS AND AT THE CORRESPONDING ADDRESS AS OUTLINED IN THE REQUEST FOR PROPOSALS.

b. IF A COMMERCIAL CARRIER (FEDEX, UPS, OR USPS) IS USED TO SUBMIT A PROPOSAL, IT IS THE RESPONSIBILITY OF RESPONDENT TO ENSURE THAT THEY RECEIVE A RECEIPT OF DELIVERY FROM THE COMMERCIAL CARRIER.

c. TIMELY SUBMISSION OF THE PROPOSAL IS THE SOLE RESPONSIBILITY OF RESPONDENT. PROPOSALS MUST BE RECEIVED AND DATE-STAMPED BY UNION COUNTY WORKFORCE DEVELOPMENT

d. ON PROPOSAL DUE DATE AND TIME, COUNTY COUNSEL WILL PUBLICALLY OPEN PROPOSALS RECEIVED AND ANNOUNCE SUB-RECIPIENT NAME, PROGRAM APPLYING FOR, AND AMOUNT OF PROPOSAL.

8. EVALUATION OF BIDS/PROPOSALS

EVALUATION CRITERIA-THE METHODOLOGY FOR THE AWARDING OF COMPETITIVE CONTRACTS SHALL BE BASED ON AN EVALUATION AND RANKING, WHICH SHALL INCLUDE TECHNICAL, MANAGEMENT, AND COST RELATED CRITERIA, AND MAY INCLUDE A WEIGHTING OF CRITERIA, ALL DEVELOPED IN A WAY THAT IS INTENDED TO MEET THE SPECIFIC NEEDS OF THE CONTRACTING UNIT, AND WHERE SUCH CRITERIA SHALL NOT UNFAIRLY OR ILLEGALLY DISCRIMINATE AGAINST OR EXCLUDE OTHERWISE CAPABLE SUB-RECIPIENTS. WHEN AN EVALUATION METHODOLOGY USES A WEIGHTING OF CRITERIA, AT THE OPTION OF THE CONTRACTING UNIT THE WEIGHTING TO BE ACCORDED TO EACH CRITERION MAY BE DISCLOSED TO SUB-RECIPIENTS PRIOR TO RECEIPT OF THE PROPOSALS. THE METHODOLOGY FOR AWARDING COMPETITIVE CONTRACTS SHALL COMPLY WITH SUCH RULES AND REGULATIONS AS THE DIRECTOR (NJ DIVISION OF LOCAL GOVERNMENT SERVICES) MAY ADOPT, AFTER CONSULTATION WITH THE COMMISSIONER OF EDUCATION PURSUANT TO THE "ADMINISTRATIVE PROCEDURE ACT" (N.J.S.A. 40A: 11-4.4 (B)).

a. WHEN EVALUATING SUB-RECIPIENT PROPOSALS STAFF MUST REVIEW AND SIGN **ETHIC DOCUMENTS** TO ENSURE NO CONFLICT OF INTEREST (29 CFR 97.36 (D)(3), N.J.S.A. 5:34-4.3(F)).

b. STAFF WILL SCORE PROPOSALS BASED ON THE **UNION COUNTY WORKFORCE DEVELOPMENT BOARD** DEVELOPED **REQUEST FOR PROPOSALS EVALUATION GUIDE**.

9. THE FOLLOWING REASONS SHALL BE GROUNDS FOR AUTOMATIC REJECTION OF AN APPLICATION DUE TO FAILURE TO CONFORM TO THE REQUIREMENTS OF THE **REQUEST FOR PROPOSALS**:

a. APPLICANT DID NOT MEET THE REQUIRED APPLICATION DEADLINE;
b. THE APPLICATION IS NOT SIGNED IN THE APPROPRIATE PLACES. SIGNATURES ON ATTACHMENTS OR OTHER DOCUMENTS DO NOT COUNT AS SIGNATURES ON THE APPLICATION;
c. APPLICATION IS INCOMPLETE;
d. NON-COMPLIANCE WITH ADMINISTRATIVE REQUIREMENTS, INCLUDING BUT NOT LIMITED TO ABSENCE OF ATTACHMENTS; AND
e. APPLICATION SUBMITTED IN AN UNACCEPTABLE MANNER, E.G. TELEPHONE, FAX, E-MAIL

10. AWARDS WILL BE MADE TO THE RESPONSIBLE FIRM WHOSE PROPOSAL IS MOST ADVANTAGEOUS TO THE PROGRAM, WITH PRICE AND OTHER FACTORS CONSIDERED 29 CFR 97.36(D)(3).

11. A REPORT IS PREPARED AFTER PROPOSALS HAVE BEEN EVALUATED PURSUANT TO N.J.S.A. 40A: 11-4.5(D)

REPORT MUST:

a. LIST THE NAMES OF ALL POTENTIAL SUB-RECIPIENT WHO SUBMITTED A PROPOSAL;

b. SUMMARIZED THE PROPOSAL OF EACH SUB-RECIPIENT;
c. RANKS SUB-RECIPIENTS IN ORDER OF EVALUATION;
d. RECOMMENDS THE SELECTION OF A SUB-RECIPIENT(S) FOR A CONTRACT
e. IS CLEAR IN THE REASONS WHY THE SUB-RECIPIENT(S) HAVE BEEN SELECTED AMONG OTHERS CONSIDERED;
f. DETAILS THE TERMS, CONDITIONS, SCOPE OF SERVICES, FEES, AND OTHER MATTERS TO BE INCORPORATED INTO A CONTRACT;
g. IS MADE AVAILABLE TO THE PUBLIC AT LEAST 48 HOURS PRIOR TO AWARDING OF THE CONTRACT, OR WHEN MADE AVAILABLE TO THE GOVERNING BODY, WHICHEVER IS SOONER

12. RECOMMENDATIONS AND REVIEWS ARE REVIEWED BY THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD OF DIRECTORS AND APPROVED BY SAME PRIOR TO SUBMISSION TO THE UNION COUNTY BOARD OF CHOSEN FREEHOLDERS FOR APPROVAL;

13. UPON APPROVAL BY THE UNION COUNTY BOARD OF CHOSEN FREEHOLDERS, A NOTICE IS PUBLISHED BY NJ ADVANCED MEDIA SUMMARIZING THE AWARD OF THE CONTRACT (N.J.S.A. 40A: 11-4.5 (G))

14. UNION COUNTY WORKFORCE DEVELOPMENT BOARD WILL SEND PROPOSERS AWARD/DENIAL LETTERS, MAINTAINING THE TIME FRAME AS OUTLINED IN THE REQUEST FOR PROPOSALS RELEASE, APPEALS AND CONTRACTING TIMELINE (ATTACHMENT B);

15. THE CONTRACTING PROCESS SHALL BE EXECUTED IN ACCORDANCE WITH THE TIME FRAME OUTLINED IN THE REQUEST FOR PROPOSALS RELEASE, APPEALS AND CONTRACTING TIMELINE (ATTACHMENT B);

DATE OF APPROVAL: PENDING.

ATTACHMENT K

2016 Memorandum of Understanding between WDB (signed by its Chair) and the Union County Board of Chosen Freeholders

MEMORANDUM OF UNDERSTANDING (2016)
BETWEEN
THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD
AND
THE UNION COUNTY BOARD OF CHOSEN FREEHOLDERS,
LOCAL CHIEF ELECTED OFFICIALS

This Memorandum of Understanding (MOU) outlines the roles and responsibilities of the Union County Workforce Development Board (WDB) and the Union County Board of Chosen Freeholders or Local Chief Elected Officials (L-CEO), and has been established in alignment with the **Workforce Innovation & Opportunity Act of 2014 (WIOA)**, New Jersey Statute, policies established by the SETC, the Five-Year State Plan and its Modifications and the NJ WDB Member Handbook.

Whereas, this Memorandum of Understanding (MOU) outlines the roles and responsibilities of the Union County Workforce Development Board (WDB) and the Union County Board of Chosen Freeholders or Local Chief Elected Officials (L-CEO),

Whereas, a summary of Key **Workforce Development Board Responsibilities** under the Workforce Innovation & Opportunity Act of 2014 (WIOA) include,

- WDB Members elect the WDB Chairperson. The WDB Chair acts as the WDB's public spokesperson and key link with LEOs and L-CEO on policies and strategic directions.
- Establish the local WDB governance structure, processes and policies including establishing WDB councils/committees to facilitate the work of the WDB.
- Develop and execute Memorandum of Understanding (MOU) with American Job Centers' Partners.
- Local board may employ staff.
- Local board shall develop a budget for the purpose of carrying out duties of the local board under this section, with the approval of the L-CEO.
- WDBs direct the L-CEO to disburse funds for workforce investment activities pursuant to the requirements of WIOA.
- Develop the local Unified Strategic Plan, including policies, standards and operational priorities for the local area. Update the Strategic Plan as required by the SETC and LWD.
- Designate or certify the American Job Center Operator and/or terminate an American Job Center Operator for cause, with the agreement of the L-CEO.
- Conduct oversight of the local American Job Center Delivery System, including all adult, dislocated worker and youth activities, jointly or on behalf of L-CEO.
- Recommends grants or contracts for program activities as appropriate.
- Appoint Youth Investment Council Members.
- Coordinate workforce investment activities with economic development strategies and other employer linkages.
- Conduct all business in an open manner as required by WIOA and make available to the public on a regular basis.

Whereas, a summary of Key **Local Elected Officials Responsibilities** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include,

- Appoint WDB Members according to WIOA law and SETC policy.
- The L-CEO serves as the local grant recipient of workforce funds.
- The L-CEO must designate the fiscal agent; accept liability for funds to local area.
- Approval of MOU between WDB and LEO.
- Approval of the WDB budget.
- At the direction of the local board, the fiscal agent disburses funds for workforce investment activities pursuant to the requirements of WIOA.
- Approve multi-year strategic plan and modifications thereto.
- Approve designation or certification of the American Job Centers and/or termination of American Job Centers Operator for cause.
- Conduct oversight of the local American Job Centers Delivery System, including all adult, dislocated worker and youth activities, jointly with the WDB.
- Awards grants and contracts.
- Approve appointment of Youth Investment Council members.

MEMORANDUM OF UNDERSTANDING (2016)
BETWEEN
THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD
AND
THE UNION COUNTY BOARD OF CHOSEN FREEHOLDERS,
LOCAL CHIEF ELECTED OFFICIALS

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Executive Committee,**

Roles

Functions on behalf of WDB on key issues that arise between meetings. Directs and coordinates work across committees and councils.

Responsibilities

- An Executive Committee must be established, meet at least quarterly and is chaired by the WDB Chairperson. The Executive Committee is comprised of the chairpersons of all WDB Committees/Councils and members-at-large or others as defined in the WDB by-laws.
- Establish local WDB By-Laws which at a minimum include board/committee officers election/selection process, standing WDB councils/committees, conflict of interest policy, attendance policy, ethical code of conduct and annual meeting designation.
- Take the lead in developing an MOU that defines WDB and L-CEO roles and responsibilities, budgeting process and process for approval and removal of WDB members.
- Oversee the development of the Master Budget, and any modifications thereto, which creates a framework for the annual workforce development contract, for signoff by the WDB.
- Review annual budget for approval by the L-CEO with ratification by the Board.
- Review budget reports, including fiscal expenditures, on a quarterly basis.
- Review and assess on a quarterly basis the SETC Dashboard and other performance reports to monitor the local area's performance.
- Review and assess performance and activities of the local workforce system including oversight and evaluation of the local American Job Centers.
- Responsible for the 2-year WDB Certification process to ensure preparedness to meet Certification requirements.
- Prepare an Annual Report that includes elements as required by the SETC and set forth in the WDB Member handbook.
- Attend local and State meetings that support the work of the Board and enhance the leadership of the WDB.

Whereas, the **Responsibilities** of the **Local Elected Officials** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Executive Committee,**

- Ensure timely appointments of WDB members to ensure compliance with the WDB certification process.
- Develop an MOU in partnership with the WDB Executive Committee, to be entered by the WDB and the Local Elected Officials (LEOs).
- Review and approval of the WDB Master Budget; signoff on the annual workforce development contract.

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include **Staffing**,

Roles

The WDB is responsible for determining its own staffing needs and hiring the staff to fulfill those needs.

Responsibilities

- The WDB may employ/select WDB staff to ensure fulfillment of the WDB roles and responsibilities.
- The WDB Executive Director reports to the WDB Board.
- The WDB staff reports to the WDB Executive Director.
- WDB staff carries out the work of the WDB and its Committees, as well as other programs and services as determined by the SETC as necessary.
- Establish staff governance and staff reporting structures to safeguard autonomy of the local WDB and enable staff to carry out the local WDB's oversight function.

MEMORANDUM OF UNDERSTANDING (2016)
BETWEEN
THE UNION COUNTY WORKFORCE DEVELOPMENT BOARD
AND
THE UNION COUNTY BOARD OF CHOSEN FREEHOLDERS,
LOCAL CHIEF ELECTED OFFICIALS

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include **Fiscal/Budget Development,**

Roles

The WDB is responsible for creating its own master.

Responsibilities

- Establish priorities based on local area workforce system needs and identify key activities to direct the development of the annual Master Budget, and review priorities on an ongoing basis.
- Create an annual Master Budget including all funds under WDB jurisdiction: WIOA, TANF, Supplemental Literacy, WDP, special federal and state grants and any other funds that come under local workforce area jurisdiction.
- The annual Master Budget creates the framework for the development of the annual workforce development contract between the State, the WDB and the LEOs, and must be developed with the support of the WDB Executive Director and the L-CEO's fiscal agent. The Master Budget and any modifications to the annual workforce development contract must be approved by the WDB and signed off on by the WDB Chair for subsequent submission to the L-CEO.
- Budgeting process must take into consideration the specific requirements of various funding streams, and provide a fully transparent identification of staffing, overhead and program costs, all in adherence to the local area contract assurances and certifications.
- Budget must include the costs of administration, operations and staffing of the local WDB in carrying out its responsibilities as defined in the State Unified Plan, SETC policies, WDB Member Handbook and local Annual Plan.
- Fiscal/Budget Development must be assigned to a WDB Committee. The committee responsible must submit quarterly performance and fiscal reports to the WDB and L-CEO.
- Refusal of funds must be submitted in writing to the Commissioner of LWD and the SETC Chair, and jointly signed by the WDB Chair and L-CEO.

Whereas, the **Responsibilities** of the **Local Elected Officials** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include **Fiscal/Budget Development,**

Responsibilities

- The L-CEO's fiscal agent supports the development of the Master Budget.
- The Master Budget, any modifications thereto, and the annual workforce development contract must be signed off on by the Local Chief Elected Official (L-CEO).
- A written refusal of funds must be jointly signed by the WBD Chair and L-CEO and provided to the SETC and LWD.
- Review WBD quarterly performance and fiscal reports.

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Business and Industry Development,**

Roles

The WDB is responsible for working directly with business and industry to address the workforce needs of business and industry.

Responsibilities

- A Committee must be established, or an existing committee re-focused, to lead, plan and oversee business and industry development efforts.
- Staff must be hired and/or assigned to the WDB Executive Director to assist in carrying out the WDB's business and industry development activities.
- Develop an overall business plan for business and industry development.
- Partner with state and local Economic Development agencies to provide workforce services for new and expanding businesses, including supporting the work of the New

Jersey Business Action Center.

- Convene and facilitate the design of sector strategies for specific industries that represent significant employment in the local/regional workforce, in conjunction with state priorities and strategies.
- In collaboration with the SETC and NJDLWD, establish process standards for business outreach with measurable outcomes.
- Design and execute a local business centric engagement process to recruit, service, educate and engage local employers and organized labor to support hiring needs, identify training and education requirements, inform skill gaps and educate on available programs and services.
- Establish employer-based standards and processes for providing American Job Centers system of services.
- WDB Staff coordinates local business strategies engaging local and LWD business-designated staff.

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **American Job Centers Operations**,

Roles

The WDB is responsible for oversight, evaluation and monitoring of the performance of programs and services, including the local American Job Centers Delivery System.

Responsibilities

System Development and American job Centers Standards

- The WDB is responsible for designating or certifying the American Job Centers' Operator with the agreement of the L- CEO.
- An American Job Centers Oversight Committee is required by New Jersey law and must be chaired by a WDB member and comprised of members who are "disinterested" parties to establish and monitor standards of performance for the local American Job Centers Delivery System.
- The American Job Centers' Operator prepares and submits reports to the WDB and its American Job Centers Committee.
- Establish standards for the performance of the American Job Centers system.
- Incorporate standards in the Memorandum of Understanding between the Workforce Development Board, the American Job Centers and American Job Centers Partners.
- Include in the American Job Centers Partner MOU the designation of partner resources in support of program delivery.
- Establish annual program enrollment projections.

System Evaluation

- The WDB is responsible for conducting an annual evaluation of its local American Job Centers Delivery System. The evaluation may be system-wide or may focus on one or more programs and/or services delivered by the One-Stop System.

Performance, Oversight, and Monitoring

- The WDB is responsible for oversight and evaluation of the local American Job Centers Delivery System which includes monitoring system performance through established common measures and/or other SETC/NJLWD designated performance metrics, for the local WDB area. Performance should be reviewed at least quarterly.
- Conduct "risk assessments" during the course of the year and at year-end, to review the performance of all training providers that impacted a performance measure falling below 90% of meeting the performance goal.
- The WDB is responsible for monitoring all contracts for services to ensure services provided as per contract, performance requirements are met, and contracts are in accordance with federal, state and local laws and regulations. Staff must be

hired/assigned for this monitoring role and must report directly to the WDB Executive Director.
- Provide quarterly summary monitoring reports to the L-CEO on system performance.

Whereas, the **Responsibilities** of the **Local Elected Officials** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **American Job Centers Operations**,

Responsibilities
- Approval of the designation of the American Job Centers.
- Oversight and evaluation of American Job Centers' Delivery System.

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Procurement Standards**,

Roles

The WDB's role is to establish standards for the procurement of services and to ensure that the standards have been incorporated into the procurement process.

Responsibilities
- In alignment with priorities established by the WDB for programs and services, establish standards to be incorporated into the RFP, the evaluation process, and contracts.
- Establish outcome measures for key elements that will be required for specific services including performance and skill levels to be achieved.
- Ensure standards are incorporated into the process of procuring training providers and program contractors to provide core, intensive and training services.
- Oversee the evaluation process to ensure review and selection of contractors is based on the local plan and WDB standards.
- Ensure there is not a conflict of interest in the development, review, selection and/or ratification of contractors, and ensure that all federal, state and local regulations are followed.
- Carry out responsibilities for the Eligible Training Provider List (ETPL) as directed by the SETC/NJDLWD. TBD
- Procurement responsibilities must be assigned to a WDB Committee. This committee reports to the Executive Committee and should be chaired by a private sector member of the WDB.
- Committee must represent organizations comprised of disinterested parties.
- Recommends grant and contract awards to the fiscal agent.

Whereas, the **Responsibilities** of the **Local Elected Officials** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Procurement Standards**,

Responsibilities
- Awards grants and contracts or delegate to fiscal agent.

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Planning**,

Roles

Develop the strategic vision for the local workforce development system including the identification of goals and strategies that reflect local and regional workforce needs.

Responsibilities
- Develop the local WDB Multi-Year Strategic Plan in alignment with New Jersey's Multi-Year Unified Strategic Plan and any other plan amendments as required by the SETC and/or NJDLWD.
- A WDB Committee or task force should be designated, by the WDB and/or Chairperson

to develop and execute the local workforce planning process, ensuring the engagement of relevant stakeholders in an inclusive planning process.

- Plans must reflect local and regional workforce needs of business and industry and include strategies for increasing the employment of significant population segments.
- Establish priorities, standards and a process for review and approval of Carl Perkins, WIOA Title II and any other proposals, requiring WDB endorsement and support.
- Identify strategies for carrying out American Jobs Centers Delivery System activities in support of addressing stakeholder needs.
- Carry out regional planning activities.
- Multi-Year Strategic Plans and Updates require a public comment period and the final approval of the SETC.

Whereas, the **Responsibilities** of the **Local Elected Officials** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Planning**,

Responsibilities

- Five-Year Strategic Plans and Updates require the approval of the Local Chief Elected Official.

Whereas, the **Roles & Responsibilities** of the **Workforce Development Board** under the **Workforce Innovation & Opportunity Act of 2014 (WIOA)** include, **Marketing**,

Roles

The WDB is responsible for developing a communications strategy that ensures ongoing communications with key stakeholders.

Responsibilities

- Create and maintain a local WDB website. Contents to minimally include: WDB Board Members, WDB Meeting Minutes, Staff Contact Information.

Duration: This Memorandum of Understanding shall remain in effect until such time as there are changes to the Workforce Innovation Act of 2014. Further, this Memorandum of Understanding shall be reviewed and, where necessary, modified and ratified every two (2) years by both the Union County Workforce Development Board and the Union County Board of Chosen Freeholders.

Signatures: The signatures within this Memorandum of Understanding attest to both the mutual understanding of the Roles and Responsibilities of the respective parties and to the ratification of this agreement by both the Union County Workforce Development Board and the Union County Board of Chosen Freeholders.

Alfred J. Faella, Union County Manager **County of Union** **On Behalf of the Local Chief Elected Officials**	**Glenn Nacion, Chairman** **Union County Workforce Development Board**
Date	**Date**

ATTACHMENT L

Microsoft Summer Technology Training Networking Essentials Curriculum



Elizabeth Public Schools

Microsoft Summer Technology Training
Networking Essentials Curriculum

Introduction to Microsoft Networking Training

Objectives

Computers are now found in every walk of life: in the home, in the office, in banks, in schools and colleges, in industry, and so on. Although in some instances the computers carry out their intended function in a standalone mode, in other it is necessary to exchange information with other computers. This means that an essential consideration in the design of most forms of computing equipment installed today is the type of data communication facility that allows it to communicate with other computers. Therefore we need to understand the interface requirements of the many different types of computer communication networks available.

This Microsoft Networking Training course covers the basic Networking Essentials, LAN, WAN, Media, Topology, Protocols, and Troubleshooting and Microsoft Operating Systems, Installing Windows, Configuring, Hardware Devices and Drivers, Securing Resources with NTFS permissions, Administering Shared Folders, Managing Data Storage, Managing Printers, Over view of Active Directory, configuring Network and Internet connections, , Configuring Security settings, Setting up and Managing Users Accounts, Backing up and restoring data, and Troubleshooting the Hardware, Applications, and operating System.

This course is open for all students and offered in two consecutive years. Networking Essentials are offered in first year and Operating System second year. This program prepares students for rewarding careers in the dynamic field of computer networking. The continued growth of the Internet, wide area networks (WANs) and local area networks (LANs) requires people with the broad

knowledge and skills needed to design, manage, secure and troubleshoot sophisticated information storage, retrieval and presentation systems. After completion of this course, students will be able to seek jobs in any networking IT business. They may also continue in their studies to complete their Microsoft Certified System Engineering, or they can pursue for higher education while working.

Rational

Computers and Technology are crucial to our nation's economic competitiveness and the global economy we as a nation are a part of Involving our students in a program that enhances cognitive and social growth along with competitiveness in the global market place is of utmost importance since we must encourage and promote progress to our students by offering the most up to date computer courses that will enable them to operate in the real world. The changing world of technology requires knowledge of technology for basic citizenry, employment and higher pursuits of education in all fields. Technology should no longer be viewed as a discipline that is reserved for the elitist in mathematics nor a replacement for the mechanical operations so familiar to us all. Instead, the field of technology, of which computers are an integral part, should be open to all students at various levels to fulfill their educational needs, vocational training, career interests and aptitudes.

We as educators must introduce our students and help them understand the existence of the Multi billion dollar industry that is forever changing with in the computer industry. Four out of five new jobs in the United States involve some form of technological use; therefore it is our responsibility to prepare our students with the fundamental computer skills needed to take on the challenges that await them.

IDENTIFY METHODS USED TO ELIMINATE SEXBIAS AND SEX/ROLE STEREOTYPING IN BOTH COURSE OF STUDY AND INSTRUCTIONAL

MATERIALS

The school district has offered district-wide in-service workshops addressing the concept of providing equal educational opportunities for students. In addition to district-wide in-service opportunities, the Affirmative Action Officer forwarded copies of selected materials developed by state agencies and organizations. Among those materials disseminated was a unique mini course on Civil Rights. These materials were used in the classroom to give students background in the history of the Division in Civil Rights and provide fact situations to stimulate class discussion. A pamphlet "Your Rights under the New Jersey Law against Discrimination" detailing enforcement procedures to guard against discriminations on employment, housing, public accommodations, and credit was also included for instructional use. Core curriculums and instructional materials across all areas of instruction are reviewed on a yearly basis to make certain that there is no sex-bias and/or sex/role stereotyping in any course of study. The procedures of review are utilized in all our vocational education courses.

AFFIRMATIVE ACTION RESOLUTION BY THE

ELIZABETH BOARD OF EDUCATION

The Elizabeth Board of education affirms its responsibility to ensure all students in the public schools of Elizabeth, New Jersey equal educational opportunity and all employees' equal employment opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, and social or economic status. To fulfill this responsibility, the Board shall establish a program to review, and modify as may be necessary, its present school and classroom programs and employment/contract practices.

AFFIRMATIVE ACTION POLICIES ADOPTED BY THE ELIZABETH BOARD OF EDUCATION

I. TITLE IX: SEX DISCRIMINATION

In accordance with the requirements of Title IX of the Elizabeth Amendments forbidding sex discrimination in admission, services and benefits of any educational program or activity, it shall be the intent and established policy of the Board of Education to afford to all students equal opportunity in the selection of courses, programs, and activities.

The Elizabeth Board of Education will encourage and make available to all students the necessary options in course selection and activities so that students may exercise their "equal rights" in the selection of courses and programs most suited to meet their personal aspirations and careers.

This policy shall be made known to all teachers, administrators, guidance counselors, and students so that proper implementation of the same shall become effective without delay.

II. SCHOOL AND CLASSROOM PRACTICES ADOPTED 7/10/75

No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

There shall be no different requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

There shall be no discrimination against students because of pregnancy, childbirth pregnancy related disabilities, actual or potential parenthood, or family of marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that such exclusion is necessary for her physical, mental, or emotional well being. If she is excluded for these reasons, she must be provided with adequate and timely opportunity for instruction to continue or make up her school work without prejudice or penalty.

Public school students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, nation origin, or social or economic status.

No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, and adult education shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

The athletic program, including but not limited to intramural, extramural, and interscholastic sports shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to ensure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

1. The activities comprising such athletic program shall receive equitable treatment, including but not limited to staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/single teams open competitively to members of both sexes, as long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

School personnel shall not uses tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. When informing students about possible career, professional and/or vocational opportunities school personnel shall in no way restrict or limit the options presented students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

III. EMPLOYMENT AND CONTRACT PRACTICES

All persons regardless of race, color, creed, religion, sex, or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

The Elizabeth Public Schools shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5-1 et seq), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act).

The Elizabeth Public Schools shall not enter into any contract with a person, agency or organization if there is knowledge that such person, agency, or organizations discriminates on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status, either in employment practices or in the provision of benefits of services to students or employees.

IV. DISSEMINATIN PROCEDURE

The Affirmative Action policy will be communicated by:

1. Distribution of policy to all employees, supervisors, coordinators, and administrators, with copies of the Elizabeth Education Association and the Elizabeth Teachers' Union, AFL/CIO 733.
2. Discussion with members of staff, in-service workshops with regard to the same for administrators and supervisors involved in the employment process.
3. Information with regard to the same will be distributed at orientation sessions for new employees.
4. Information with regard to said policy will be distributed to school groups, PTA's, and community organizations.
5. Statement with regard to policy will be included in all releases and with materials in recruitment.

PHILOSOPHY AND OBJECTIVE

ELIZABETH PUBLIC SCHOOLS STATEMENT

A philosophy of education must emphasize the fulfillment of the individual within a democratic process. In a world that is continually changing, the school environment must reflect the strong spirit of community involvement and an atmosphere conductive to cooperative endeavors involving students, teachers, and administrators. Through the cooperation of home and community, each individual can aspire to attain maximum achievement.

Our philosophy of education seeks to assist the student in attaining this level of achievement by servicing his or her basic needs which include: the fulfillment of his or her potential as a human being, the mastery of fundamental skills, and the need to become a contributing citizen in an ever-expanding democratic society. In addition, the school's philosophy is designed to guide each student in developing economic efficiency, civic and social responsibility, and an understanding of ethical and aesthetic values. It provides students with differentiated curricula to meet their individual interests and needs.

Our program encourages the intellectual, social, and cultural growth of each of our students and fosters mutual respect among all groups. Our philosophy guides our students in their pursuit of vocational and academic excellence as well as helping them to meaningful careers.

This educational philosophy enables our students not only to accept and utilize the innovations of the past, but also to innovate for themselves. Each of our students is viewed as a person with unique attitude and learning aptitudes.

Education is a right which enables society to perpetuate itself and its ideals. Our task as educators is to find the best way to bring people, ideas, information and activities together into a dynamic and evolving relationship. In this way the objectives and goals of our school's philosophy will be realized.

OBJECTIVE AND GOALS

The goals and objectives of Elizabeth High School reflect the philosophical position stated in the foregoing section. They are as follows:

OBJECTIVES

1. To facilitate the development of the broadly educated person: one who is able to think and communicate effectively, make relevant judgments, distinguish values, solve problems, and make decisions.

2. To provide diverse curricula which are geared to meet the needs of the students and to promote the positive development of their mental, emotional, and physical abilities.
3. To facilitate the transition for the foreign born into American society.
4. To make available to students occupational and vocational information.
5. To apprise students of the advantages those are afforded to them by residing in a multicultural, multiracial environment.
6. To provide counseling and guidance in assisting students in determining their objectives and goals.
7. To make students aware of the academic, cultural, and social opportunities available, especially in the metropolitan area.

GOALS

1. To instill each individual a positive self concept in order to appreciate his or her worth as a human being and to develop confidence in searching for new ideas and experiences.
2. To develop each student's character and self respect so that the individual may function as a unique person in a free society.
3. To impart to the students the importance of assuming responsibilities and respecting authority and the rights of others.
4. To provide a learning atmosphere that is conducive to warm, interracial, intercultural, and interpersonal relationship.
5. To develop and esprit de corps within the school community to achieve the above.

OUR PHILOSOPHY

The following philosophy has been developed by the students, the parents, the community, and the professional staff of Elizabeth High School. They should complement the constructive teachings and practices of the home and community to help students achieve physical, mental, social and moral maturity.

The democratic way of life represents the highest achievement of social living yet known to man, that it is our responsibility to transmit this way of life to our students, and that any successful educational program must be based on the needs for effective living in a democracy. These needs are:

Basic Skills:-to develop the basic skills of reading, writing, speaking, listening, thinking and computation.

Recognition of Values: - to develop pride in work, a feeling of self-worth, and an appreciation of moral and ethical values which will result in wholesome behavior practices.

Vocational competence: - in a world of changing technologies and resource limitations, the need exists to learn how to earn a living in various fields for which one is suitably prepared in any entry level skill.

Consumer effectiveness: - to learn how to apply sound economic principles to living and the use of one's individual resources as well as those of our nation and the world.

Character and human relations- to make the most of oneself as an individual, to develop a desire to learn, and to learn to live and work with others, including our world neighbors, respecting their individual worth.

Citizenship: - to practice the principals of our American democracy in order to gain understanding and appreciation of them.
Successful family life:- to understand one's surrounding and their effects upon life to make the necessary adjustments and improvements whenever possible.

Use of leisure time: - to develop desirable attitudes, interest, skills, and hobbies that will lead to the constructive use of one's leisure time.
Appreciation of beauty:-to develop aesthetic sense and an understanding of culture and beauty in the world.

Health and safety:-to develop a sound mind in a sound body by practicing the principles of good mental and physical health and safety.

OUR PHILOSOPHY

1. Learning is a process of growth and must be an active experience.

2. Our educational program should serve the needs of the slower learner as well as the gifted.

3. There is a need to understand our world neighbors and that man's contributions must extend over national and continental barriers.

4. Education is a powerful force in shaping change and that we must strive to keep our educational program updated.

GENERAL GOALS

1. To develop skills in communication and computation.

2. To acquire a general education which can enable individuals to function effectively as members of society throughout their lives?

3. To develop pride in work and a feeling of self worth which could stimulate a desire for learning now and in the future?

4. To develop an awareness of careers along with the knowledge and skills that should enable individuals to choose wisely and operate effectively among career/educational opportunities.

5. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.
6. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.
7. To become a good citizen and practice democratic ideals.
8. To acquire the ability and desire to express himself/herself creatively in one or more of the arts and to appreciate culture and beauty in the world.
9. To develop entry level skills to function in the job market.

SAFETY EDUCATION PROGRAM

The rules and regulations of the Vocational Education Safety standards clearly states the requirements for safety standards, practices, and instruction as specified in Title 6, Section 6:431.2, and New Jersey Administrative Code 6:531 et seq. The Commissioner of Education has informed all school districts that: "all boards of education operating courses and/or programs in vocational education shall organize, adopt, and implement a vocational educational safety program. A copy of the safety

education program, indicating local board of education approval, shall be submitted to the Assistant Commissioner of Education, State Division of Vocational Education.

GENERAL POLICIES FOR THE SAFE OPERATION OF VOCATIONAL COURSE

The major goal in any vocational safety program is to prevent accidents. In order to accomplish this, a comprehensive safety program must be organized, adopted, and implemented. Teachers must recognize the importance of safety as the most important element in vocational education.

Each instructor will be held responsible for the adoption and daily implementation of the safety guidelines. All students will adhere to each section of the program, especially after the comprehensive instruction, demonstration, and written safety examination has been completed.

Safety instruction shall precede the use of materials and equipment by students in classes, and instructors shall teach and enforce all safety rules set up for the particular program.

Each staff member has in his/her possession a district safety handbook to be used as a safety instructional guide, resource guide and to be used in conjunction with the lesson plans.

STATEMENT ON SAFETY INSTRUCTION

It is imperative that the teaching and demonstration of safe practices be uppermost in our plans for providing a vocational education. Even though a given unit may be taught to emphasize safe practices, it is the teacher's responsibility to effectively integrate proper safety habits as part of all units, particularly when introducing new procedures or new pieces of equipment or tools. The students' comprehension and demonstration of acceptable safety practices becomes as important as the physical skills and knowledge they acquire in the course of their vocational training.

BOARD POLICY
VOCATIONAL TECHNICAL/INDUSTRIAL/OCCUPATIONAL EDUCATION SAFETY PROGRAM FOR VOCATIONAL EDUCATION

The Elizabeth Board of Education in compliance with the vocational educational safety standards of the New Jersey Administrative Code adopts the following safety program for all vocational education instruction.

The Elizabeth Board of Education vocational education safety program provides for periodic inspection and maintenance of all instructional facilities, instructional materials, machinery, tools, equipment and personal protective safety devices. The vocational educational safety program also provides for the distribution of booklets to all staff indicating objectives of the safety program and a statement of safety practices, precautions, and procedures required in all vocational disciplines.

All industrial arts teachers will be responsible for checking their classrooms, equipment, tools, machinery, instructional materials and personal protective safety devices. Each industrial arts teacher, on each Friday of the week will clean, check, sharpen all tools and proper maintenance of all equipment and instructional materials should be an integral part of the teacher's responsibility during the learning programs.

Teachers of each vocational education course are to impress upon their pupils the importance of recognizing and reporting actual and potential safety hazards. Should a hazard, actual or potential, be identified by a pupil, he/she is to report it immediately to his/her teacher. If a teacher has a safety hazard, actual or potential, reported, or if the teacher identifies an actual or potential safety hazard, the teacher is to report it immediately. The teacher is to identify the safety hazard in writing on the appropriate forms. The forms are to be turned in to the department coordinator.

Emergency procedures to be followed in case of fire or accident involving vocational education pupils are contained in the industrial arts and home economics booklet. All accidents will be reported as required by New Jersey law. Methods to be used to provide safety education to industrial arts teachers are to assess pupil knowledge of safety practices and procedures by the question and answer method and by at least one written test during the course of instruction. All pupils re required to pass this written test based on each teacher's specific course criteria. A record of this test is to be placed in the pupil's folder. The teacher is also required to document all safety instruction in
his/her lesson plans.

THE HIGH SCHOOL ASSESSMENT TEST

One of the requirements each student must meet for a high school diploma is passage of all three components of the New Jersey High School Proficiency Test. These consist of reading, writing and mathematics. The High School Assessment Test is referred to as the NJPARCC. The NJPARCC is an achievement test which reflects the student's cumulative achievement of the skills, knowledge, and concepts acquired through the elementary and the secondary grades from kindergarten through grade eleven. It is important for all educators to see that implementation of the curriculum at each grade level in one incremental step in a student's education leading to the PARCC assessment. For example, the questioning strategies used by a teacher in kindergarten to teaching inference skills is as important for the five year old as they are used at the secondary level by teachers in all classrooms. Many of the communicative skills of reading and writing fall into a sequence from easy to difficult as well as from sub skill to major skill. Application of these skills becomes more difficult as the complexity of the reading task increases with each grade level. Paragraphs, passages, or stories may deal with the simplest of content or with the most complex. This complexity is often referred to as the: "level of profundity" or "context load." In addition, students acquire these skills in all classes through many modalities. The PARCC skills arrays for reading and writing identify the specific skills which will be tested. The test itself is a test of application.

New Jersey Core Curriculum Content Standards for Technological Literacy

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A: The Nature of Technology: Creativity and Innovation: *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.2	Analyze the relationships between internal and external computer components.

New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills

STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLA NING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE

A. Career Awareness/Preparation

1. Reevaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
    - Communication
    - Punctuality
    - Time management
    - Organization
    - Decision making
    - Goal setting
    - Resources allocation

- Fair and equitable competition
- Safety
- Employment application skills
- Teamwork

5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.

A. Critical Thinking

1. Apply communications and data analysis to the problem solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.

3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actuation in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

MICROSOFT NETWORKING

Networking Essential Course Outline

I. **Introduction to Network Essentials and Operations**

II. **Administration and Support**

III. **Solving Network Problems**

IV. **Introduction to Microsoft Operating Systems**

T0TAL **4 WEEKS**

Proficiency Levels

Course:
Pre-requisites: Intro-To-Computers and working knowledge of the operation and support of hardware and software
Year Offered: 10, 11 &12

This course is designed to give an overview of computer Networking essentials and for student who are beginning the Microsoft Certified System Engineer certification program and need a foundation in networking skills and knowledge. This course is also for ambitious students seeking a general understanding of the technical concepts and components in networking environment. Students will be taught general introduction of networking including Local and Wide area networking technology and lead the students to Microsoft Certification programs.

Networking Essentials

UNIT: Intro-to-Networking Essentials
TOPIC: Introduction and review of class procedures

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Use of Computers in Network Lab ➢ Classroom rules and etiquettes ➢ Steps for Microsoft Certifications	Students will be able to: ➢ Identify the components of a local area network ➢ Describe the advantages of networking ➢ Describe how get certified in Microsoft products and their advantages in real life.	Assessment: ➢ Students will understand the different types of Microsoft certificates, methods of getting certified, and the advantages of certifications ➢ Observation and students' motivation towards learning. ➢ Participation and behavior

Networking Essentials

UNIT: Network Operations
TOPIC: Network Operating System Setup

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Network Operating systems basic features and functions ➢ Compare the stand-alone operating system with network operating system ➢ Learn the process of installing a network operating system ➢ Major issues of installation	Students will be able to: ➢ Identify essential network operating system components ➢ Define preemptive and nonpreemptive multitasking ➢ Describe the elements of client software ➢ Describe the elements of server software ➢ Define network services ➢ Identify the major consideration in a network operating system installation ➢ Install Windows 10	**Assessment:** ➢ Students will learn server's features and functions ➢ Students will also compare the advantage of using servers ➢ Students will also understand the problems of installing servers. ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior

Networking Essentials

UNIT: Network Operations

TOPIC: Network Printing and implementing Network Applications

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Sharing a printer ➢ Connecting to a printer ➢ Managing a printer ➢ Application developed for the networking environment and major characteristics of: o E-mail and messaging o Scheduling o Groupware	Students will be able to: ➢ Identify the steps for installing and using a shared printer ➢ List the task included in managing a shared printer ➢ Determine whether a sharing fax service would be appropriate for a given site. ➢ Identify the features and use of e-mail ➢ Identify the features and use of scheduling ➢ Describe the purpose of each of the four primary e-mail and messaging standards ➢ Describe the considerations for sharing applications on a network ➢ Determine appropriate policies and procedures for implementing and managing an e-mail system	**Assessment:** ➢ Students will install and troubleshoot the network printer ➢ Students will understand the features and advantage of e-mail messaging, scheduling, and groupware ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior

Networking Essentials

UNIT: Network Operations and Network Administration and support
TOPIC: Networks in multivendor Environments and managing Network Accounts

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Issues and problems involved in implementing a network that incorporates components from different vendors ➢ Administrator tasks and responsibility ➢ Types of accounts, passwords, and Groups	Students will be able to: ➢ Define a client solution and server solution for interoperability ➢ Identify methods vendors use to integrate their products with those from other vendors ➢ Determine which network operating systems and redirectors would be appropriate for a given site. ➢ Describe the process for creating a user account ➢ List and define the four types of group accounts ➢ Create a user account and a group account	**Assessment:** ➢ Students will understand advantages of using different vendors components ➢ Student will create user accounts, passwords, and groups ➢ Additionally students will understand the benefits of creating groups ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior ➢

Networking Essentials

UNIT: Network Administration and support
TOPIC: Managing Network Performance and Network Data Security

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Monitoring the performance of a network ➢ Windows performance tools and a wide area network systems management application ➢ Importance of documentation ➢ Network security and security considerations for network planning ➢ Securing the physical components of a network.	Students will be able to: ➢ Identify the major sources of network problems ➢ List potential bottlenecks in network performance ➢ Describe the simple network management protocol (SNMP) ➢ Develop a network performance monitoring plan ➢ Describe the functions of the network monitor utility ➢ Create appropriate network documentation. ➢ List the basic security requirements for any network ➢ Describe the primary components to be considered for physical security ➢ Describe the features of password-protected shares and access permissions.	**Assessment:** ➢ Students will understand the importance of network performance and documentation ➢ Additionally students will learn and understand the importance of network security and planning. ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior

Networking Essentials

UNIT: Network Administration and support
TOPIC: Avoiding Data Loss

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Causes of Data loss ➢ Protect the network against the loss ➢ About the system and processes for preventing data loss	Students will be able to: ➢ List the consideration for implementing a backup system ➢ Determine a backup approach appropriate for a given site including the method and schedule ➢ List the considerations for implementing an uninterruptible power supply ➢ Describe each of the following types of fault tolerant systems: disk striping, disk mirroring, and sector sparing, mirrored drive arrays, and clustering.	Assessment: ➢ Students will backup system data and disk management to prevent the data loss ➢ Students will understand the difference and features of basic disk and dynamic disk ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior

Networking Essentials

UNIT: Solving Network Problems

TOPIC: Monitoring Network Behavior to prevent Problems

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Monitoring and management from a maintenances standpoint of view with the idea that it is better to plan and monitor than wait until it happen ➢ Planning and management strategies are helpful. ➢ Troubleshooting from the baseline monitoring ➢ Troubleshooting tools such as network or protocol analyzers and describe various methods	Students will be able to: ➢ List five strategies that are part of a network management plan for avoiding problems ➢ Describe how establishing a baseline aids in preventing problems ➢ Describe how documentation aids in troubleshooting ➢ Incorporative troubleshooting approach into a network plan ➢ Describe how a terminator is used in troubleshooting approach ➢ Identify the capabilities of a protocol analyzer ➢ Identify the sources of up-to-date networking and troubleshooting information ➢ Determine how to approach a given network problem in order to isolate and identify the cause ➢ Install Microsoft Technical information Network(TechNet)	Assessment: ➢ Students will understand the importance of maintenance and planning in network ➢ Additionally students will troubleshooting tools and advantage of setting a baseline ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior ➢

Networking Essentials

UNIT: Solving Network Problems
TOPIC: The Internet: A Worldwide Resource

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ What the Internet is and how to access its resources. ➢ Advantages and disadvantages of Internet ➢ How to find reliable information from the Internet. ➢ Organization and standards	Students will be able to: ➢ Identify Internet Services ➢ Access the Microsoft Network ➢ Access the Microsoft FTP site ➢ Describe the functions, roles, and specifications of American National Standards Institute(ANSI) and others such as: COSE(Common Open Software Environment), CCITT,COS, EIA, IEEE, ISO, OSI, and OSF(open software foundation)	Assessment: ➢ Students will understand the technology, topology, and features of Internet ➢ Students will also learn finding the reliable information from the internet ➢ Additionally students will understand organization and standards of internet ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior

Networking Essentials

UNIT: Network Operating System
TOPIC: Windows 2000 Server

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Networking with Microsoft Windows 2000 Server ➢ Network models ➢ Difference between Windows 2000 Professional, Server, Advance Server, and data center ➢ New features and file systems ➢ Hardware requirements	Students will be able to: ➢ Plan what network model to apply to your network ➢ Compare the differences between Microsoft windows 2000 family ➢ Explain Windows 2000 capabilities as a server operating system ➢ Explain new features in windows 2000 ➢ Describe the file systems that are compatible with Windows 2000 and choose the file system that is right for your server ➢ Explain the hardware requirements for Windows 2000 server ➢ Explain the importance of Microsoft's hardware compatibility list ➢ Select the right network interface card (NIC) and amount of memory needed for the server ➢ Plan disk capability, disk architecture, fault tolerance, and backup system	Assessment: ➢ Students will understand the Windows 2000 families features and use ➢ Students will also learn the use of different networking model and their use ➢ Students will understand the operating systems file systems ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior in class ➢ Quiz

Networking Essentials

UNIT: Introduction to Windows 10 Operating System
TOPIC: Installing Windows 10

COMPETENCY STATEMENT	PERFORMANCE OBJECTIVE	STUDENT ACTIVITIES / OUTCOME
Students will understand and learn: ➢ Install and configure the operating system, hardware requirements and Preinstallation tasks ➢ The four-stage process of installing Windows 10 Professional : o Run the setup program o Run the setup wizard o Install Windows networking o Complete the setup program ➢ The steps for completing a network installation of Windows 10 ➢ Common installation issues	Students will be able to: ➢ Complete Preinstallation tasks such as identifying the hardware requirements and required installation information ➢ Install Windows 10 from network or USB ➢ Identify the steps for completing a network installation of Windows 10 and modify the setup process ➢ Troubleshoot problems encountered during the setup of Windows 10	Assessment: ➢ Students will install Windows 2000 and troubleshoot the encountered problem ➢ Students will also install Windows 2000 over the network and modify the installing process ➢ Hands-on ➢ Observation ➢ Lab's outcome, participate, and behavior

ıment lists the benchmarks that should be met by the end of each quarter and addresses required standards. After
ʒ the assessment according to the evaluation criteria, teacher should check off whether the student has achieved
proficiency, proficiency, or Non proficiency in the appropriate column

Grading

Teacher's Name

Student's Name **Date**

Introduction to Microsoft Networking						
Benchmarks		**CCCS**	**NP**	**P**	**AP**	**comments**
1	All students will understand the different types of certificates, methods of getting certified, and benefits of certifications					
2	All students will be able to distinguish between binary, decimal, and Hexadecimal numbers and their importance in computer science.					
3.	Students will be able to identify and use of all major networking components					
4	Students will be able to identify the types of network and benefits and use of networking					
5	Students will be able to design and setup peer to peer and server-based network in classroom					
6	Students will be able to identify the standard topologies and their use and their major components					
7	All students will be able recognize the major cable types, their features, and operations.					

***NP=Not Proficient P= Proficient AP= Advanced Proficient**

ıment lists the benchmarks that should be met by the end of each quarter and addresses required standards. After correcting
ıment according to the evaluation criteria, teacher should check off whether the student has achieved advanced proficiency,
:y, or Non proficiency in the appropriate column

Grading

Teacher's Name

Student's Name **Date**

Introduction to Microsoft Networking						
1st Marking Period						
Benchmarks		**CCCS**	**NP**	**P**	**AP**	**comments**
1.	Students will define the transmission techniques use in local networking and distinguish between baseband and broadband transmissions					
2.	Students will be able to identify the different types of wireless network and their use in every day life					
3.	Students will be able to recognize and distinguish between cable media connector types and network adapter cards					
4.	Students will understand the OSI and IEEE models and importance and functions of drivers in networking environment					
5.	Students will learn the importance of packets, their basic parts, joining of packets and how packet are sent and received					
6.	All students will be able to implement and remove protocols and how the work together in stacks					
7	Students will learn the following access methods: CSMA/CD, CSMA/CA, Token passing, Demand priority					

***NP=Not Proficient P= Proficient AP= Advanced Proficient**

sts the benchmarks that should be met by the end of each quarter and addresses required standards. After correcting
cording to the evaluation criteria, teacher should check off whether the student has achieved advanced proficiency,
on proficiency in the appropriate column

Grading

Teacher's Name
Student's Name **Date**

Introduction to Microsoft Networking						
Benchmarks		**CCCS**	**NP**	**P**	**AP**	**comments**
1	Students will learn the network operating system components and element of client, server software					
2.	Students will be able to install, configure Windows 10 and troubleshoot the common installation issues					
3.	Students will be able to install and share a local and network printer					
4	Students will learn creating and managing user's and group's account					
5.	Students will be able to monitor and troubleshoot the local area network					
6.	Students will become familiar with internet and will learn how to access its resources.					
7	Students will be able to setup peer-to-peer and local area network					

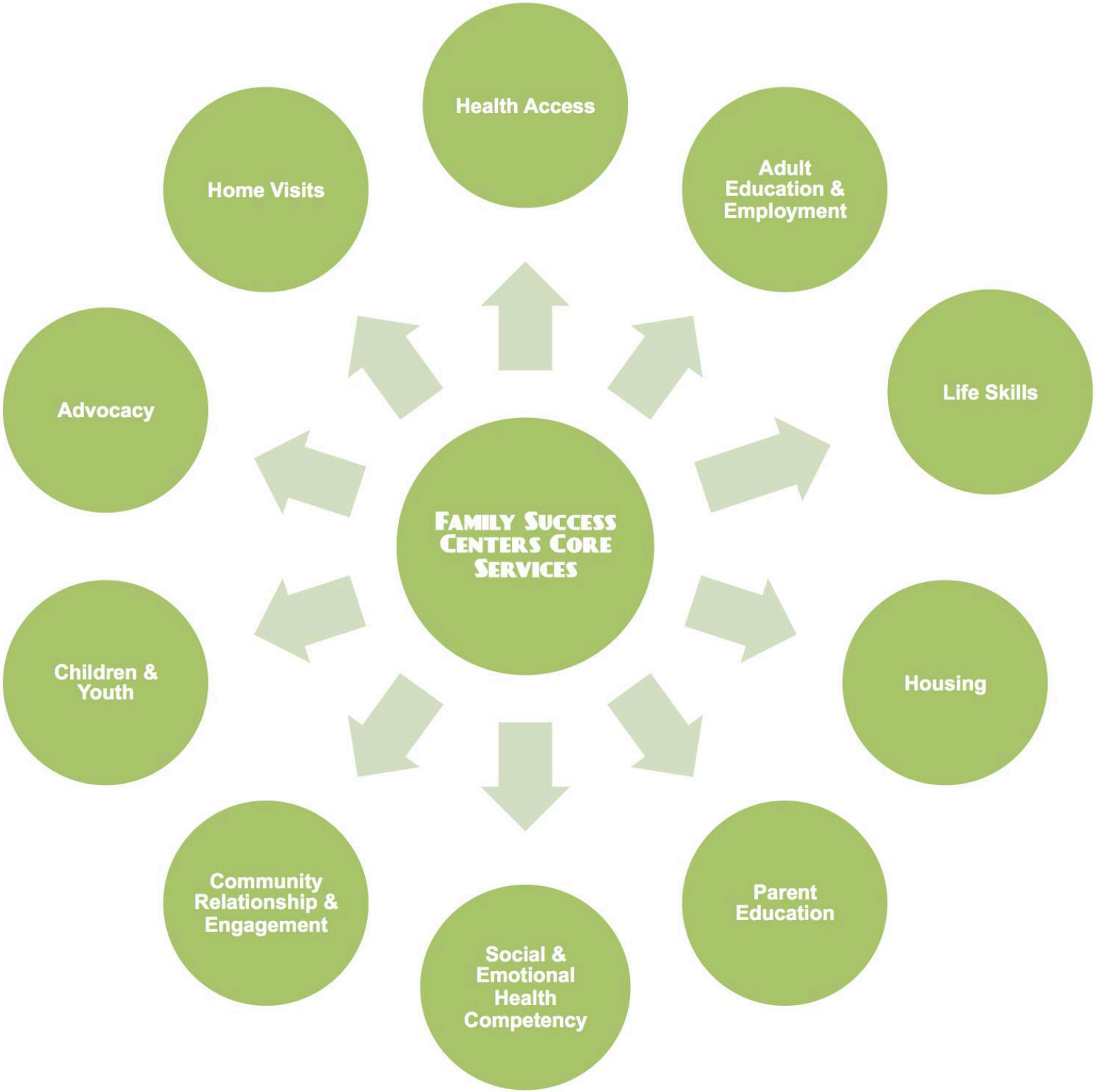
ATTACHMENT M

Service Opportunity Matrix


Service Opportunity Matrix
Intake & Certification
Assessment
Basic Skills & Literacy
ESL Levels 1-6
Soft Skills Career Training
Family Strengthening Network
Job Search
Expungements
Online Training Resources
Occupational Training (ITA)
On The Job Training
Entrepreneurship Training
Certification Credential License
Employment
Citizenship

ATTACHMENT N

Family Success Centers' Core Services


Health Access
Adult Education & Employment
Life Skills
Housing
Parent Education
Social & Emotional Health Competency
Community Relationship & Engagement
Children & Youth
Advocacy
Home Visits
Family Success Centers Core Services

ATTACHMENT O

Simon Youth Foundation Presentation



J. Michael Durnil, Ph.D.
President and CEO
Simon Youth Foundation

SYF History

"Looking back, we had high expectations for what SYF could accomplish, but we never could have imagined how successful this model would become."

Tim Earnest, Vice President, Simon Property Group and SYF Co-Founder

The Dropout Crisis

- Every 26 seconds, a students decides to drop out of high school
- Those who drop out are disqualified from 90% of available jobs
- They will earn $450,000 less over their lifetimes

Simon's Local Impact

- Over 3,000 people are employed at The Mills at Jersey Gardens
- Sales of over $850 Million each year from the mall
- The mall and manager Denise Palazzo sponsor and are involved in city and county organizations including business and tourism groups.

The SYF Advantage

- Only public school partners
- Space and infrastructure
  - Original build-out
  - Renovation cycle
  - Third Teacher Concept
- Alternative models to reach disenfranchised population
- Diplomas – not GEDs
- On-time graduations
- Career/workforce development
- Nationally recognized innovative network
- Dedicated scholarship program

The SYF Advantage

- Annual enhancement grants
- Professional Development
  - Experts in Residence
  - Annual Best Practices Conference
  - Annual Administrator/Teacher Awards
- Student enrichment opportunities

The SYF Advantage

- National/Community Partnerships
  - Local Simon Malls
  - National Simon Corporation
  - Community Advocacy Council
  - Career Workforce Development
    - Fifth Third Bank
    - CVS
    - Retailers
  - Higher Education Partners

The SYF Advantage

- Adoption of non-mall based Academies
  - Opportunity to collaborate with Simon Malls tenants and partners
  - Job opportunities
  - Internships
  - Capital improvement opportunities such as furniture and minor refreshes

The SYF Advantage

- Third Teacher Concept
  - Creative education environment
  - Inspires students with innovative technology and design
  - Promotes an individualized and differentiated learning environment

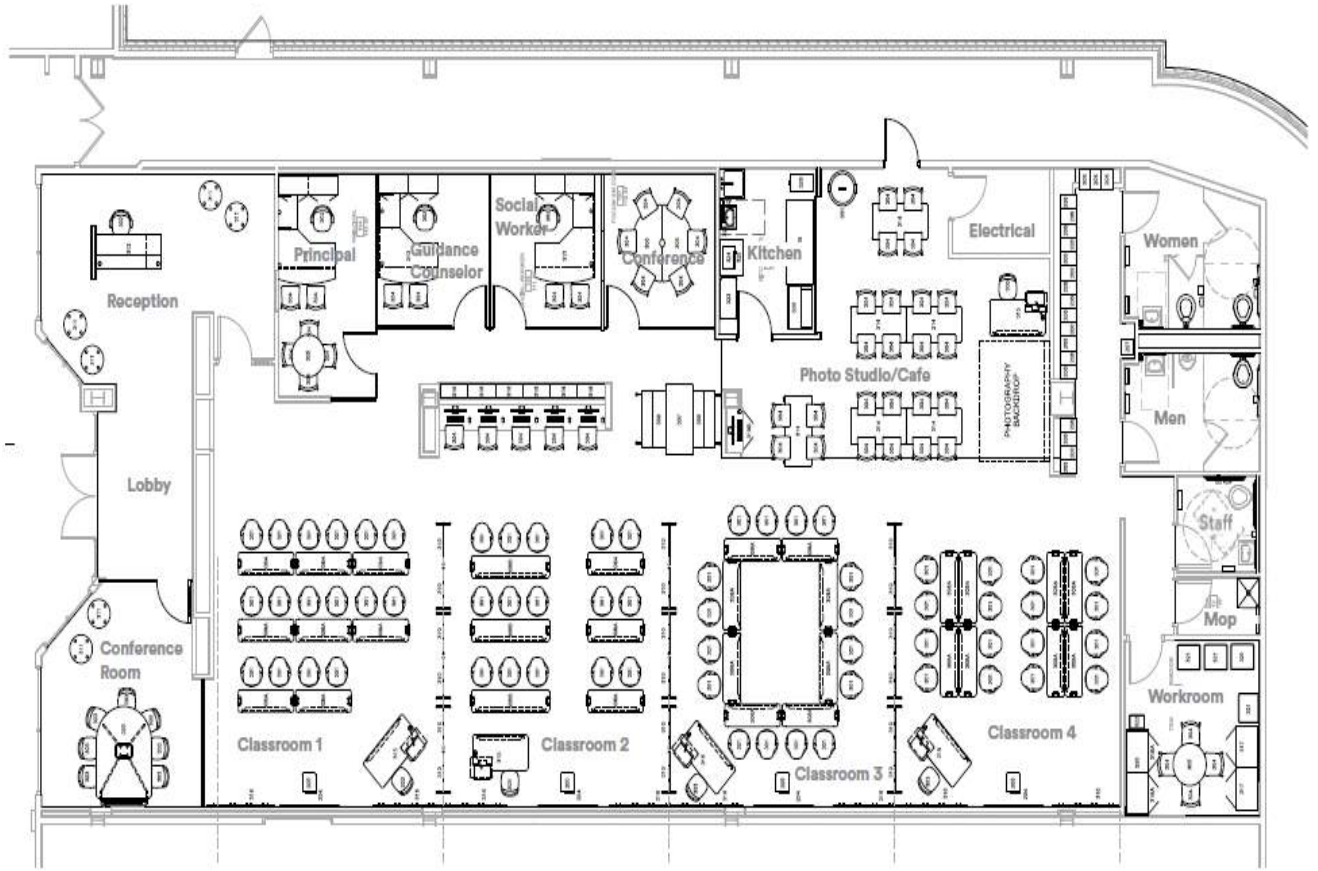
The SYF Advantage

Unique, creative environment



The SYF Advantage

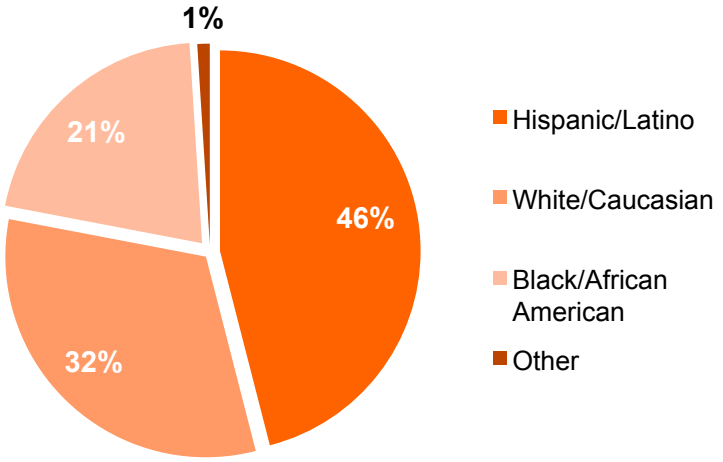
- Simon Youth Academy Layout

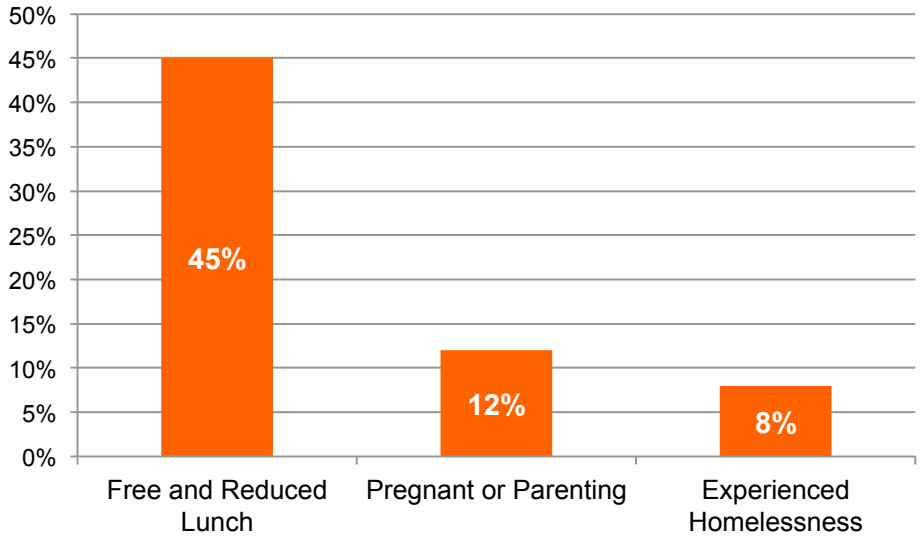


SYF Results

- 26 Simon Youth Academies in 12 states
- Cumulative 90% graduation rate
- 14,000 graduates since 1998

Student Profile 2010-2014*





*Source: SYF Annual Academy Surveys

SYF Scholarships

- 4,000 scholarships awarded since 1998
- $16 million total scholarship dollars



syf.org

ATTACHMENT P

MOU between the Union County Workforce Development Board, the Board of Chosen Freeholders and the American Job Centers Partners

MEMORANDUM OF UNDERSTANDING BETWEEN
UNION COUNTY WORKFORCE DEVELOPMENT BOARD AND AMERICAN JOB CENTERS PARTNERS

1. PARTIES AND PURPOSE

This Memorandum of Understanding (MOU) is entered into on this _____day of _____, 2016 between the **County of Union**, the **Union County Workforce Development Board of Directors**, and **American Job Centers' Partners of Union County**, herein identified as the **Union County Department of Human Services** and the **New Jersey Department of Labor and Workforce Development**—and sets forth the roles and responsibilities of all involved to successfully deliver services pursuant to the Workforce Innovation and Opportunity Act ('WIOA') of 2014.

The purpose of this agreement is to establish the respective roles, responsibilities, financial and institutional commitment of each entity in the development and operation of an American Job Center workforce service delivery system as required under the Workforce Innovation and Opportunity Act of 2014. WIOA Section 121(c) requires that each Local Workforce Development Board (LWDB), with agreement of the Area's Chief Elected Official (CEO), develop and enter into a memorandum of understanding—between the local board and the American Job Centers' Partners—with all the entities that serve as partners in the American Job Centers of Union County. It is understood that the development, implementation and continuation of this system will require mutual trust, teamwork among the **AJC Partners** working together as partners to accomplish the goals and objectives of the Workforce Innovation and Opportunity Act of 2014. As such, this agreement is entered into in a spirit of cooperation.

The Union County Workforce Development Board will enhance the quality of life for the residents of Union County by supporting the development and retention of a world-class workforce. To bring the above vision to fruition, the parties have agreed to establish processes and procedures to coordinate and deliver resources and services. This effort will enable **AJC Partners** to create an integrated, seamless and comprehensive service delivery system that offers an array of education, human services, job training, job placement and other workforce development and supportive services to both job seekers and businesses.

2. SCOPE

This Memorandum of Understanding is entered into by and between the **AJC Partners** for the operation of the American Job Centers workforce delivery system, including the coordination of service delivery and the sharing of infrastructure costs, for the Union County local workforce development area.

The **AJC Partners** to this MOU agree to work collaboratively to carry out the provisions of this MOU.

3. WORKFORCE DEVELOPMENT BOARD RESPONSIBILITIES

The Union County Workforce Development Board is responsible for, but not limited to, policy-making, budgeting, planning, oversight, evaluation and monitoring of the performance of programs and services, including the local American Job Centers Delivery System.

The Union County Workforce Development Board, in partnership with the chief elected official, shall conduct oversight for local youth workforce investment activities authorized under section 129(c) of the Workforce Innovation & Opportunity Act; local employment and training activities authorized under subsections (c) and (d) of section 134 of the Workforce Innovation & Opportunity Act; and same as it applies to the one-stop delivery system.

i. System Development and American Job Centers Standards

- The WDB is responsible for designating or certifying the American Job Centers' Operator with the agreement of the Local Chief Elected Official (L- CEO).
- Establish standards for the performance of the American Job Centers system.
- Establish outcome measures for key elements that will be required for specific services including performance and skill levels to be achieved.
- Establish annual program enrollment projections.
- Carry out responsibilities for the Eligible Training Provider List (ETPL) as directed by the SETC/NJDLWD. TBD

ii. System Evaluation

- The WDB is responsible for conducting an annual evaluation of its local American Job Centers Delivery System. The evaluation may be system-wide or may focus on one or more programs and/or services delivered by the One-Stop System.

iii. Performance, Oversight, and Monitoring

- The WDB is responsible for oversight and evaluation of the local American Job Centers Delivery System, which includes monitoring system performance through the established common measures and/or other SETC/NJLWD designated performance metrics, for the local WDB area. Performance should be reviewed at least quarterly.
- Conduct "risk assessments" during the course of the year and at

year-end, to review the performance of all training providers that impacted a performance measure falling below 90% of meeting the performance goal.

- The WDB is responsible for monitoring all contracts for services to ensure services are provided as per contract, performance requirements are met, and contracts are in accordance with federal, state and local laws and regulations.
- Provide quarterly summary monitoring reports to the L-CEO on system performance.

4. MANAGEMENT OF THE AMERICAN JOBS CENTERS

i. In accordance with the Workforce Innovation and Opportunity Act a partnership was formed between the NJ State Unemployment Insurance, the NJ State Employment Service and the NJ State Division of Vocational Rehabilitation Services Office.

ii. The Union County Department of Human Services has been selected to be the American Job Center Operator for the Union County workforce investment system.

iii. The American Job Center Operator shall be responsible for coordinating workforce system activities resulting in effective community partnerships, which expand and enhance the workforce system while achieving a high level of customer satisfaction and systems performance goals.

5. RESPONSIBILITIES OF THE AMERICAN JOBS CENTERS MANAGEMENT

I. All **AJC Partners** will participate in the continuous development of the American Job Center policies, procedures, and operational agreement.

II. The **AJC Partners** agree to cooperate in a team approach to serving and achieving the performance standards, service goals and uphold the Bill of Rights.

III. The **AJC Partners** agree to collaborate so as to achieve the Workforce Innovation & Opportunity Act Performance Indicators, as summarized below:

Adults and Dislocated Workers

i. the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

ii. the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

iii. the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

iv. the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program;

v. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and

vi. the indicators of effectiveness in serving employers.

Youth

i. the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;

ii. the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program;

iii. the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

iv. the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program;

v. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and

vi. the indicators of effectiveness in serving employers.

YOUTH INDICATOR RELATING TO CREDENTIAL — Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criteria under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within1 year after exit from the program.

IV. The Union County Workforce Development Board and the **AJC Partners** agree to acknowledge each other's organizational practices, management structure and regulatory requirements in the provision of the services under this agreement.

V. The partners shall be responsible for marketing programs of the American Job Center within the community.

VI. The Union County Department of Human Services, as the Operator of the American Jobs Centers, agrees to provide reports and information, and to attend meetings upon request of the Union County Workforce Development Board as requested through the Director of same, or through its committee structure.

VII. The **AJC Partners** and the Union County Workforce Development Board shall meet regularly to review and improve workflow, policies, procedures, referrals and delivery of employment and training services.

6. ROLES AND RESPONSIBILITIES OF AMERICAN JOB CENTER PARTNERS

WIOA Section 121(b) lists the minimum responsibilities of all required partners under WIOA. For consistency, all Partners will assume the responsibilities identified below, unless inconsistent with the federal law and regulations that authorize the Partner program or as otherwise specified in this article.

I. The **AJC Partners** will operate in accordance with the regulatory governmental laws (County, State or Federal), the respective regulations, statutes, eligibility policies, procedures and directives of its grantor agencies and funding sources.

- Each partner expressly agrees to notify the Union County Workforce Development Board of any changes to the

rules governing its respective program that impact the partner's performance under this MOU.

II. Provide Excellent Customer Service to Job Seekers, Workers, and Businesses.

III. Reflect a welcoming environment to all customer groups who are served by the one-stop centers.

IV. The Union County Department of Human Services, as the Operator of the American Jobs Centers, shall be responsible for the overall American Job Center system operations and performance. Guidelines and protocol for use of the informational release form shall be developed on an on-going basis, reviewed and continuously monitored to ensure compliance.

V. **AJC Partners** agree to respect and comply with each agency's policies regarding confidentiality.

VI. **AJC Partners** will encourage co-location of staff in the American Job Centers as may be feasible and negotiated.

VII. In order to offer the best possible services, Union County Department of Human Services, as the Operator of the American Jobs Centers, will participate in a regular and on-going process of program review and continuous improvement and customer satisfaction seeking opportunities for further integration and expansion of services. Partners will agree to participate in an ongoing, thorough and comprehensive systems review and process mapping in order to alleviate duplication, unnecessary delay, overlap, and identify gaps in services (WIOA Section 121(g)).

VIII. The Union County Department of Human Services, as the Operator of the American Jobs Centers, will provide or allow cross-informational training of appropriate staff to ensure staff awareness of each agency's mission, terminology, and eligibility criteria. This will ensure that customers have access to all Workforce programs for which they are eligible.

IX. **AJC Partners** agree to utilize an intake, referral and participant tracking system when feasible that shall be used by the American Job Center service delivery system subject to confidentiality constraints. The referral process will be reciprocal. **AJC Partners**

will retain the right to accept or reject referrals based upon agency eligibility criteria or financial limitations.

X. **AJC Partners** will identify a liaison to be contacted when key issues arise and to be the recipient of inter-agency referrals.

XI. **AJC Partners** will jointly share technology and information, including testing scores, assessments, and progress notes.

XII. **AJC Partners** will cooperate to ensure that the service plans, placements and terminations for mutually served are coordinated.

XIII. Performance data indicators of Eligible Training Provider List (ETPL) vendors will be shared with **AJC Partners** that seek training services for clients.

XIV. The Union County Department of Human Services, as the Operator of the American Jobs Centers, agree to regularly convene to address the needs of our employers and the business community.

XV. **AJC Partners** will ensure agency business practices are followed in the provision of services under this agreement.

XVI. In addition to the minimum responsibilities required under WIOA, **AJC Partners** responsibilities include:

- Provide priority of service to veterans and covered spouses for any qualified job training program pursuant to the Jobs for Veterans Act as prescribed in 38 USC 4215.
- Each partner must ensure compliance by its staff members with the Union County American Job Center policies and procedures.
- Use of common practices and procedures, forms and documents as agreed to by all parties in the performance of American Job Center services and activities and functions that support the Union County workforce service delivery system.

7. ROLES AND RESPONSIBILITIES OF THE AMERICAN JOB CENTER OPERATOR

The Union County Department of Human Services, as the Operator of the American Jobs Centers, is responsible for leading the implementation of the

UCWDB's vision for its American Job Center System. The Workforce Development Operator is responsible for the following.

MANAGEMENT TEAM PARTNER COORDINATION

I. The American Job Center Operator will serve as the primary communication link between the **AJC Partners** and the Union County Workforce Development Board.

SUPPORTING POLICY EFFORTS AND INITIATIVES

II. The American Job Center Operator shall work with the **AJC Partners** to meet performance requirements and to implement the workforce investment vision of the Workforce Development Board.

PERFORMANCE MANAGEMENT

III. The American Job Center Operator manages the accurate and timely flow of data systems that track, project and evaluate American Job Center services; analyzes performance, prepares reports; provides the Union County Workforce Development Board with key information on the performance and with corrective action plans when necessary.

AMERICAN JOB CENTER OPERATIONAL PLANNING AND DEVELOPMENT

IV. The American Job Center Operator shall work with **AJC Partners** to develop and implement a menu of appropriate, non-duplicative services.

AMERICAN JOB CENTER OPERATIONS MANAGEMENT AND OVERSIGHT

V. The American Job Center Operator monitors services to ensure that they comply with the Union County Workforce Development Board standards and the American Job Center policies and Procedures manual and related County, Federal and State regulations. The American Job Center Operator also provides guidance to **AJC Partners** and staff; and coordinates day-to-day operations of the American Job Center.

EMPLOYER AND COMMUNITY OUTREACH

VI. The American Job Center Operator collaborates with the Union County Workforce Development Board and **AJC Partners** to identify workforce strategies that address the needs of our local employers and community.

VII. *MANAGEMENT TEAM PARTNER CONFLICT/DISPUTE RESOLUTION PROCESS*
The American Job Center Operator will act as a facilitator to **AJC Partners** to resolve program and process coordination issues, using best efforts to resolve these issues on an informal basis. In the event

the **AJC Partners** are unable to reach a consensus, the American Job Center Operator will consult with the Workforce Development Board of Directors through the office its Director for guidance.

STAFF DEVELOPMENT

VIII. The American Job Center Operator will identify and coordinate common staff development activities with input from the **AJC Partners.**

MOU ENFORCEMENT

IX. The American Job Center Operator will ensure that **AJC Partners** fulfill their commitments articulated in the MOU, Resource Sharing Agreement and other guiding documents.

8. Services

The **AJC Partners** agree to provide, to the extent feasible, career services (basic, individualized, follow up) and training services at their respective sites. There is no sequence of service requirement for "career services" and training. This means that the State Workforce Agency (SWA) or American Job Center staff may determine training is appropriate regardless of whether the individual has received basic or individualized career services first. Required American Job Center career and training services are delineated in TEGL 03-15.

I. Through the **AJC Partners** and their service providers ensure that businesses and job have access to information and services that lead to positive employment outcomes. Under WIOA, **AJC Partners:**

i. Provide job seekers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages;

ii. Provide access and opportunities to all job seekers, including individuals with barriers to employment, such as individuals with disabilities, to prepare for, obtain, retain, and advance in high-quality jobs and high-demand careers;

iii. Enable businesses and employers to easily identify and hire skilled workers and access other supports, including education and training for their current workforce;

iv. Participate in rigorous evaluations that support continuous improvement of one-stop centers by identifying which strategies work better for different populations;

v. Ensure that high-quality integrated data inform decisions made by policymakers, employers, and job seekers.

vi. Improve the skills of job seeker and worker customers.

vii. Provide career services that motivate, support, and empower customers, including individuals with disabilities, to make informed decisions based on local and regional economic demand and effectively attain their personal employment and education goals.

II. Workforce Service Delivery

i. **Use an integrated and expert intake process for all customers entering the one-stop centers.** Frontline staff are highly familiar with the functions and basic eligibility requirements of each program, and can appropriately assist customers and make knowledgeable referrals to partner programs, as needed and as appropriate given the authorized scope of the program.

ii. **Design and implement practices that actively engage industry sectors** and use economic and labor market information, sector strategies, career pathways, Registered Apprenticeships, and competency models to help drive skill-based initiatives.

iii. **Balance traditional labor exchange services with strategic talent development** within a regional economy. This includes use of market-driven principles and labor market information that help to define a regional economy, its demographics, its workforce and its assets and gaps in skills and resources.

iv. **Ensure meaningful access to all customers.** One-stop centers must be physically and programmatically accessible to all customers, including individuals with disabilities. In so doing, one-stop centers use principles of universal design and human-centered design, such as flexibility in space usage; the use of pictorial, written, verbal, and tactile modes to present information for customers with disabilities or limited English proficiency; providing clear lines of sight to information for seated or standing users; providing necessary accommodations; and providing adequate space for the use of assistive devices or personal assistants.

v. **Include both virtual and center-based service delivery** for job seekers, workers, and employers. Both methods of delivery support the talent needs of the regional economy, although each may better serve different customers with different levels of service needs at any given time. The one-stop delivery system can expand its reach by delivering robust virtual services and increasing the accessibility of those services through community

partners, such as libraries, community and faith-based organizations, and other partners.

vi. **Incorporate innovative and evidence-based delivery models** that improve the integration of education and training, create career pathways that lead to industry-recognized credentials, encourage work-based learning, and use state-of-the-art technology to accelerate learning and promote college and career success.

vii. **System Referral Arrangement.** Although co-location is desired wherever economically and practically feasible, through the use of technology and electronic linkages, an efficient customer service and referral system needs to be developed that supports customer choice and access to the programs and services of the American Job Center System. The referral system could include required and optional partners, faith-based organizations, community organizations, businesses, and governmental agencies.

The coordination of services established between partners in the American Job Center System varies depending upon the customer service needs being addressed.

9. Duration

The Parties' performance under this MOU ('Effective Date' and 'Initial Term') shall commence on **June 1, 2016**, and shall terminate on **June 30, 2017**, unless previously terminated by one of the parties pursuant to the terms of this MOU.

10. Conflict/Dispute Resolution

It is expected that the partnership will function by consensus. In instances where consensus cannot be reached, the parties shall first attempt to resolve disputes informally. When necessary the American Job Center Operator and other parties as appropriate will mediate to resolve the dispute. If the matter cannot be resolved then it shall be referred to the Union County Workforce Development Board of Directors.

11. Resource Sharing/Cost Allocation/Services

WIOA 121 (c)(2)(A)(ii) requires that funding arrangements for services and operating costs of the American Job Center service delivery system be described in this MOU. The methodologies of determining each partner's proportionate "fair" share of costs must be allowable under each partner's respective program and under all applicable federal and state rules including the Office of Management and Budget (OMB) Circulars applicable to each partner's type of organization.

It is expressly understood that this MOU constitutes commitment of specific resources/services that will enhance the offering of services to the customers of the American Job Centers. The Resource Sharing Agreement documents agreements between participating members in a multi-funded program delivery system at the local level and addresses cost distribution relative to the American Job Centers' infrastructure, shared services and operating costs.

This Resource Sharing Agreement will memorialize each partner's share of contributed resources and the costs each agency will pay for the operation of the two (2) comprehensive Union County American Job Centers.

The Union County American Job Centers shared infrastructure and operating costs shall be delineated as an Addendum to this MOU. The Resource Sharing Agreement shall be developed annually as a separate agreement for those **AJC Partners'** physically located at the Union County American Job Center(s).

12. System Standards

AJC Partners will work collaboratively with the American Job Center Operator to ensure the following system standards are met.

a. Performance Measures
b. Monitoring Process
c. Subcontractor / vendor performance
d. Customer Satisfaction Measures
e. Evaluation/Assessment
f. Remedial/Corrective Action

13. Assurances and Certifications

a. Each Management Team Partner will abide by its organization's assurances and certifications.

b. In addition to the requirements at 29 CFR 95.42, and/or 20 CFR 97.36 (b) (3), as applicable, which address codes of conduct and conflict of interest issues related to employees, the conflict of interest provisions in section (6), VIII will be adhered to.

c. **AJC Partners** are respectively responsible for compliance with any and all County, Federal, State and Local Laws, statutes, rules or regulations, including but not limited to, wages, benefits, worker's compensation, disability, general liability, unemployment insurance, social security.

d. In addition each **AJC Partners** will be incompliance with the following:
   - Federal and State Laws prohibiting discrimination

- 29 CFR Part 37 governing equal opportunity in the work place
- The Americans with Disabilities Act

e. This agreement shall be interpreted in accordance with the laws of New Jersey and/or Federal Law, as applicable.

14. Indemnification/Insurance

Each Management Team Partner to this agreement will assume liability for its action and the actions of its Board of Directors, officials, employees, agents or volunteers under this Agreement. **AJC Partners** shall hold harmless, defend and indemnify all other **AJC Partners** to this agreement from any and all claims for damages, personal injury, and property damages, including costs and attorney fees resulting in whole or in part from the **AJC Partners**, their respective Board of Directors, officials, employees, its agents or volunteers, acts, omissions or activities, whether negligent or not, under this agreement.

15. Terms of Agreement

a. **MOU Review and Renewal:**

1. Every year, the MOU shall be reviewed to assess whether any changes or adjustments are needed in the processes and procedures described in Sections 3-7 above or if changes are needed in other provisions of this MOU. The Parties shall negotiate modifications to the provisions of the MOU and proceed to amend this MOU.

2. Renewal. Within ninety (90) days prior to the end date of this MOU, the Parties shall review the MOU and negotiate any needed changes to the provisions herein. The Parties shall collaboratively evaluate the effectiveness of operations pursuant to this MOU, make any necessary modifications, and renew the MOU for a term to be determined at the time of renewal.

The review of the MOU shall include:

- An analysis of the successes and challenges in operations pursuant to these provisions;
- Infrastructure cost sharing methodologies;
- Any programmatic budgetary changes that may impact a Party's responsibilities; and
- Consideration of any issues, findings and/or recommendations identified in the Parties' monitoring reports

The MOU shall be effective upon execution of this document and continue unless otherwise amended or terminated as provided for herein.

b. **AMENDMENTS:** The MOU may be amended at any time by mutual agreement of the parties, or unilaterally by the Union County Workforce Development Board Chair, in consultation with the Chief Elected Official, due to any federal, state or local governmental/legislative, statutory or regulatory amendments or modification(s) and/or performance related matters. The parties may enter into negotiations for amendments to this agreement with a thirty-(30)-day prior written notification to the **AJC Partners** by the party seeking the change.

c. **ASSIGNMENT:** This agreement may only be assigned upon the mutual written agreement of the parties herein.

d. **SEVERABILITY:** Provided this MOU can be executed and performance of the obligations of the Parties accomplished within its intent, the provisions hereof are severable and any provision that is declared invalid or becomes inoperable for any reason shall not affect the validity of any other provision hereof, provided that the Parties can continue to perform their obligations under this MOU in accordance with its intent.

e. **TERMINATION:**

a. **AJC Partners** that fail to meet its obligation under this agreement shall be referred to the Executive Committee of the Union County Workforce Development Board for review and possible partnership termination.

b. Funding cuts by one or more federal programs that are so substantial that the Union County American Job Centers operations cannot continue as specified herein and a new MOU must be negotiated. WIOA regulations or statute is repealed. Local area designations are changed.

c. WIOA Section 121(c) mandates the execution of this MOU between the Workforce Development Board and the American Jobs Centers Partners. However, any single partner may terminate its participation as a party to this MOU upon thirty (30) days written notice to the Union County Workforce Development Board. In such an event, the Union County Workforce Development Board will provide written notice to all remaining partners and will amend this MOU per Section 15 b. The termination of one or more partner's participation as a party will not result in a termination of this MOU unless the number or contribution of the terminating partner(s) is so substantial that it necessitates the negotiation of a new MOU.

d. The Union County Workforce Development Board is required under the Workforce Innovation and Opportunity Act of 2014, to release a Request for Proposal(s) for the competitive selection of the American Job Centers Operator. As such, it is under said authority which the Union County Workforce Development Board may select a new American Jobs Center Operator. This MOU is no way, shape or form intended to neglect the Union County Workforce Development Board's fiduciary responsibility or authority.

16. Record Retention and Personally Identifiable Information

Assurance that all parties are aware of, and will comply with the Federal and State requirments related to peraonlly identifieable inforamtion and record retention.

17. Authority and Signatures

The individuals signing below have the authority to commit the party they represent to the terms of this agreement, and do so commit by signing herein.

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SIGNATURE PAGE

Alfred J. Faella, County Manager
County of Union

4/20/16
Date

Glenn Nacion, Chairman
Union County Workforce Development Board

4-15-16
Date

Antonio Rivera, Director
Union County Workforce Development Board

4/15/16
Date

Catherine Starghill, Director Workforce Field Services
NJ LWD, Workforce New Jersey
Wagner-Peyser
WIOA Title IV (DVRS)
Employment Service
Trade Adjustment Act/NAFTA

Date

Frank Guzzo, Director
Department of Human Services
American Job Centers of Union County

4/19/2016
Date

American Job Center of Union County Partners Service Delivery Narrative for Matrix

The purpose of the matrix is to illustrate the provision of required career and training services in the American Job Center.

AJC Partners to this MOU have agreed to assist in providing services in accordance with their respective regulations and agree to share, coordinate and consolidate wherever possible those services necessary to a seamless delivery system.

The left side of the matrix lists the elements of the required services and the headings across the top of the matrix are required programs to be represented in the American Job Center.

- All WIOA Adult, Youth, Dislocated Worker and Workforce Development Program (WDP) services are provided by the local delivery agency of the American Job Center.

- Temporary Assistance to Needy Families (TANF) and General Assistance (GA)/Food Stamps (FS) services are provided jointly by the local County Welfare Agency (CWA)/the Union County Board of Social Services, the Union County American Job Center and the NJ Labor & Workforce Union local office.

The NJ Division of Vocational Rehabilitation Services (DVRS) Union local office provides all DVRS services.

NJ Labor & Workforce Development Union local office provides Wagner-Peyser/Employment Services, Professional Services Group (PSG), and Project Reemployment Opportunity System (PROS) services. NJ LWD Veterans and Older Worker service staffs are present in the NJ LWD office.

NJ Unemployment Insurance (UI) is located at the American Job Center with NJ LWD Workforce.

Union County College manages the Workforce Innovation Business Center. The Adult Basic Skills Consortium is a required Partner of the WIOA legislation.

	WIOA Adult	WIOA Youth	WIOA DW	WDP	Wagner Peyser/ES
Career Services					
Eligibility for Services	♦	♦	♦	♦	♦
Outreach, intake, orientation	♦	♦	♦	♦	♦
Initial Assessment	♦	♦	♦	♦	♦
Labor Exchange Services	♦	♦	♦	♦	♦
Referrals to Programs	♦	♦	♦	♦	♦
Labor Market Information	♦	♦	♦	♦	♦
Performance, cost information ETPL	♦	♦	♦	♦	♦
Provision of local performance	♦	♦	♦	♦	♦
Supportive services information	♦	♦	♦	♦	♦
UI information and assistance	♦	♦	♦	♦	♦
Financial aid information	♦	♦	♦	♦	♦
Follow-up Services	♦	♦	♦	♦	♦
Comprehensive and Specialized Assessments	♦	♦	♦	♦	
Development of Individual Employment Plan	♦	♦	♦	♦	♦
Career Planning, counseling	♦	♦	♦	♦	♦
Short Term Pre-Vocational Services	♦	♦	♦		
Internships, work experience	♦	♦	♦	♦	♦
Out-of-area Job search	♦	♦	♦	♦	♦
Financial Literacy Services	♦	♦	♦	♦	♦
English language acquisition	♦	♦	♦	♦	♦
Workforce preparation	♦	♦	♦	♦	♦
Other					
Training Services					
Occupational Skills Training	♦	♦	♦	♦	
On-the-Job Training	♦	♦	♦	♦	♦
Skill Upgrading and Retraining	♦	♦	♦	♦	
Entrepreneurial Training	♦	♦	♦	♦	♦
Job Readiness Training (Career Beacon)	♦	♦	♦	♦	♦
Adult Education/Literacy Activities	♦	♦	♦	♦	
Customized Training	♦	♦	♦	♦	♦
Workplace Training with related instruction	♦	♦	♦	♦	♦
Private Sector Training Programs	♦	♦	♦	♦	♦
Incumbent Worker Training	♦	♦	♦	♦	♦
Transitional Jobs	♦	♦	♦	♦	♦
Soft Skills	♦	♦	♦	♦	

	Older Worker	UI	TANF	FS/GA	Vocational Rehab.	Veterans
Career Services						
Eligibility for Services	♦	♦	♦	♦	♦	♦
Outreach, intake, orientation	♦	♦	♦	♦	♦	♦
Initial Assessment	♦		♦	♦	♦	♦
Labor Exchange Services	♦		♦	♦	♦	♦
Referrals to Programs	♦		♦	♦	♦	♦
Labor Market information	♦		♦	♦	♦	♦
Performance, cost information ETPL	♦		♦	♦	♦	
Provision of local performance	♦		♦	♦		
Supportive services information	♦	♦	♦	♦	♦	♦
UI information and assistance	♦	♦	♦	♦		
Financial aid information	♦	♦	♦	♦	♦	♦
Follow-up Services	♦	♦	♦	♦	♦	♦
Comprehensive and Specialized Assessments	♦		♦	♦	♦	♦
Development of Individual Employment Plan	♦		♦	♦	♦	♦
Career Planning, counseling	♦		♦	♦	♦	♦
Short Term Pre-Vocational Services	♦		♦	♦	♦	
Internships, work experience	♦		♦	♦	♦	♦
Out-of-area Job search	♦		♦	♦	♦	♦
Financial Literacy Services	♦		♦	♦		
English language acquisition	♦		♦	♦		
Workforce preparation	♦		♦	♦		
Other						
Training Services						
Occupational Skills Training	♦		♦	♦	♦	
On-the-Job Training	♦		♦	♦	♦	
Skill Upgrading and Retraining	♦		♦	♦	♦	
Entrepreneurial Training						
Job Readiness Training (Career Beacon)	♦		♦	♦	♦	
Adult Education/Literacy Activities	♦		♦	♦	♦	
Customized Training						
Workplace Training with related instruction	♦		♦	♦		
Private Sector Training Programs						
Incumbent Worker Training						
Transitional Jobs						
Soft Skills						

	UCC	UC Adult Basic Skills Consortium
Career Services		
Eligibility for Services	♦	♦
Outreach, intake, orientation	♦	
Initial Assessment	♦	♦
Labor Exchange Services	♦	♦
Referrals to Programs	♦	♦
Labor Market information	♦	
Performance, cost information ETPL	♦	♦
Provision of local performance	♦	
Supportive services information	♦	♦
UI information and assistance		
Financial aid information	♦	
Follow-up Services	♦	♦
Comprehensive and Specialized Assessments	♦	♦
Development of Individual Employment Plan	♦	
Career Planning, counseling	♦	
Short Term Pre-Vocational Services	♦	
Internships, work experience	♦	
Out-of-area Job search	♦	
Financial Literacy Services		
English language acquisition	♦	
Workforce preparation	♦	
Other		
Training Services		
Occupational Skills Training	♦	
On-the-Job Training	♦	♦
Skill Upgrading and Retraining	♦	
Entrepreneurial Training	♦	
Job Readiness Training (Career Beacon)	♦	♦
Adult Education/Literacy Activities	♦	♦
Customized Training	♦	
Workplace Training with related instruction	♦	
Private Sector Training Programs	♦	
Incumbent Worker Training	♦	
Transitional Jobs	♦	
Soft Skills	♦	

ATTACHMENT R

SETC August 18, 2016 One Stop Certification Guidelines

Union County Workforce Development Board

Date Updated: ***March 1, 2016***

	Officers (indicate Chair, Vice Chair, Secretary, other)	Last Name	First Name	Title	Business / Organization	Business	Organized Labor	CBOs	Education	Government Partners	Other
Business Members: Must comprise 51% of membership											
Seat 1	*Chair*	Nacion	Glenn	Vice President Human Resources	Trinitas Regional Medical Center	1					
Seat 2		Brady	James R.	Vice President and General Manager	The Savor Group, LLC	1					
Seat 3		Bocchieri	Mark	Director External Affairs	Verizon New Jersey	1					
Seat 4		Earley	Tina	Manager, Government & Community Affairs	Elizabethtown Gas	1					
Seat 5		Capac	Ricahrd	Director	Leaf Group, LLC	1					
Seat 6		Chenault-Kilgore	Monica	Senior Human Resources Consultant	The Chenault Group, Inc.	1					
Seat 7		Dedinsky	Donna	Manager, Associate Relations	Wakefern Food Corporation	1					
Seat 8		Dominguez	Juan Carlos	Vice President	JJJ Distributors	1					
Seat 9		Durham	Gloria	CEO	Genesis Staffing Services	1					
Seat 10		Goncalves	Alberto	Managing Partner	GS Developers LLC	1					
Seat 11		Hamlett	Eugenia	Residential Broker/Developer	Hamlett Management, LLC.	1					
Seat 12		Liranzo	Anadir	President	Omega Maintenance Corp	1					
Seat 13		Masin	Jerry	President	CompasScale	1					
Seat 14		McConnell	Kim	President	The McConnell Leadership Group, LLC	1					
Seat 15		McLachlan	Sandy	HR Business Partner/Labor Relations	Phillips66 Bayway Refinery	1					
Seat 16		Morreale	Christopher	Senior Manager	FedEx	1					
Seat 17		Paredes	Lenin	CEO	Global Insurance Agency, LLC	1					
Seat 18		Robinson, Jr.	Stan	Owner	SHR Marketing, LLC	1					
Seat 19		Tasharofi, M.D.	Kamran	President/Owner	Union County Health Care Associates	1					
Economic Development: 1 member required, counted as business member											
Seat 20	*Secretary*	Peter	Erick	Director of Training and Technical Assistance	Union County Economic Development Corporation	1					
Organized Labor and Community-Based Organizations: Must comprise 20% of membership											
Seat 21		Christmas	Noel	President	Utilities Workers Union of America, Local 601		1				
Seat 22		Malcolm	Richard	Business Agent	Ironworkers, Local #11		1				
Seat 23		Pfarr	Gary	Assistant Business Manager	International Brotherhood of Electrical Workers, Local 102		1				
Seat 24		Horne	James	President & CEO	United Way of Union County			1			
Seat 25		Capaci	Pamela	Executive Director	Prevention Links			1			
Seat 26		Perry	John	Executive Director	Council for Airport Opportunities			1			
Seat 27											
Education Representatives: 3 members required (additional members optional)											
Seat 28	Required	McMenamin, Ph. D.	Margaret	President-Union County College	Title II Adult Education and Literacy Provider				1		
Seat 29	Required	Manale	Yoshi	Executive Assistant, Operations Kean Univeristy	Higher Ed Entity (incl. Comm College) that provides workforce training.				1		
Seat 30	Required	Capodice	Peter	Superintendent	County Vo-Tech School in the local area				1		
Government Partners: 2 members required (additional members optional)											
Seat 31	Required	CaufieLd	Hugh	Elizabeth ES	ES / Wagner-Peyser Representative					1	

ATTACHMENT R

SETC August 18, 2016 One Stop Certification Guidelines

Workforce Development Board Directors
Meeting of August 18, 2016

Agenda

Item #	Subject	Presented by
1.	WIOA Regulations • Summary discussion • USDOL plans for training	SETC
2.	One-Stop Certification	SETC
3.	One-Stop Procurement • Legal • WIOA • Procurement • Audit	SETC/panel
4.	Planning • State • Regional • Local	SETC
5.	Functional Alignment	Workforce Operations & Business Services
6.	Performance Negotiations	Office of Research & Information
7.	Industry Recognized Credentials	Office of Research & Information
8.	Updates • Case Management • WFNJ – group activities	Workforce Development & Economic Development
9.	Summary & Next Steps • Including conversation of ongoing meeting schedule	SETC

Employment and Training Administration (ETA) Was this page helpful?

Final Rules Resources

FINAL RULES

- Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions; Final Rule
- Workforce Innovation and Opportunity Act; Department of Labor Only; Final Rule
- Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act); Final Rule
- State Vocational Rehabilitation Services Program; State Supported Employment Services Program; Limitations on Use of Subminimum Wage; Final Rule
- Workforce Innovation and Opportunity Act, Miscellaneous Program Changes; Final Rule

FINAL RULES RESOURCES

Press Release

Performance Accountability Resources

Quick Reference Guides

- Quick Reference Guide on DOL Only Rule
- Quick Reference Guide on Joint Rule

Frequently Asked Questions

- Final Rules and Performance FAQs

Fact Sheets

- WIOA Fact Sheet: The Big Picture
- WIOA Fact Sheet: Quick Overview of All Final Rules
- WIOA Fact Sheet: Detailed Overview of All Final Rules

New Jersey
State Employment and Training Commission

One-Stop Certification

August 18, 2016

Update – V2

One-Stop Certification

New Jersey
State Employment and Training Commission

Not to be confused with Workforce Development Board Certification, WIOA requires at Section 121 that the local board,

…with the agreement of the chief elected official, is authorized to designate or certify one-stop operators and to terminate for cause the eligibility of such operators.

One-Stop Certification

New Jersey
State Employment and Training Commission

Also @ 121*: In order to be eligible to receive infrastructure funding described in subsection (h), the State board, in consultation with chief elected officials and local boards, shall establish objective criteria and procedures for use by local boards in assessing at least once every 3 years the effectiveness, physical and programmatic accessibility in accordance with section 188, if applicable, and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), and continuous improvement of one-stop centers and the one-stop delivery system, consistent with the requirements of section 101(d)(6).*

One-Stop Certification

New Jersey
State Employment and Training Commission

From Section 121:

CRITERIA—The criteria and procedures developed under this subsection shall include standards relating to service coordination achieved by the one-stop delivery system with respect to the programs administered by the one-stop partners at the one-stop centers

One-Stop Certification (Criteria con't.)

New Jersey
State Employment and Training Commission

Consistent with…

- Guidelines
- Guidance
- Policies

Developed by State Board/Governor in consultation w. CEOs and local boards

Includes…

- Effectiveness
- Accessibility
- Improvement
- Achievement of Performance
- Integration/alignment of services
- Supports performance

One-Stop Certification (Local Criteria)

New Jersey
State Employment and Training Commission

Also from 121:

a local board in the State may develop additional criteria (or higher levels of service coordination than required for the State-developed criteria) relating to service coordination achieved by the one-stop delivery system…

…in order to respond to labor market, economic, and demographic, conditions and trends in the local area.

One-Stop Certification

New Jersey
State Employment and Training Commission

Plan references…

- Accessibility
- Staff training
- Employer engagement/results
- Customer satisfaction/focus
- Data/information/analysis
- Quality – operations/results
- Technology

Also cites:

- EO/non-discrimination
- Notice/communication
- Universal Accessibility
- Compliance
- Corrective action/sanctions
- Information collection/maintenance
- Use of model tool (CARF)

One-Stop Certification

New Jersey
State Employment and Training Commission

Reviewing a number of discussions:

NAWB – *A WIB Member's Guide To Quality Assurance*

Northwest Workforce Council's – *WorkSource Northwest Certification Application*

New York State Department of Labor – *Guide to Certifying One-Stop Operators*

Kentucky Career Center – *Career Center Certification FAQ*

Oklahoma Workforce System Building Toolkit – *New Day, New Way*

This does not replace specific program compliance reviews. Those may be viewed as a gateway.

One-Stop Certification

New Jersey
State Employment and Training Commission

Many states have built around the model of the Malcolm Baldrige Quality Award Criteria. With that as a consideration, an example:

- Leadership
- Strategic Planning
- Customer and Market Focus
- Information and Analysis
- Human Resource Analysis
- Process Management
- Results

One-Stop Certification

New Jersey
State Employment and Training Commission

Baldrige categories conforming with past discussions…

Past Discussion	Baldrige Principles
Governance & Strategy	Leadership/Strategic Planning
Customer Focus &Satisfaction	Customer & Market Focus
Employer Engagement & Effectiveness	Human Resource Analysis
Designing& Management Of 1-Stop	Process Management
Quality of Operations & Results	Results
Managing the Quality of Affiliates	Results
Performance Measurement, Mgm't. & Improvement	Information & Analysis

One-Stop Certification

New Jersey
State Employment and Training Commission

Translating to a workforce environment (some potential examples)…

- Leadership

  Considerations may include:

  - Existence of a mission statement
  - Clear/written description of system
  - Qualified/trained leadership
  - Qualified staff
  - Accessibility
  - Communications

One-Stop Certification

New Jersey
State Employment and Training Commission

- Strategic Planning
  - Data-based decision-making
  - Evidence-based service use
  - Targeting of service population
  - Targeting of employment
  - Coordination of employment
  - Utilization of data

One-Stop Certification

New Jersey
State Employment and Training Commission

Process Management

- Outreach processes
- Certification processes
- Referral processes between partners
- Coordination of job development
- Joint employer marketing

One-Stop Certification/Next Steps

New Jersey
State Employment and Training Commission

Next steps:

- Share locally for input from local boards and CEO
- Prepare proposal for consideration
- Bring to SETC Committee for approval
- Seek full SETC support
- Distribute upon completion

One-Stop Certification - Update

New Jersey
State Employment and Training Commission

- Package shared with field
  - Recommended changes/additions
    - Change focus from subjective to objective goals
    - Form appropriate workgroup
    - Open group up to include local perspective
- SETC will be asked to incorporate recommendations
- Will include suggestion to evolve process once significant number of Boards successfully pass certification.

New Jersey

One-Stop Certification Checklist

V2

August 18, 2016

DRAFT

New Jersey One-Stop Certification Process

Certification Process Checklist

Background – The following documents are required to be submitted by each local Workforce Investment Area seeking One-Stop Certification. These may be considered gateways to certification consideration:

☐ A completed cover document / letter of transmittal requesting State of New Jersey One-Stop certification;

☐ Current/Full Workforce Development Board Certification

☐ Verification of meeting disability/accessibility standards;

☐ Verification of meeting grievance/complaint/EO standards;

☐ Local Memorandum of Understanding between the Workforce Board and its local one-stop partners;

☐ A completed Quality Benchmarking Tool;

☐ Completed Minimum Standard of Service Delivery Checklist.

DRAFT

ONE-STOP CERTIFICATION

QUALITY BENCHMARKING TOOL

Category No. 1: Leadership
Partners agree on a shared vision for a customer-driven service delivery system.

Yes No

Evidence Indicator: A shared vision among all required partners is documented in MOU.

Agreements (e.g. MOUs) indicate that partners/suppliers have agreed to short/long-term goals regarding broader economic/political goals of the community.

Yes No

Evidence Indicator: Agreements recognize goals established by Workforce Development Board, State of New Jersey and United States Department of Labor.

Systems exist that demonstrate the existence and utilization of regional efforts including a collaborative plan and resource sharing that indicate efforts are not constrained by governmental or political boundaries.

Yes No

Evidence Indicator: Regional plans and service agreements indicate joint utilization of services with a breakdown of shared costs.

Business and Community partners have been educated in such a manner that a wide range of partners have participated in discussions regarding the model/management of the One-Stop.

Yes No

Evidence Indicator: Attendance/public hearing lists for presentations/meetings where the discussions are held are maintained/available.

DRAFT

Processes for ongoing private sector membership, participation and outreach are in place along with systems that ensure linkages between ongoing workforce services with the needs of the business community and employers.

Yes No

Evidence Indicator: Levels of business board membership, business association memberships and links between program services and business/employer demand.

A local governance process that is charged with overseeing the planning and provision of one-stop services.

Yes No

Evidence Indicator: Workforce Board (or committee) includes this as among its charges and is corroborated by minutes/documentation.

Category No. 2: Strategic Planning
All required programs/partners are involved in strategy development and are appropriately represented in full service One-Stop Career Centers.

Yes No

Evidence Indicator: Records indicate participation and organizations are providing services in One-Stop on a regularly scheduled basis.

Process in place to document expectations of board, partners, staff and service clients. Provided in manner in which activity may be measured against goals.

Yes No

Evidence Indicator: Records maintained documenting efforts/results of associated groups.

Local certification plans exist for centers/affiliates as appropriate.

Yes No

Evidence Indicator: Copies of plans/associated guidelines**.**

DRAFT

Federal and NJ performance metrics are utilized for measuring performance against plan and as decision-making tool.

Yes No

Evidence Indicator: Documentation for decision-making maintained/reviewable. Confirms decisions.

Eligible Training Provider List, Consumer Report Card, performance data and evidence-based results are utilized in decision-making.

Yes No

Evidence Indicator: Documentation for decision-making Maintained/reviewable. Confirms decisions.

Training opportunities are linked, where appropriate, to career pathways and industry-based credentials. System ensures that service clients may build upon their skills throughout their career.

Yes No

Evidence Indicator: Client folder discusses career paths, future opportunities and manners of accomplishment.

Clear area commitment to Employment First for applicable service clients.

Yes No

Evidence Indicator: File indicates placement/wages for service clients. Wage should satisfy requirements of Employment First.

Category No. 3: Customer and Market Focus
Public hearings/focus groups used to attain customer input as part of service planning.

Yes No

Evidence Indicator: Records/minutes of proceedings are kept and included in plans as appropriate.

DRAFT

Single points of contact have been established in the area for business and client customers.

Yes No

Evidence Indicator: Records indicate single point of contact for each appropriate client.

Client/Employer customer satisfaction data (e.g. surveys, etc.) are used as justification for service/products and as documentation of continuous improvement.

Yes No

Evidence Indicator: Records are maintained that indicate satisfaction and used as a basis for service/product provision.

Partnerships exist that cut across the market to ensure access to groups/individuals that may help ensure success.

Yes No

Evidence Indicator: Agreements/MOUs are maintained/signed that document relationships, and the basis of the relationship that include, but are not limited to organizations such as community colleges, employer groups, trade associations, talent networks/targeted industries, labor organizations and community/faith-based organizations.

Foundation for workforce development investments have been established with industry-focused Talent Networks, Targeted Industry Partnerships and Talent Development Centers.

Yes No

Evidence Indicators: Records indicate service focus on supporting targeted fields.

Review local services/approach to examine how Career Center system determines customer/market requirements; expectations and preferences; successes/failures; and, adjusts to findings as step towards continuous improvement.

DRAFT

Yes No

Evidence Indicator: Records document that local determination took place, information reviewed, acted upon and that service/program structure reflects the results.

Category No. 4: Information and Analysis
Operator demonstrates how use of information and information technologies support/enhance customer service and staff effectiveness.

Yes No

Evidence Indicator: Documentation exists that demonstrates use of information/technology in supporting/enhancing customer service and staff effectiveness.

Local service audit utilized to identify areas/opportunities for new/improved products/services.

Yes No

Evidence Indicators: Audit result leading to changes reviewed.

Stakeholder training teaching stakeholders how to analyze the relationship between quality improvement, customer satisfaction and financial performance.

Yes No

Evidence Indicator: Documentation of training/attendance exists and is reviewable.

System-wide method for collection, analysis and use for data exists and is used by Operator.

Yes No

Evidence Indicator: Documentation is reviewed that details methods of collection and use. Analysis is made available and is indicative of activities/actions taken in area.

Category No. 5: Human Resource Focus

DRAFT

Guidelines and a plan for ongoing capacity building have been developed to ensure that staff at all levels of process are trained and expert in providing customer oriented services at a high level.

Yes No

Evidence Indicator: Training schedules, content and attendance list are maintained and reviewable.

Process exists to identify and conduct necessary training sessions for all levels of system staff and program/service suppliers.

Yes No

Evidence Indicator: Process is documented; results are in reviewable form and attendance lists maintained.

Information systems and work processes are designed to promote collaboration and sharing of findings across multiple partner organizations and work units. Data is used as a basis for performance review.

Yes No

Evidence Indicator: Processes and systems for sharing are documented and use of data for performance is available for review.

Category No. 6: Process Management

Local certification process based upon quality/Baldrige criteria for performance measures and quality assurance has been established for product/service suppliers.

Yes No

Evidence Indicator: Process is documented and available for supplier review and adaptation.

A documented service flow for each One-Stop exists. The process indicates timelines and methods for referral and how Eligible Training Provider list and Consumer Report Card is managed and how ITAs are made available within process.

Yes No

DRAFT

Evidence Indicator: Service flow is available for review. It documents time lines and methodologies for potential actions/activities.

Processes for the handling of poor performance by Operator, partner and service/product provider are documented.

Yes No

Evidence Indicator: Documents are available; processes are realistic/implementable.

System has been established to document strengths/weaknesses of processes to develop more effective, customer-oriented processes.

Yes No

Evidence Indicator: Document is available; process improvement is realistic/implementable

Services/Programs are organized functionally; not be funding source, program or staff.

Yes No

Evidence Indicator: Documentation and physical structure demonstrate functional alignment.

Category No. 7: Business Results
Service renewal and incentive programs are linked to meeting/exceeding specific performance standards.

Yes No

Evidence Indicator: A documented policy is available for review and any renewals are consistent with process stated.

Business results are defined within context of improved service quality for customers by center and by system. Success measures go beyond measures such as placement rates.

Yes No

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Evidence Indicator: Performance is documented by measures beyond placement and consider referral location, one-stop (where applicable) and other factors (e.g. referral staff, skill levels, etc.)

Service supports are measured to determine impact on service results.

Yes No

Evidence Indicator: Measures/analysis is performed for various forms of support (e.g. transportation, counseling, child care etc.) has taken place and is documented/available for review.

DRAFT

New Jersey
State Employment and Training Commission

One-Stop Operator Procurement

August 18, 2016
Update – V2

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

From WIOA, Section 121 regarding selection of a One-Stop Operator:

ELIGIBILITY—To be eligible to receive funds made available under this subtitle to operate a one-stop center referred to in subsection (e), an entity (which may be a consortium of entities)—

(A) shall be designated or certified as a one-stop operator through a competitive process....

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

Following a list of who may/may not apply to be the One-Stop Operator, the law, still in Section 121, indicates the following additional requirements…

(4) ADDITIONAL REQUIREMENTS.—The State and local boards shall ensure that in carrying out activities under this title, one-stop operators—

(A) disclose any potential conflicts of interest arising from the relationships of the operators with particular training service providers or other service providers;

(B) do not establish practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services, such as intensive employment, training, and education services; and

(C) comply with Federal regulations, and procurement policies, relating to the calculation and use of profits.

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

WIOA includes discussion regarding:

- Who may operate a One-Stop;
- The question of multiple operators or managing multiple sites;
- Types of entities that may be a One-Stop Operator;
- Frequency of selection;
- Requirement for a competitive process; and
- Requirement to follow applicable federal (state and local) procurement law.

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

New Jersey Administrative Code @5:34-2.1 discusses the procurement of *extraordinary, unspecifiable service (EUS):*

N.J.S.A. 40A:11-5(1)(a)ii and 18A:18A-5a(2) permit contracting units to award contracts without competitive bidding for extraordinary unspecifiable services. The application of this exception for extraordinary unspecifiable services shall be construed narrowly in favor of open competitive bidding wherever possible.

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

Further @ 5:34-2.2 it states…

a) The assertion that the service can only be provided by a single contractor ("sole source") shall not be sufficient to justify avoidance of competitive bidding as an extraordinary, unspecifiable service (hereinafter referred to as EUS).

(b) The fact that the service is in the nature of a personal, human, social or training services contract, or includes within its description such terms as "technical," "management," "consultant," or similar descriptions suggesting some special nature shall not in itself be sufficient to utilize this exception. The need for expertise, extensive training and proven reputation in the field of endeavor must be critical and essential to the project, and not merely a desire to have a reliable job performed.

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

More from 5:34-2.2 regarding EUS:

(c) The services must be of such a qualitative nature that the performance of the services cannot be reasonably described by written specifications. However, services previously bid or generally characterized as being of a continuous ongoing nature shall be subject to the presumption that such services may not be classified as an EUS, unless a contracting unit can demonstrate in writing its inability to prepare written specifications describing the qualitative nature of the performance of the services required. If written specifications can be prepared describing the qualitative nature of the performance of the services, then they shall be so written, but notwithstanding that the other criteria of the definition may be met. Contracting unit officials might also consider the use of competitive contracting pursuant to N.J.S.A. 40A:4.1(k) or 18A:18A-4.1(k).

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

More from 5:34-2.2:

d) Services that meet the requirements of EUS may not be combined with other work in a contract which is predominantly characterized as being a biddable activity so as to avoid the necessity of bidding for the work which in its own right is subject to competitive bidding.

e) No firm, having been previously contractually retained under this exception to study, survey, or prepare specifications for a given system, function, or equipment, may be selected without competitive bidding or competitive contracting to operate, implement, or provide any material or services on the basis of intimate or specialized knowledge acquired as a result thereof. Such a firm is not authorized to participate in competitive bidding or competitive contracting if its earlier participation would give it an unfair advantage.

One-Stop Operator Procurement (considerations)

New Jersey
State Employment and Training Commission

- Frequency (4 year minimum)
- Follow all procurement rules, federal, state and local
- Must include all applicable rules regarding access and service provision
- NJ State Plan indicates competitive process for procurement of one-stop operator
- Ensure all necessary approvals are in place ***prior*** to procurement. Firewalls and conflict of interest policies must be observed – need to protect sanctity of process
- Operator role should not be confused with local board functions (e.g. planning, oversight, selection of operator, negotiate performance, budget submission)
- Must pass local requirements before further review
- Solicitation should include guidelines for local board one-stop certification
- **Must be in place by July 1, 2017**

One-Stop Operator Procurement

New Jersey
State Employment and Training Commission

- SETC will be available to assist/discuss, but the procurement requirement is a local one.
- WIAO final regulations may impact procurement. Will inform if so.
- The process will most likely be monitored/audited.

Further Reading

New Jersey
State Employment and Training Commission

Some further reading related to procurement:

- The following is a link to the United States Department of Labor's (USDOL) WIOA final regulations and associated information: https://www.doleta.gov/wioa/Final_Rules_Resources.cfm
- Discussion of One-Stop Operator may be found in the final joint rules/regulations at Section 678.600: https://www.doleta.gov/wioa/Docs/wioa-regs-joint-final-rule.pdf
- Federal Super Circular regarding Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards: http://www.ecfr.gov/cgi-bin/text-idx?SID=c6b2f053952359ba94470ad3a7c1a975&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl
- NJ State Combined Plan: Operator Competitive Selection discussion begins on page 44: http://www.njsetc.net/njsetc/planning/unified/documents/NJ%20Combined%20State%20Plan%20for%20WIOA%202016.pdf
- NJ Local Public and Public School Contracts Laws Administrative Code: http://www.state.nj.us/dca/divisions/dlgs/programs/lpcl_docs/njac5_34_1_etseq.pdf
- State of Washington guidance: http://www.wa.gov/esd/1stop/policies/documents/wioa_title1/5404_ProcurementandSelectionofOneStopOperatorsandServiceProviders_Final.pdf
- State of Ohio: https://jfs.ohio.gov/owd/WIOA/docs/OMJCenterOperatorProcurement.stm

Further Reading cont.)

New Jersey
State Employment and Training Commission

- Nebraska guidance: https://dol.nebraska.gov/webdocs/Resources/WIOA/WIOAMeetings/GNWIB-4/Handout%205E%20-%20One%20Stop%20Operator%20Competitive%20Process%20-%20RFP%20Info.pdf
- Massachusetts guidance: http://www.mass.gov/massworkforce/wioasubcommittees/career-center-standards-and-process/overview-procurement-5-28-15.pdf
- Local Solicitation (South Central Region 8 Workforce Board – Brown, Daviess, Greene, Lawrence, Martin, Monroe, Orange and Owen counties, Indiana): https://secure.in.gov/dwd/files/RFP_8_5_RO.pdf
- Local Solicitation (Workforce Connections – Las Vegas, Nevada) - http://www.nvworkforceconnections.org/wp-content/uploads/2015/03/RFP-ONE-STOP-CAREER-CENTER-OPERATOR-3.6.15.pdf
- Local Solicitation (CareerSource – Capital Region – Tallahassee, Florida) - https://www.careersourcecapitalregion.com/uploads/documents/RFP_2016-01_One-Stop_Operator_-_Workforce_Development_Services_FINAL.pdf
- Local Solicitation (Southwest Missouri's Job Centers – Joplin, Monett and Neosho covering Barry, Barton, Dade, Jasper, Lawrence, McDonald and Newton counties) - http://www.workforcezone.net/wp-content/uploads/2016/08/WIOA-RFP-2016-Operator.pdf
- Related (Southwest Missouri Next Generation Job Center solicitation for Professional Employer Organization to staff Center): http://www.workforcezone.net/wp-content/uploads/2016/08/WIOA-RFP-2016-NGJC-Staffing.pdf
- Local California presentation (as presented to the National Association of Workforce Boards) regarding procurement from perspective of *firewalls and conflict of interest*: http://www.nawb.org/forum/documents/workshops/Facing%20the%20Hurdles%20of%20Procurement%20Under%20WIOA%20NAWB.pdf

Centers, community colleges, libraries, community-based organizations and faith-based organizations, organized labor and educational institutions.

KEY POLICIES

One-Stop Operator Competitive Selection

The Workforce Innovation and Opportunity Act requires local workforce areas to competitively select the One-Stop Operator based on eligibility requirements and criteria outlined in Section 121(d)(2). WIOA requires each State to provide their local workforce areas with policy guidance and technical assistance that will assist in the competitive selection of the one stop operator.

WIOA defines the minimum role of the One-Stop Operator as a convener, coordinator and manager of the one-stop delivery system in a local workforce area. Local boards can develop a more expanded definition of the role of the One-Stop Operator as long as that role is consistent with state law.

Eligible entities to serve as a One-Stop Operator include:

- an institution of higher education;
- an employment service State agency established under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), on behalf of the local office of the agency;
- a community-based organization, nonprofit organization, or intermediary;
- a private for-profit entity;
- a government agency; and
- Another interested organization or entity, which may include a local chamber of commerce or other business organization, or a labor organization.

State law N.J.S.A 34:15D-4. 7 and 21. also requires that all counseling services in One-Stop Career Centers must be either provided by a job counselor hired and employed by the State pursuant to N.J.S.A 11A or hired and employed by a political subdivision of the State with the exception of those One-Stop Centers grandfathered under P.L. 2004, c. 39. State law further requires that all staff who are hired and supported by moneys from the Workforce Development Partnership Fund or the Supplemental Workforce Fund for Basic Skills, including any of those staff located at any One Stop Career Center will be hired and employed by the State pursuant to N.J.S.A 11A or hired and employed by a political subdivision of the State, with the exception of those One Stop Centers grandfathered under P.L. 2004, c. 39. Local Boards are required to comply with both the federal and State law.

Each local board will select the One-Stop Operator through a competitive process. Any Request for Proposal should clearly delineate the role of the prospective one-stop operator to deliver services "at a minimum" level described within proposed 20 CFR 678.620 or near it, so as to ensure continued compliance with state law.

The local Area process for competitive selection of the One-Stop Operator must be open, transparent and made available to all eligible entities. Local areas must follow state procurement laws at a minimum. Competitive selection must be made prior to June 1, 2017 with implementation of the role of the One-Stop Operator beginning no later than July 1, 2017. Competitive selection must be made no less than every two years.

Locally-Driven, High Quality One-Stop Career Centers

New Jersey is committed to supporting One-Stop Career Centers that meet local needs and assist individuals in obtaining new skills and employment.

In order to effectively and efficiently implement the Workforce Innovation and Opportunity Act (WIOA) of 2014 and to ensure locally-driven One-Stop Career Centers, New Jersey has defined clear and comprehensive roles and responsibilities of One-Stop partners. Additionally, One-Stop partners must be cross-trained in each role so that funding streams and service providers are not barriers to effective service delivery to our customers. The positive result of all workforce development staff working collaboratively in the delivery of services available under multiple programs and funding streams, is functional alignment in our One-Stop Career Centers. Functional alignment will better allow for all partners to deliver services in accordance with regulations and requirements of their multiple programs. Communication between One-Stop partners is essential to the success of this functional alignment strategy. Further, all One-Stop partners' staff must adhere to and take direction from the One-Stop Operator for the efficient and effective delivery of all services in the One-Stop Career Centers.

State Employment Services staff, funded by WIOA Title III / Wagner-Peyser program, will focus on providing group-based activities such as Reemployment Eligibility Assessment, PROs, Jersey Job Clubs and the General Assistance 28-Day Job Search Program. Employment Services staff will also be responsible for staffing and creating resource rooms for jobseekers.

The Local Workforce Development Board oversees the One-Stop Operator and counseling staff to manage triage, intake, and counseling for the systematic referrals of customers to the most appropriate programs offered by One-Stop partners to achieve more positive and prompt employment outcomes.

Work First New Jersey (WFNJ) employment and training services will be integrated into One-Stop Career Center services. Counseling staff funded through WorkFirst NJ allocations to local Workforce Development Boards will provide most services to individuals. Employment Services staff will provide job search group sessions. WFNJ case management will be the responsibility of the local areas.

The triage function in all One-Stop Career Centers will be Operator-led with assistance from staff of all key partners. The triage function should be staffed at all times with designated customer service staff of the Operator and / or by counseling staff funded through WIOA Title I.

Customers will be directed to general One-Stop and/or Training orientations where brief assessments will determine immediate Operator referrals to (1) WIOA Title III Employment Services, (2) Division of Vocational Rehabilitation Services (WIOA Title IV) or (3) WIOA Title I Counselors.

WIOA Title I Counselors will perform the in-depth intake and eligibility functions, literacy and occupational skills assessment and prepare the universal individual employment plans/employment development plans. Based on the outcomes of intake, eligibility, assessments and employment plan development, WIOA Counselors will refer customers to the appropriate One-Stop partner program including but not limited to:

- Basic adult education (Title II)
- Literacy labs
- Work based training
- Individual training assistance grants
- On the job training grants
- Registered Apprenticeships
- Tuition waivers
- Additional benefits during training (ABT)
- Opportunity Partnership training
- Employment Services programs (i.e. Jersey Job Clubs and Career Connections assistance)
- Division of Vocational Rehabilitation Services
- Youth programs
- Other special populations programs (Parolee Employment Placement Program, Trade Act, SCSEP/Workforce 55+, Helmets 2 Hard Hats, NJ Build, and bonding)

One-Stop Career Center Certification

The Workforce Innovation and Opportunity Act requires States and local workforce areas to certify their One-Stop Career Centers based on requirements and criteria outlined in Section 121(g). The following are the general requirements that will assist in the development and implementation of New Jersey's One-Stop Center Certification Process.

- "Continuous improvement" provision
- Requires the state board to establish objective criteria for one-stop center certification every three years, including access to services and integrated service delivery.
- Requirements will be established in consultation with chief elected officials and local boards
- Required in order to be considered for infrastructure funding.

The eligibility for receiving infrastructure funding is contingent upon the establishment of an objective criteria and process that will be administered by the local WDB areas. The One-Stop Center Certification criteria and process must be developed with standards related to service coordination on the overall system. The One-Stop Center Certification criteria must include

factors relating to the effectiveness, accessibility, and improvement of the one-stop delivery system. The criteria must focus on the negotiated local levels of performance, the integration of available services and the needs of the local area employers. The local board areas have the autonomy to develop additional criteria that will respond to labor market, economic and demographic conditions and trends found in the local area. The One-Stop Center Certification Process must be reviewed and or modified by state or local plans on a biennial basis.

KEY INVESTMENTS

Broad Partnership to Expand Services

New Jersey has launched the Career Connections initiative to further expand career navigation services to more jobseekers and students and to improve the quality of services in One-Stop Career Centers. At some point in their lives, New Jerseyans of all backgrounds, educational levels and work experience will find themselves exploring employment options and taking steps to achieve their career goals. Today's rapidly changing global economy has made the labor market increasingly complex and difficult to navigate. Even as technology helps connect users with more information and support services than ever before, these resources are often disconnected, sometimes contradictory, and can contribute to "information overload" and misdirection.

To bring clarity to this complex labor market, New Jersey has developed a unified approach to career navigation based on input from a diverse array of experts in the workforce development, higher education, and business communities. The "Path to Employment" empowers New Jerseyans with a job search / career planning process organized around three steps: Plan, Prepare, and Succeed. The "Path to Employment" is not a "one size fits all" prescription, but rather an organized framework of expert insights and actionable guidance designed for digital and in-person engagements that offers users the flexibility to customize their personal path to employment.

New Jersey is establishing an innovative "Career Connections Network" that unifies providers of career services, job search assistance and career planning across the street. This Network will connect One-Stop Career Centers, libraries, community college career services offices, community and faith-based organizations and other entities through the use of the shared, comprehensive "Path to Employment" career navigation model. This Network will offer New Jerseyans an unprecedented number of locations where they can receive assistance through seminars and one-on-one engagements with career exploration and work search experts. All organizations providing career guidance services funded by all four titles of WIOA or by other core workforce programs administered by the New Jersey Department of Labor and Workforce Development will be members of the Career Connections Network.

New Jersey will provide regular, on-going training to staff providing services to jobseekers in the "Path to Employment" framework to ensure that services are delivered in a consistent manner.

To further support the effort, New Jersey is developing the CareerConnections.nj.gov website to deliver tools and information organized around the "Path to Employment" model directly to users who prefer a digital experience.

State of New Jersey
DEPARTMENT OF THE TREASURY
DIVISION OF PURCHASE AND PROPERTY
PROCUREMENT BUREAU
33 WEST STATE STREET
P. O. BOX 039
TRENTON, NEW JERSEY 08625-0039
https://www.njstart.gov

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

FORD SCUDDER
Acting State Treasurer

JIGNASA DESAI-MCCLEARY
Director

Division of Purchase & Property (DPP) Web Site
http://www.state.nj.us/treasury/purchase/index.shtml

DPP Term Contracts & Price Lists Search Field
http://www.state.nj.us/treasury/purchase/pricelists.shtml

Dept. of Community Affairs – Division of Local Government Services (DLGS)
http://www.state.nj.us/dca/divisions/dlgs/

DLGS - Local Agency Procurement Laws
http://www.state.nj.us/dca/divisions/dlgs/programs/lpcl.html

New Jersey State Employment and Training Commission

Dennis M. Bone, *Chairman* Chris Christie, *Governor*

SETC PLANNING UPDATE
WDB Directors Meeting
August 18, 2016

Combined State Plan

- State making USDOL/USDOE Revisions in online portal by September 1, 2016
- SETC will review revised State Plan on Tuesday, September 20, 2016 (full Commission meeting)
- Final updated plan will be posted on SETC website after September 20, 2016
- SETC will continue to welcome comments and feedback
- State Plans required to be reviewed/modified every two years

Regional Plans

- Due to SETC on October 3, 2016
- TPMA continuing to work with each region on draft plans
- Issues discussed at Regional Planning Meetings held July 26-28, 2016:
    - Regional Performance Measures – not required (TPMA updating guidance)
    - Publish Regional Plan for Public Comment with Local Plan (see below)
    - Signature Pages submitted with Local Plan (see below)
    - MOU for Regional Coordination/Planning: can be submitted as separate document no later than January 31, 2017, and must be signed by the WDB Chairpersons from each local area in the region.
- Section II: LMI Data Sets (regional and local): will be provided to each region/area by August 31, 2016 (or earlier)
- Section IX: information on Statewide efforts provided by Maureen O'Brien-Murphy, week of August 8, 2016: Sisters in the Brotherhood (SIB), NJBCTC Youth Transition to Work (YTTW), and NJBCTC Helmets to Hardhats (H2H)

Local Plans

- Due to SETC on December 15, 2016
- Follows and supports regional plan, or notes where different priorities/strategies exist
- Local Plan Guidance document will be provided to WDBs on Friday, August 19, 2016
- Webinar to be scheduled with SETC Staff: Week of September 6, 2016 (after Labor Day)
- Public Comment period precedes submission to SETC (with regional plan attached)
    - 20 CFR 679.510 and 679.550 requirement: "provide no more than a 30-day period for comment on the plan before its submission…"
- Signature Pages: for Local and Regional Plan, submitted no later than January 31, 2017
    - Lead County chief elected official can sign on behalf of local area, if designated in the LEO MOU with local board; can attach freeholder resolution as "signature" of chief elected official
    - Can have separate pages for each signature to the local and regional plans

Updated 8/19/2016

State and Local Area Performance

Workforce Development Board Directors Meeting

August 18, 2016

NJ PY15 Performance

New Jersey WIA Program Year Actual Performance Compared to Negotiated Targets
Program Years 2012 - 2015

	Program Year 2012		Program Year 2013		Program Year 2014		Program Year 2015	
	Negotiated Target	Actual Achieved	Negotiated Target	Actual Achieved	Negotiated Target	Actual Achieved	Negotiated Target	Actual Achieved
WIA Measures								
Adult								
Adult Entered Employment Rate	81.9%	83.9%	84.6%	82.9%	85.1%	83.6%	85.1%	78.2%
Adult Employment Retention Rate	84.0%	83.4%	86.4%	84.9%	86.4%	84.3%	86.4%	85.7%
Adult Average 6 Month Earnings	$12,303	$12,721	$12,856	$13,031	$13,039	$14,281	$13,039	$14,058
Dislocated Worker (DW)								
DW Entered Employment Rate	82.3%	79.1%	83.3%	82.7%	83.3%	84.3%	83.3%	81.6%
DW Employment Retention Rate	87.1%	84.8%	87.5%	86.6%	87.5%	87.4%	87.5%	86.2%
DW Average 6 Month Earnings	$18,390	$17,101	$18,365	$18,234	$18,500	$18,983	$18,500	$18,971
Youth								
Youth Placed in Employment/Education	65.2%	65.7%	66.8%	66.5%	68.5%	65.9%	68.5%	61.2%
Youth Achieved Diploma or Credential	77.2%	72.8%	75.0%	73.5%	75.0%	68.9%	75.0%	62.0%
Youth Literacy/Numeracy Gains	65.4%	53.5%	56.2%	64.3%	60.0%	61.2%	60.0%	53.4%

Exceeds	Greater than 100% of target
Meets	Between 80% and 100% of target
Fails	Less than 80% of target

NJ PY16 and PY17 Targets

Performance Measures	Final Goals PY 2016	Final Goals PY 2017
WIOA Title I Adults		
Employment (Second Quarter after Exit)	73.30%	73.30%
Employment (Fourth Quarter after Exit)	66.3%	66.3%
Median Earnings	$ 5,250.00	$ 5,250.00
Credential Attainment Rate	56.3%	57.3%
Measurable Skill Gains	Baseline	Baseline
Effectiveness in Serving Employers	Baseline	Baseline
WIOA Title I Dislocated Workers		
Employment (Second Quarter after Exit)	77.0%	77.0%
Employment (Fourth Quarter after Exit)	74.0%	74.0%
Median Earnings	$ 6,876.00	$ 6,876.00
Credential Attainment Rate	55.9%	56.4%
Measurable Skill Gains	Baseline	Baseline
Effectiveness in Serving Employers	Baseline	Baseline
WIOA Title I Youth		
Employment (Second Quarter after Exit)	68.6%	69.0%
Employment (Fourth Quarter after Exit)	40.2%	41.0%
Median Earnings	Baseline	Baseline
Credential Attainment Rate	72.8%	73.5%
Measurable Skill Gains	Baseline	Baseline
Effectiveness in Serving Employers	Baseline	Baseline
WIOA Title III Labor Exchange (LEX)*		
Employment (Second Quarter after Exit)	47.8%	48.8%
Employment (Fourth Quarter after Exit)	48.2%	49.2%
Median Earnings	$ 4,834.00	$4,882.00
Effectiveness in Serving Employers	Baseline	Baseline

NJ PY16 and PY17 Targets

Training and Employment Guidance Letter (TEGL) No. 26-15 (*Negotiating Performance Goals for the Workforce Innovation and Opportunity Act (WIOA) Title I Programs and the Wagner-Peyser Employment Service as amended by Title III, for Program Year (PY) 2016 and PY 2017*)

Local Performance Negotiations: In addition to the State negotiated levels of performance, States must work with local workforce development areas to establish performance goals for WIOA title I programs. The local board, the chief elected official, and the Governor must negotiate and reach agreement on local levels of performance based on the State negotiated levels of performance. In negotiating the local levels of performance, the local board, the chief elected official, and the Governor must make adjustments for the expected economic conditions and expected characteristics of participants to be served in the local area, using the statistical adjustment model developed at the Federal level as a tool. In addition, the statistical adjustment model must be used at the end of the program year to adjust negotiated local levels of performance in order to reflect the actual economic conditions experienced in the local area and the characteristics of participants served.

NJ PY16 and PY17 Targets

Training and Employment Guidance Letter (TEGL) No. 26-15

- The initial statistical adjustment model was developed based on historical data reported by States against the Workforce Investment Act (WIA) performance measures, which is used as a proxy for WIOA performance measures.

- States will be able to renegotiate PY 2017 performance levels during the fourth quarter of PY 2016.

- Determinations of financial sanctions, on account of any overall State program score or indicator score, will not occur until at least 2 full years of outcome data has been reported; the Departments will not consider data reported prior to July 1, 2016 as a component of 2 full years of outcome data under WIOA. The Departments will issue additional guidance on the sanctions process.

Statistical Adjustment Model

New Jersey

TARGET OUTCOME	Adults	Dislocated Workers	Wagner-Peyser *	Youth	
Employment Rate 2nd Quarter After Exit	79.8	86.7	68.7	73.3	Employment or Placement Rate 2nd Quarter After Exit
Employment Rate 4th Quarter After Exit	69.8	81.4	71.0	61.2	Employment or Placement Rate 4th Quarter After Exit
Median Earnings 2nd Quarter After Exit	$ 4,280	$ 5,926	$ 4,469	BASELINE	Median Earnings
Credential Attainment within 4 Quarters After Exit	51.8	55.7	N/A	78.8	Credential Attainment within 4 Quarters After Exit

PREDICTED OUTCOMES					
Employment Rate 2nd Quarter After Exit	78.6	78.1	48.1	68.6	Employment or Placement Rate 2nd Quarter After Exit
Employment Rate 4th Quarter After Exit	71.3	77.5	49.3	40.2	Employment or Placement Rate 4th Quarter After Exit
Median Earnings 2nd Quarter After Exit	$ 5,664	$ 7,003	$ 4,834	BASELINE	Median Earnings
Credential Attainment within 4 Quarters After Exit	57.9	64.3	N/A	72.8	Credential Attainment within 4 Quarters After Exit

PY2010-14 AVERAGE SIMULATED OUTCOMES **					
Employment Rate 2nd Quarter After Exit	73.3	77.2	47.8	65.2	Employment or Placement Rate 2nd Quarter After Exit
Employment Rate 4th Quarter After Exit	67.2	73.2	48.2	49.5	Employment or Placement Rate 4th Quarter After Exit
Median Earnings 2nd Quarter After Exit	$ 5,149	$ 6,870	$ 5,030	BASELINE	Median Earnings
Credential Attainment within 4 Quarters After Exit	56.6	58.0	N/A	72.6	Credential Attainment within 4 Quarters After Exit

Statistical Adjustment Model

To produce targets for each State, USDOL's Chief Evaluation Officer recommended estimating the coefficients for the participant characteristics (also known as the impact each individual characteristic imposes on a given performance outcome), and economic conditions using a fixed effects model.

Employment Rate 2nd Quarter After Exit		
Target Outcome	79.8%	
Predicted Outcome	78.6%	
Estimation		
Parameter	Coefficient	Data From Most Recent 4 Qtrs
Female	0.07973	0.56098
Age 26 to 35	0.00415	0.27729
Age 36 to 45	0.06185	0.22978
Age 46 to 55	-0.01059	0.20081
Age 56 to 65	-0.18459	0.08423
Age 66+	-0.68264	0.00842

Negotiation Timeline

Tentative Negotiation Timeline

Task	Due Date
Letters with State Proposed Local Area Targets Sent to WDBs	Tuesday, September 6th
Local Responses to State Proposed Targets Returned to LWD	Tuesday, September 13th
Negotiation Calls between LWD and WDBs if Needed	Friday, September 16th and Monday, September 19th
Local Targets submitted to USDOL - ETA	Friday, September 30th

Industry-Valued Credentials List

August 18, 2016

Background

New Jersey adopted *Pathways and Partnerships: New Jersey's Blueprint for Talent Development* that includes seven policy goals and related strategic actions as a guide. Among those strategic actions is a focus on increasing the number of individuals in New Jersey who have earned an industry-valued post-secondary credential or degree. To support this goal, New Jersey has developed a list of industry-valued credentials.

An industry recognized certificate or certification awarded by a responsible and authorized body in recognition of an individual's attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation.

Industry-valued credentials will have the following characteristics:

- Valued and demanded by employers
- Portable – skills learned are transferable and provide broad opportunities
- Stackable – skills learned may lead to opportunities for continuous or advanced training and education
- Leads to higher wages, career advancement, and/or increased job security

Resource for Workforce Stakeholders

1. Align the demand of employers for certain skills to the training, education and skills of job seekers and those seeking career advancement.
2. Act as a consumer protection for those in search of training. Job seekers and others can be assured that a credential is valid and recommended by knowledgeable employers, educators, and workforce professionals.

Creation Process

1. Analysis of Labor Market Data

Labor market analysts in the Department of Labor and Workforce Development (LWD) initially identified credentials in demand by the seven major industry clusters in New Jersey. These are Advanced Manufacturing; Financial Services; Health Care; Life Sciences; Retail, Hospitality & Tourism; Technology; and Transportation, Logistics & Distribution. Credential information will also be included for the Utility and Construction industries. This research included the review of New Jersey specific labor data and occupational employment projections analysis developed by established industry associations, universities and the federal government.

2. Feedback from Employers

The state's Talent Networks are being used to obtain feedback from employers and industry experts during the development of the industry-valued credentials list. Directors associated with our major industries reviewed and updated the draft credentials list prior to meetings with all Talent Network partners. Subsequently, ten industry-specific meetings were held with those partners to solicit additional employer feedback and create a preliminary list of industry-valued credentials. Expanded input was gathered through an on-line survey distributed by the LWD Office of Research and Information with the assistance of the Talent Networks and industry associations.

Creation Process

3. Feedback from Stakeholders
In February, an initial list of credentials was released for public comment. Educational institutions, workforce development boards, training providers and other stakeholders provided feedback on the initial list.

4. Formal adoption of the list by the Credential Review Board
In accordance with state law, LWD's Center for Occupational Employment Information will create a Credential Review Board. This Board, made up of representatives from LWD, the Department of Education, the Office of the Secretary of Higher Education and the State Employment and Training Commission, will review the draft list, all available data and information and the feedback from employers and stakeholders. The Credential Review Board will review and adopted the list.

5. Additional Refinement and Information Gathering

Credentials List

Credential	*Issuing Agency*	*Endorsements*	*Type*
Advanced Manufacturing			
Certified Automation Professional (CAP)	International Society of Automation (ISA)	CI	CORE
Certified Hazard Analysis Critical Control Point (HACCP) Auditor	American Society for Quality (ASQ)	IM	CORE
Certified Internal Auditor	Institute of Internal Auditors	C	CORE
Certified Production Technician (CPT)	Manufacturing Skill Standards Council (MSSC)	ACIM	CORE
Certified Quality Inspector	American Society for Quality (ASQ)	CIM	ADVANCED
Residential Building Envelope Whole House Air Leakage Control Installer Professional	Building Performance Institute	J	SPECIALTY
Health Care and Social Services			
Academy of Certified Social Workers (ACSW)	National Association of Social Workers	CM	ADVANCED
Advanced Cardiac Life Support (ACLS)	American Heart Association		Skill
Alzheimer's and Dementia Certification	National Certification Board for Alzheimer Care		SPECIALTY
Various			
Certified Associate in Project Management (CAPM)	Project Management Institute	CM	CORE
Other Services			
Certified Protection Officer	International Foundation of Protection Officers	CJM	CORE

Industry and Agency

- Advanced Manufacturing
- Architecture & Construction
- Education
- Finance
- Health Care and Social Services
- Human Resources
- Law and Public Safety
- Life Sciences
- Other Services
- Retail, Hospitality & Tourism
- Technology
- Transportation, Logistics & Distribution
- Various

- Identified the most well known accrediting body

Certification Finder

Endorsements

A	Accredited by American National Standards Institute (ANSI)
C	Related to Career and Technical Education Career Clusters
I	Third-party Industry Endorsed
J	Related to Job Corps training program
M	Related to Military Occupational Specialties
N	Accredited by the National Commission for Certifying Agencies (NCCA)

Certification Finder

Type	
CORE	Minimal education prerequisites
ADVANCED	Requires two year degree or related CORE certification
SPECIALTY	Specialty within a recognized occupation
SKILL	Tests for basic skills
PRODUCT / EQUIPMENT	Tests for proprietary products, often computer-related

Certification Finder

Credential Finder Online Tool on the United States Department of Labor Career One Stop website at:

http://www.careeronestop.org/toolkit/Training/find-certifications-help.aspx

Goals

The State will use this list to guide training investments across federal and state workforce programs.

Our goal is to dedicate at least 80% of all federal and state funds spent on occupational training to programs that result in an industry-valued credential or degree. The five-year plan will proceed incrementally for each Local Area as follows:

State Fiscal Year 2017 *(July 1, 2016 through June 30, 2017)* – 50%
State Fiscal Year 2018 *(July 1, 2017 through June 30, 2018)* – 60%
State Fiscal Year 2019 *(July 1, 2018 through June 30, 2019)* – 70%
State Fiscal Year 2020 *(July 1, 2019 through June 30, 2020)* – 75%
State Fiscal Year 2021 *(July 1, 2020 through June 30, 2021)* – 80%

Union County Workforce Development Board

Local Strategic Plan Public Comments

COMMENT 1

Spelling Corrections:
Betty Sebring
Shirley Hollie-Davis

WDB Action: Corrected

COMMENT 2

Incomplete data located on Attachment Q

WDB Action: Data removed

COMMENT 3

Input from WIOA Workgroup:
PLEASE CHANGE ALL LANGUAGE REFERRING TO "CLIENTS" TO "CUSTOMERS' OR "JOB SEEKERS'

Please change all language referring to "Counselors" to "Career Coaches"

Page 14, Paragraph 3:

Insert after first sentence:
Job Corps representatives are available weekly on scheduled appointments to meet with interested youth. The representative does an intake/assessment/orientation of the interested client and follows through.

Strengths –
Change: Program has been able to offer all Legislative required elements.
Replace With: Program has been able to offer mandated essential elements.

Page 15, Title III Wagner-Peyser Employment Service, Paragraph 2, last line:

Change: Orientations are held twice weekly and follow-up by telephone or in-person appointments are usually on Thursday afternoons at assigned times.
Replace With: Orientations are held twice weekly and follow-up in person can be done by appointment. The One Stop Career Coaches complete and submit the paperwork for ABT (Additional Benefits During Training) and administer the TABE (Test of Adult Basic Skills) if needed.

Challenges:
Change: Too much wait on Soft Skills
Replace With: Backlog on soft skills training

Union County Workforce Development Board

Local Strategic Plan Public Comments

Page 18

Strengths:
Change: Urban League Funded/good PARTNER coordination
Replace With: Urban League/CBO administers the program and there is good coordination with this partner

Challenges:
Change: Sufficient Employment Opportunities
Replace With: Insufficient Employment Opportunities

Page 19

S-9, Unemployment Insurance, last line:
Change: Note that permanently separated claimants are required to participate in the RESEA program.
Replace With:
Note that claimants profiled to most likely exhaust their UI Benefits are required to participate in the RESEA program.
Strengths:
Change: Insufficient resources for increased short term Soft Skill/Employability Skill offerings
Replace With: Sufficient resources for increased short term Soft Skill/Employability Skill offerings

Page 20

*Change***:** Close coordination with partner services
*Replace With***:** Close coordination with partner services through monthly operational meetings with staff of the American Job Center, Division of Social Services, vendors and other service providers and community based groups

Challenges:
Change: Community Work Experience needs more worksites
Replace With: Development of adequate CWEP (Community Work Experience) Program worksites

Page 21, Paragraph 4:

Change: (www.jobs4jersey.com)
Replace With: (www. careerconnections.nj.gov)

Page 108, ITA Use Guidelines:

Change: Funding for training is limited to participants who:
Replace With: Funding for training is limited to certified WIOA eligible customers who:

Union County Workforce Development Board

Local Strategic Plan Public Comments

WDB Action: Updated modifications within document

COMMENT 4

Comment read:

> On pg. 83 of the WIB plan, it reads "The four consortium partners will implement educational activities at locations throughout the County of Union including sites in Elizabeth, Plainfield, and all 22 of Union County's public libraries through an array of schedules"
>
> On pg 85 it reiterates
>
> Under Literacy New Jersey Union County Program:
>
> Literacy Volunteers of Union County serves adults needing Adult Literacy and ESL Civics education in locations throughout Union County. ***Tutoring sessions take place in Union County's public libraries***. This enables tutors and learners a wide choice of hours and locations for their lessons. Literacy Volunteers, Union County Program will serve a total of **105** ABE and ESL Civics clients.
>
> I can say that although some libraries in Union County do work directly with LVNJ (Literacy Volunteers New Jersey), many do not, ourselves included. While it may be so that LVNJ sends people to these libraries without formal agreement to work with students (as many people use public libraries) these statements may incorrectly imply some sort of connection between LVNJ and all county libraries, that does not exist. It would be the same as saying tutoring takes place in all 100 county Starbucks. You certainly could send a tutor there, but it doesn't mean you have any agreement with Starbucks. Now, that does not mean there aren't formal services at many of these libraries; at the Plainfield Public Library, as you know, we have quite a robust Adult Literacy, GED, and ESL program. Again, this may be a very minor point, but certainly it can't hurt to clarify.

WDB Action:

Page 83 indicates that the Consortium partners will implement educational activities at additional sites within Union County. Our goal, as always, is to increase availability of resources to all Union County residents.

Page 85 has been modified:

"Literacy Volunteers of Union County serves adults needing Adult Literacy and ESL Civics education in locations throughout Union County. Literacy Volunteer tutors provide a wide

choice of hours and locations for their lessons based on the needs of the student. Literacy Volunteers, Union County Program, will serve a total of 105 ABE and ESL Civics customers."